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Consequences of perceived intra-group respect

Sleebos, Ed

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Consequences of Perceived Intra-group Respect

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Promotiecommissie

Promotor	Prof. Dr. N. Ellemers
Copromotor	Dr. D. de Gilder (Vrije Universiteit)
Referent	Prof. Dr. H. J. Smith (Sonoma State University)
Overige leden	Dr. M. Barreto
	Prof. Dr. K. van den Bos (Universiteit Utrecht)
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Contents

Chapter 1	
Introduction	5
Chapter 2	
The Paradox of the Disrespected: Disrespected Group Members' Engagement in Group-serving Efforts	17
Chapter 3	
The Carrot and the Stick: Respected and Disrespected Group Members' Motives to Engage in Group-serving Efforts	37
Chapter 4	
Being In or Out: Intra-Group Respect, Psychological Engagement, and Cognitive Activation of Fairness Concerns	55
Chapter 5	
The Impact of Intra-group Respect on Team Effectiveness: Collective and Individual Motives	75
Chapter 6	
Summary and Conclusions	103
Hoofdstuk 7	
Samenvatting en Conclusies	113
Endnotes	119
References	121
Curriculum Vitae	127
Kurt Lewin Institute Dissertation Series	128

Chapter 1

Introduction

When we participate in social groups, we are confronted with the ever pertinent questions ‘am I valued in this group?’ and ‘am I accepted in this group?’ More specifically, we want to establish which position we psychologically have within a group in which we participate. Even if we do not think about it continually, unconsciously, it keeps our minds busy. In most cases, we don’t like to be outsiders. We feel good when we can perceive ourselves as central members of a group and are pleased when others give us the feeling that we are important for the group. By contrast, it affects us negatively when we feel peripheral or isolated, and it distresses us when we are treated as inferior to the others in the group.

Of course, the psychological process underneath the observation we present here is reciprocal and interactive. When a group likes us, we will emotionally care more about that group in particular and our psychological position within it becomes more important to us. This will enhance the possibility that we will act according to the norms and values of this specific group. In contrast, when the group dislikes us, we might break our social ties with the other members of the group and we may even reject the group altogether. We will be far less concerned about our psychological position within that specific group and probably try to find another one, one that *does* appreciate our presence. A strong indicator of the ‘*psychological position*’ we have within social groups is our perception of the extent to which we consider ourselves to be *respected* or *disrespected* by the others with whom we participate in social groups. Intra-group respect (based on intra-group relations) in particular communicates this identity relevant information. The present dissertation reports an inquiry into the consequences of differences in perceived intra-group respect.

The importance of groups and the position we psychologically have in them

People want to belong to social groups (Baumeister & Leary, 1995). From a social psychological perspective, people ‘need to belong’ because groups give them a meaningful existence (Baumeister & Leary, 1995; Zadro, Williams, & Richardson, 2004) and provide them with an answer to the question ‘who they are’. By referring to the social groups of which they are members, people are able to create their social identity. An important psychological assumption regarding this membership is that people focus in particular on group memberships that are highly valued by themselves and by others, which is explained in the social identity theory (Ellemers, 1993; Ellemers, Wilke, & Van Knippenberg, 1993; Tajfel, 1978; Tajfel & Turner, 1979). Membership in a highly valued group provides people with more esteem and gives them the advantages of the specific membership in that particular group (i.e. privileges to members of that group that are restricted to others). Similar to being a

member of a high status group, a high position *within* the group can be an important source of self-relevant information, and just as, or even more preferable (Ellemers, 1993). Thus, irrespective of the status of the group, a high position in the group will provide people with more esteem and more privileges compared to the others in their group, which, speaking metaphorically, is comparable with being the alpha female/male of a monkey colony on a monkey rock (Sleeboos & Van Knippenberg, 1998).

In most cases, people do not decide about their inclusion in a particular group on their own. It is the interaction with the other group members that provides people with information about their acceptance and position within the group. A strong indicator of the position within the group is the extent to which people see themselves as being *respected* by other group members. The construct of intra-group respect has originally been proposed in the group value model (Lind & Tyler, 1988; Tyler & Lind, 1992) which is based on insights derived from both social identity theory (Tajfel, 1978; Tajfel & Turner, 1979) and procedural justice research (Thibaut & Walker, 1975). Combining these two research traditions, the model links group characteristics to interpersonal treatment that informs people about their social connection to groups (Tyler, Degoe, & Smith, 1996). Specifically, group value theorists have focused on (a) self-relevant information that indicates the perceived standing of the group relative to other groups (e.g. the group status or power, resulting in feelings of pride; see Tajfel, 1978; Tajfel & Turner, 1979), and on (b) the perception of being valued and accepted as group members, which informs people about their standing *within* the group (i.e., perceived intra-group respect; see Tyler, Degoe, & Smith, 1996).

To date, social identity theorists have extensively studied processes and outcomes that are related to the relative status of groups in both experimental and applied settings. We posit that these insights are very useful to explain the feelings of pride people take in their group membership as a result of the self-relevant information they have received. By contrast, only a few researchers investigated processes and outcomes related to the extent to which people perceive themselves as valued and accepted *within* the group. Although social identity theory will be applied to this inquiry, in this dissertation we explicitly restrict ourselves to this specific topic and focus on processes and outcomes as a result of differences in the perception of being respected by one's fellow group members. To do so, we closely investigate some contemporary issues in the field of intra-group respect research.

In this introductory chapter, we present a theoretical outline of issues that are dealt with in the prospective empirical chapters. We explain our choice to focus on intra-group respect received from group members by elaborating on the distinction between intra-group respect received from group authorities versus intra-group respect received from peers. We discuss the premise that the perception of being respected by others in the group conveys information regarding people's intra-group status and the extent to which a group member can perceive him/herself as included in the group. We focus on the impact differences in perceived intra-group respect have on team effectiveness and the exertion of actual effort on behalf of the

group; specifically taking into account the underlying motives that lie at the basis of the subsequent behavior. Finally, we focus on the origins of feelings of intra-group respect and elaborate on the group value premise that people within groups should be more attentive to fairness and justice information in contrast to people who see themselves more as outsiders.

Perceived intra-group respect: Authorities versus peers

Early statements of the group value model (Lind & Tyler, 1988; Tyler & Lind, 1992) originated from the examination of people's relationships with authorities and their impact on, among others, the perception of being respected (Tyler et al., 1996; Smith et al., 1998). In their model, Lind and Tyler (1988; Tyler & Lind, 1992) argued that information about people's standing within the group is communicated to them by the quality of the interpersonal treatment they receive by those in a position of authority. In fact, the asymmetrical interdependence people have with authorities implies that a collaborative situation is to a large extent defined by the more powerful other, so that a concern with treatment is a relevant indicator people's standing within the group. Extending this work, Tyler et al. (1996) empirically confirmed this proposition and showed that the quality of treatment by an authority within the group indicated a positive and respected position within the group.

Additional research in this field of interest (Smith, Tyler, Huo, Ortiz, & Lind, 1998) revealed that in groups where differences in authority were less important or even absent, similar processes emerged in intra-group relationships among *equals* (that is, when no group authority is present or salient). A higher quality of interpersonal treatment by peers resulted in an increase in people's perception of being respected (Smith, Tyler, Huo, Ortiz, & Lind, 1998). In fact, in many group situations it seems that the extent to which people perceive themselves as valued and accepted (i.e. respected) by their peers is just as important if not more important than the relationship they have with an authority (Van Prooijen, Van den Bos, & Wilke, 2004). Thus, we think it is necessary to examine the effects of the perception of being respected by equals in the group more closely, and therefore specified our research as presented in this dissertation solely on differences in intra-group respect received from peers.

Perceived intra-group respect and the evaluation of one's social identity

An underlying assumption of the group value theory is that the respect people receive from others in the group exerts its power through the communication of inclusion and intra-group status (De Cremer & Tyler, 2004). This explains the significant impact the respect construct has on people's social identity derived from the membership of a group.

Intra-group respect informs people about their *psychological position* within the group which is related to the value people attach to their group membership. When

people participate in a social group, higher levels of respect will result in more feelings of being included and having higher intra-group status. As a consequence, these factors will make the membership in that particular group more appealing which cause people to identify more strongly with the group and to evaluate their social identity derived from this social group more positively (Ellemers, 1993; Ellemers, Wilke, & Van Knippenberg, 1993; Luhtanen & Crocker, 1992; Tajfel, 1978; Tajfel & Turner, 1979).

Recently, different experimental designs have been proposed to examine this important proposition, namely that people's perception of being respected by others in the group would lead to an increase in the value they attached to their group membership (Branscombe et al., 2002; Ellemers, Doosje, & Spears, 2000a; Simon & Stürmer, 2003; Smith & Tyler, 1997; Smith et al., 2002; Spears, Ellemers, & Doosje, in press). To indicate the value people attach to their social identity, four subscales are commonly used which together form the 'collective self-esteem scale' (Luhtanen & Crocker, 1992). In particular, this scale provides an indication of individuals' judgments of (a) how good or worthy they are as members of their social groups (*membership collective self-esteem*), (b) how good they believe their social groups are (*private collective self-esteem*), (c) how other people evaluate one's social groups (*public collective self-esteem*), and (d) the importance of one's social group memberships to one's self concept (*Importance to identity collective self-esteem*).

In two survey studies that included psychology undergraduates from a large public university and members from five different sororities at a large public university, Smith and Tyler (1997) demonstrated that the perception of being respected by other group members positively affected people's valuation of their social identity which was measured with an aggregation of the four collective membership esteem subscales (Luhtanen & Crocker, 1992). In addition—using the membership, private, and importance to identity subscales to measure the valuation of one's social identity—Simon and Stürmer (2003) demonstrated that respectful treatment caused people to value their social identity more compared to *dis*respectful treatment that decreased the value people attached to their social identity. Moreover, under controlled circumstances, Branscombe et al., (2002; Spears et al., in press) showed that people that perceived themselves as disrespected (versus respected) by their fellow ingroup members felt that they were less worthy group members (*membership scale*). Building upon this experimental work, in a further series of studies, Ellemers, Doosje, and Spears (2004) demonstrated that the extent to which people perceived themselves as respected by others *only* influenced the value they attached to their social identity when the respect was communicated by *fellow* ingroup members. In contrast, respect expressed by members of an outgroup did not impact on the evaluation of their social identity. Together, the research outlined above clearly demonstrates the positive relation between the extent to which people perceive themselves as respected by fellow ingroup members and the value they attach to the identity they derive from the membership in the specific group.

Intra-group respect: intra-group status and inclusion

Prior research did not further explore how intra-group respect relates to the perception of being included in the group or having intra-group status. From a social psychological perspective, it is assumed that people are concerned about their standing in group because a high standing within a group validates their self-identity (Festinger, 1954; Tajfel, 1978; Turner, 1979). Commenting on this premise, Tyler and Lind (1992, p. 141) argued that people value specific information (*procedural indications*) that communicates their standing within the social groups in which they participate.

People can conclude this specific information from the procedural justice of their treatment by others in the group and in particular from the extent to which they perceive themselves as respected by their fellow group members (De Cremer & Tyler, 2004). The extent to which people perceive themselves as respected is used to determine their standing within the group and is related to two fundamental identity concerns, namely whether people can regard themselves as being included by the others in the group, and, whether their intra-group status is positively evaluated by the other group members (De Cremer & Tyler, 2004). Whereas inclusion information communicates to people to what extent they can perceive themselves as peripheral or core group members (De Cremer, 2002), intra-group status conveys information about the extent to which people can perceive themselves as esteemed by the others in the group (De Cremer & Tyler, 2004; Judge & Cable, 2004).

Unfortunately, these central assumptions about the impact of intra-group respect on group members self-perceived relation to the group have not been systematically addressed in empirical research. Therefore, in this dissertation (*Chapter 4*) we will examine people's self-perceived position within the group as a function of the respect received and elaborate on the possibility that both feelings of being included as well as having intra-group status depend on the extent to which people perceive themselves as respected.

Effects of Intra-group respect on the willingness to contribute to the group

The group-value perspective proposed that the perception of being respected within a group is important because it shapes people's social identity within the group and impacts on their responses (i.e. attitudes, perception, cognition, behavior; Tyler, 1999). More specifically, the more people perceive themselves as being respected by others in the group, the more strongly they will identify with the group. In turn, this will result in responses that are in accordance with the norms and values of the group (Tajfel, 1978; Tajfel & Turner, 1979).

Initially, research in the group value tradition (De Cremer, 2002, 2003; Smith & Tyler, 1997; Smith et al., 1998; Smith, Tyler, & Huo, 2002; Tyler et al., 1996) predominantly linked interpersonal treatment with feelings of respect and examined

the relations between perceived respect on the one hand and self-evaluations, group-evaluations, and group serving behaviors on the other. In a series of studies, Smith and Tyler (1997) demonstrated (mainly on the basis of correlational analyses) that the extent to which people perceived themselves as respected by others in the group was positively related to their *personal* self-esteem (Rosenberg, 1979; Smith et al., 1998; Smith et al., 2002; Tyler & Blader, 2001). In addition, the perception of being respected positively influenced people's evaluation of the group and the relation they had with the group (De Cremer & Tyler, 2003; Smith & Tyler, 1997; Smith et al., 1998; Smith et al., 2002; Tyler, 1999; Tyler & Blader, 2000, 2001, 2002), and it increased their willingness to contribute efforts on behalf of their group (De Cremer & Tyler, 2003; Smith & Tyler, 1997; Smith et al., 1998; Smith et al., 2002; Tyler, 1999; Tyler & Blader, 2000, 2002). Later, it was shown that the perception of being respected by others in the group increased people's strength of identification with the group, which in turn positively influenced the willingness to exert cooperative behavior on behalf of the group (Tyler & Blader, 2001). De Cremer (2003) and Simon and Stürmer (2003) followed this line of inquiry but differed in experimental approach from the work of Tyler and colleagues as they investigated the causal sequence of effects of intra-group respect. Under controlled circumstances, De Cremer (2003) demonstrated that the perception of being respected as a group member positively influenced people's feelings of belongingness and these feelings were found to mediate their contributions to an experimentally created public good dilemma. Similar findings were reported by Simon and Stürmer (2003). They showed that respectful treatment enhanced people's willingness to engage in group-serving behavior, and that this willingness increased when people attached more value to their social identity derived from the collective.

Thus, until now, research mainly concentrated on the mediating role of the inclusion (*i.e. identification, belongingness*) dimension which is activated when people feel respected within their group. Indeed, enhanced levels of identification activated by the perception of being respected by group members encourage people to display more attitudes and behaviors supportive to the group (Branscombe et al., 2002), and it will stimulate the notion that the other group members in the group will devote their skills and abilities to the serve the group which result in an increase in team efficacy (see Shamir, Zakay, Breinin, & Popper, 2000). Nevertheless, this raises the pertinent question 'what the relevance of the intra-group status dimension is' when it comes to engaging in supportive behaviors on behalf of the group. In the present dissertation (*Chapter 5*) we will specifically focus on this issue. We hypothesize that higher levels of intra-group respect can lead to enhanced levels of willingness to exert oneself on behalf of the group. In particular, we predict that higher levels of intra-group respect will affect people's perception of the extent to which their 'self' is regarded by the others in their group in a positive manner. In turn, these feelings of intra-group status will encourage people to contribute efforts on behalf of the group are predicted to affect people's self-esteem and self-confidence (Judge & Cable, 2004). The aim to study the influence of people's intra-group status on engagement in group supportive behaviors directed our thoughts to another topic of interest in

the field of respect research. Hitherto, respect research mainly focused on *intentions* or *willingness* to work on behalf of a group. Behavioral intentions to exert effort on behalf of a group are to a high extent related to levels of satisfaction with that group in particular. However, they are not necessary representative for people's actual behavioral engagement. Therefore, in the next section we will elaborate on the possibility that people's intentions to contribute to the group do not necessarily reflect the *actual* effort they will exert on behalf of the group. In fact, we will advance and confirm a counterintuitive possibility that efforts on behalf of the group can also be performed by the *disrespected* group members and elaborate on this might be the case.

Effects of respect versus *disrespect* on the exertion of effort on behalf of the group

Research in line with the group value approach (De Cremer, 2002, 2003; Simon & Stürmer, 2003; Tyler, 1999; Tyler & Blader, 2001) assumed that lack of respect should result in decreased feelings of attachment with the group. In turn, this should negatively affect people's engagement to their group which is predicted to result in a decreased willingness to engage in group serving contributions. To complement this premise, research by Branscombe, Ellemers, Spears, and Doosje (2002) assumed an alternative process which is activated when group members perceive themselves as *disrespected*. When people experience the threat of becoming a marginal group member (*e.g. when they are disrespected*), they stress their personal identity (Jetten, Branscombe, & Spears, 2002; Noel, Wann, & Branscombe, 1995). This might be seen as a strategy to cope with marginal group membership. As a consequence, their need to reaffirm the general integrity of the self is aroused (Luhtanen & Crocker, 1992; Noel et al., 1995; Steele, 1988). In an attempt to restore this integrity of the self in they eyes of the other group members, it is assumed that people will be motivated to express an enhanced willingness to exert effort on behalf of the group. Thus, similar to group members that are respected, this alternative process suggests that group members that perceive themselves as *disrespected* can also demonstrate an increase in the willingness to exert efforts on behalf of the group.

To examine this paradoxical proposition, Branscombe et al. (2002) orthogonally manipulated the prestige of the group (to induce differences in feelings of pride; *prestige* versus *devaluation*), and people's standing within their group (by varying the perception of being respected; *highly respected* versus *lowly respected*). Subsequent to these two types of social evaluations, Branscombe et al. (2002) assessed the amount of time participants were willing to work on a group activity that contributed either to *personal* or *group* goals. This made it possible for disrespected group members to either boost the image of their group or to work on their personal image.

The results of the Branscombe et al. (2002) study revealed that within a *prestigious* group, disrespected group members (versus respected group members)

were more willing to exert effort on behalf of the group (compared to the disrespected group members in the *devaluated* group), but *only* when this effort might improve their personal image. However, the willingness disrespected group members indicated to contribute to the group to improve their personal image did *not* significantly differ from their intentions to exert effort on behalf of the group to improve the group's image. Taking these results in consideration, the combination of these two effects created a possibility that disrespected group members in prestigious groups merely showed more willingness to exert effort on behalf of the group. Nevertheless, the findings of the Branscombe et al. (2002; Jetten et al. 2002) study *did* provide evidence for the assumption that in addition to a group directed motive to commit group serving efforts (De Cremer, 2003; Simon & Stürmer, 2003; Tyler & Blader, 2001), an other, self-directed motive to engage in activities beneficial to the group exist which proposes that not only respect but also *dis*respect can result in an enhanced willingness to exert effort on behalf of the group (Branscombe et al., 2002; De Cremer, 2003; Simon & Stürmer, 2003). In addition, so far, respect research did not supply evidence that disrespected group members in reality do commit *actual* efforts beneficial to the group. Hence, we opted to investigate the effects of differences in perceived intra-group respect on actual behavioral responses on a group task, disconnected from the attractiveness of the group which otherwise could provide an alternative explanation for this effect. Moreover, previous studies (Branscombe et al., 2002; Jetten et al., 2002) assumed that the marginalized or disrespected group members commit effort on behalf of the group to improve their identity which enables them to maintain their membership in the group. Nonetheless, these two experimental studies do not provide an exclusive answer to the question if marginalized or disrespected group members *actually* prefer to stay in their group.

We attempted to gain more insight in the underlying processes that are on the basis of effort on behalf of the group exerted by both respected and disrespected group members. In the first empirical studies reported in this dissertation (*Chapter 2 and Chapter 3*) we more closely examined the assumption that contributions on behalf of the group could be the result of both a concern with the collective when group members perceive themselves as respected, as well as a concern with the self when group members perceive themselves as *dis*respected. In other words, on the basis of previous research we adopted a more hydraulic model that suggest that people focus on the collective when they perceive themselves as respected by the others in their group and shift to focus on their selves when they perceive themselves as disrespect by their fellow group members. To examine this assumption, we specifically connected the *actual* exerted effort on behalf of the group to participants' motive that indicated whether they wanted to stay a member of the group or wanted to leave the group instead, disconnected from the attractiveness of the group which otherwise could provide an alternative explanation for this effect (*Chapter 2*). We predict that respected group members work on behalf of the group to strengthen their group membership, whereas disrespected group members create a better position for

themselves in order to be a more appealing candidate when they have the possibility to exchange the disliked group for another, more preferred one (*Chapter 3*).

Perceived intra-group respect and cognitive accessibility of justice and fairness concerns

A final issue we address in this dissertation is an unresolved issue in group-value research (Lind & Tyler, 1988; Tyler & Lind, 1992). Group value theorists have argued that people who participate in a social group will be more attentive to fairness and justice information when they perceive themselves as belonging to this social group. However, research did not yet provide any conclusive empirical evidence for this assumption. The rationale underneath the assumption is that procedural information conveys symbolic messages that inform people about the *standing* they have within a social group (Lind & Tyler, 1988; Tyler & Lind, 1992). Thus, when people consider themselves as belonging to a specific group, they need procedural information to be able to determine their psychological position within it. In contrast, when people experience themselves as not belonging to the group, their interest in their psychological standing diminishes. Subsequently, their lack of interest in their psychological standing within that specific group will make them less sensitive to procedural indicators.

Recently, some empirical evidence for this assumption was provided by Van Prooijen, Van den Bos, and Wilke (2004; see also Brockner, Tyler, & Cooper-Schneider, 1992; Huo, Smith, Tyler, & Lind, 1996; Platow & Van Knippenberg, 2001; Skitka, 2003; Smith et al., 1998; Ståhl, Van Prooijen, & Vermunt, 2004; Tyler, Lind, Ohbuchi, Sugawara, & Huo, 1998; Wenzel, 2000; Van Prooijen, Van den Bos, & Wilke, in press). These authors investigated people's reactions to unrelated experiences of procedural justice after they were socially included or excluded by other group members. The results of their research indicated that people's reactions to voice as opposed to no-voice procedures (*a typical manipulation of procedural justice*) were affected more strongly when they were included within the group compared to reactions from people that were excluded from the group. Extending these findings, Van Prooijen et al. (2004) also revealed that people who generally experience higher levels of inclusion in their lives respond more strongly to voice as opposed to no-voice procedures.

In this dissertation (*Chapter 2 and Chapter 4*) we will build upon, and extend the results of Van Prooijen et al. (2004). As we have explained extensively in the previous sections of this introduction we consider the perception of being respected by others in a group as a good indicator of people's psychological position within that group (standing; see Tyler & Lind, 1988; De Cremer & Tyler, 2004). In line with the group value model (Lind & Tyler, 1988; Tyler & Lind, 1992) we argue that higher levels of respect received from fellow group members will add upon people's notion of having more standing within the group. Subsequently, the enhanced psychological standing will positively influence people's concerns for their relationship with the group which in turn will increase their attentiveness to procedural indicators. In

contrast, lower levels of intra-group respect will decrease people's psychological position within the group. This decreased standing will cause people to experience less belongingness to the group which cause them to be less interested in procedural indicators. However, in contrast to the attitudinal scales of the Van Prooijen et al. (2004) study, we will use a more unobtrusive measure of procedural fairness: The cognitive accessibility of justice/ fairness concerns (Van Prooijen, Van den Bos, & Wilke, 2002). Moreover, we will focus on the independent relations between the two components of psychological standing, i.e. inclusion and intra-group status, and their relation to the unobtrusive measure. Finally, we will explicitly focus on the group value premise that the attentiveness to procedural indicators will increase when people's affective relation with the group is stronger.

Overview of the studies that are presented in the dissertation

In this dissertation the focus shall be on some important issues in respect research that hitherto have been neglected in this new developing area. In order of appearance we briefly discuss the studies presented in this work.

In Chapter 2, two experimental studies are described. In Experiment 1, we introduce the manipulation of intra-group respect that has been used in the six experiments reported in this dissertation. The manipulation of intra-group respect was based on the intra-group respect manipulation developed by Branscombe et al. (2002). Participants were asked to provide personal information on two behavioral dimensions relevant in social groups, that is, individual achievements and cooperation (Motowidlo & Van Scotter, 1994). In turn, participants received high or low respect on these two dimensions allegedly from the others in their group that was based on respectively the individual achievement information and the cooperation information they had provided.

In Experiment 1 we examined the effects of differential respect (*high versus low*) received from others in the group on *actual* displays of group-serving behavior to test our main prediction that respect as well as *disrespect* can increase people's efforts on behalf of the group. We assumed that in contrast to respected participants that acted from a concern with the group, disrespected participants would increase their efforts caused by a concern with the 'self' (Branscombe et al., 2002). Results suggest that more respect as well as disrespect can lead to an increased exertion of effort on behalf of the group.

Experiment 2 aimed to replicate the behavioral effects found in the first study, while more closely examining the motivational considerations that are associated with displays of group-serving effort by respected and disrespected group members. We manipulated participants' motives to exert effort on behalf of the group to provide more conclusive evidence that different motives underlie the behaviors of respected and disrespected group members. Participants were offered a collective motive (*work on behalf of the group to 'stay' in the group*) or an individual motive (*work on behalf of the group to 'leave' the group*).

Thus, when participants showed higher levels of effort on behalf of the group, they would enhance the likelihood that the manipulated motive would be accredited. In contrast, when participants did not exert effort on behalf of their group the motive for which they had worked would not be approved. The results of both studies confirmed our suppositions as they revealed that disrespected group members displayed actual effort on behalf of the group out of self-focused concerns while aiming to leave the group.

In Chapter 3, two experimental studies are described. In Experiment 3, we introduced a more differentiated respect manipulation (*high, average, low*) to more closely examine the behavioral effects caused by both the individual achievement and cooperation dimension on which people were respected by the others in the group. The results of Experiment 3 were in line with the previous studies. Again, with this more precise respect manipulation, we indisputably demonstrated that high respect as well as low respect encouraged participants to increase their effort on behalf of the group.

In Experiment 4, we aimed to replicate the effect on actual discretionary group efforts we revealed in Experiment 3. Again we investigated the concern with the group and the concern with the self that cause people to engage in discretionary group efforts more specifically. Additionally, we attempted to examine the theoretical underpinnings regarding the results found caused by the respect manipulation until now. We assumed that the relation between either respect or *dis*respect received from other ingroup members and enhanced engagement in discretionary group efforts would only take place when people actually perceived the respect received from other group members as diagnostic for their position within the group (Tyler & Lind, 1992). No similar effect on group-directed effort should emerge when the respectful or disrespectful feedback received from other group members is considered to have a limited value in predicting people's position within the group. Results of these studies revealed that, instead of representing a mood effect where people are either encouraged by positive feedback or challenged by negative feedback, both respect and *dis*respect can enhance people's efforts on behalf of the group but *only* when the respect received from other group members was diagnostic for their position within the group.

In Chapter 4, two experimental studies were described. In addition to the results of the previous chapter, we examined the importance of intra-group respect for people's positional self-perception in the group and their attentiveness to procedural justice. Although it has been argued that the respect people receive from others in the group communicates self-relevant information regarding their group membership in terms of inclusion and intra-group status (Tyler & Blader, 2000, 2003; De Cremer & Tyler, 2004, so far, these causal relations have not been explicitly examined in experimental research. Additionally, the group value model assumes that group members who perceive themselves as respectfully treated by others in their group attach more importance to their relation with the group. Subsequently, they will be more concerned about procedural justice which should increase their attentiveness to procedural indicators because they provide them with information

regarding their position within the group (Lind & Tyler, 1988; Tyler & Lind, 1992). The results of Experiment 5 revealed a positive relation between people's perception of being respected by others in the group and their position within the group (in terms of inclusion and intra-group status) and indicated that higher levels of intra-group respect increased people's attentiveness to procedural justice. In a follow up study (*Experiment 6*), we replicated the results. Again, the intra-group respect received from others in the group positively affected both feelings of being included within the group and the perception of having intra-group status. Moreover, we demonstrated that intra-group respect received from others in the group strengthened people's affective relation with the group which in turn mediated their attentiveness to procedural justice. This substantiates our contention that the importance people attach to the group makes them care more about procedural indicators.

In Chapter 5, four samples of field data are described. Until now, the studies presented were executed in a controlled, experimental setting (*the laboratory*). To externally validate our results reported in the previous studies, we used four samples of field data to develop and examine a conceptual model which related intra-group respect to team effectiveness. Our goal in this study was twofold. First, in line with the previous studies that focused on the behavioral effects of intra-group respect, we examined that the perception of being respected by others in the group contributes to the effectiveness of teams. Second, referring to the results found in Experiment 5 and Experiment 6, and in concordance with our other studies investigating the motives that caused people to increase their efforts on behalf of the group, we attempted to demonstrate that contributions to team effectiveness can be induced by two motives. These motives are both activated by the extent to which employees perceive themselves as respected by others in their group. The results of this multi-sample study suggest that higher levels of intra-group respect simultaneously increased the subjective importance of the team for the self (*i.e. levels of inclusion*) and positively influenced the perception how the 'self' is regarded by the team (*i.e. intra-group status*). Both these concerns contributed to the effectiveness of teams.

In the following five chapters each of the six experiments and the field study based on four data samples will be reported in detail.

Chapter 2

The Paradox of the Disrespected

The group value model (Lind & Tyler, 1988; Tyler & Lind, 1992; Tyler & Blader, 2000) posits that people find it important to receive respect from others, because this communicates to them whether they are included in the group (Baumeister & Leary, 1995), and conveys how their status within the group is evaluated by others (De Cremer & Tyler, 2003). To date, research in this area has primarily demonstrated that the perception of being respected as a group member induces feelings of inclusion in the group, which in turn encourages group members to engage in group-serving behaviors. By contrast, the perception of being disrespected as a group member is supposed to result in disengagement, eventuating in a decrease of group-serving behaviors (De Cremer, 2002; in press; Simon & Stürmer, 2003; Smith & Tyler, 1997; Smith, Tyler, Huo, Ortiz, & Lind, 1998; Tyler & Smith, 1998; Tyler & Blader, 2000, 2002). In the present research, we will examine the possibility that not only respect, but also *disrespect* can elicit behavior that is beneficial for the group, albeit for different reasons. Specifically, we argue that the behavior of *disrespected* group members is not always the opposite of the behavior *respected* group members display. Instead, disrespected group members may display behavior that benefits the group, even when they are not concerned with collective outcomes. In the present research we will examine how the different considerations held by respected and disrespected group members may result in similar displays of effort on a group serving task.

Although initial developments of the group value model (Lind & Tyler, 1988; Tyler & Lind, 1992), focused on the effects of respect from authorities, Smith and Tyler (1997) suggested that similar processes may occur in intra-group relationships among *equals* (that is, when no group authority is present or salient). Experimental research confirms that respect from other group members increases feelings of belongingness and identification, which in turn increases the willingness of the individual to contribute to the group (De Cremer, in press; Simon & Stürmer, 2003). In fact, it would seem that in many group situations the extent to which people are socially respected and accepted by their peers is just as important if not more important than the relationship they have with an authority (cf. Van Prooijen, Van den Bos, & Wilke, 2003). Examples are not limited to student societies that use hazing procedures to select new members, or recreational clubs where members are voted in or out by ballot, but also include professional settings where promotion decisions or formal acknowledgment of one's achievements depend on peer evaluation. Thus, we think it is necessary to more closely examine the exchange of respect among equals within groups. Because early developments of these ideas originated in the examination of people's relationships with authorities, previous research in this area mainly focused on *treatment by others* as a source of respect (Smith & Tyler, 1997; Tyler, DeGoey, & Smith, 1996). In fact, the asymmetrical relationship people have with authorities implies that the collaborative situation is to a large

extent defined by the more powerful other, so that a concern with treatment is a relevant indicator of respect. However, in groups where differences in authority are less important or even absent, other, more evaluative processes may become influential determinants of perceived respect (Branscombe, Spears, Ellemers, & Doosje, 2002). Indeed, Simon and Stürmer (2003) have proposed that the concept of respect in principle comprises both treatment and evaluative components. In view of our aim to study the effects of differential respect among peers in collaborative groups, we will extend the work of Tyler and colleagues by looking at respect based on intra-group evaluations. Branscombe et al. (2002) provided empirical evidence to show that intra-group evaluations may result in effects that are parallel to those of respectful treatment. In their study, that orthogonally manipulated perceived intra-group respect and group prestige, participants were asked to indicate the amount of extra time they would be willing to donate for a subsequent and voluntary group task depending on whether the goal of that task was to improve their standing within the group or the status of their group. Results of this measure indicate that respected members of a devaluated group were willing to help the group, by donating extra time for the voluntary group task. However, disrespected members of a prestigious group showed a similar willingness to donate extra time for the voluntary group task when this might improve their *personal* standing. Thus by allowing people to choose the purpose for which their group participation might be used, Branscombe et al. (2002) demonstrated that both respected and disrespected participants may be willing to invest in the group, albeit for different (group-serving versus self-serving) reasons.

While the findings of Branscombe et al. (2002) suggest that different motives may underlie the same behavior (spending time on a group task), their data do not allow us to disentangle the effects of differential intra-group respect from those of membership in a prestigious vs. devalued group. That is, the decision to work for the group (when respected) also depended on the awareness that the group was currently devalued - and not only on the amount of respect received. Likewise, when disrespected members of the prestigious group decided to work for themselves, they knew that their help for the group was not needed. Therefore, in the present research, we aim to disentangle the effects of respect and prestige, by examining whether differences in intra-group respect can elicit a concern with individual or collective motives, *regardless* of the status of the group as a whole. Furthermore, instead of asking people to indicate their willingness to invest in the group (as was the case in the study of Branscombe et al., 2002), the present research examines *actual displays of behavioral effort* beneficial for the group.

The Current Research

Previous research on the effects of intra-group respect has mainly focused on the possibility that people who feel more highly respected by others in their group are more motivated to exert themselves on behalf of this group (Tyler & Blader, 2000). The present research aims to extend this work in different ways. *First*,

we will address the effects of respect among equals working together in a task context, and as a consequence, we will focus on peer evaluations (instead of treatment by authorities) to convey respect or disrespect. *Second*, we will examine the impact of intra-group respect independently of the relative attractiveness of the group. *Third*, in addition to subjective judgments of the way people feel about the group as a result of the respect they receive, we will objectively examine actual displays of effort on a group serving task, to be able to assess whether the same behavior can be observed as a result of different underlying motives. Specifically, the present research aims to specify different possible considerations that may be related to people's tendency to exert themselves on behalf of the group, depending on whether they are respected or disrespected by their peers.

Intra-group respect conveys that one is valued as a group member, resulting in feelings of group identification that elicit a concern with the *collective* goals of the group (Tyler & Blader, 2000; 2002). By contrast, when intra-group respect is not forthcoming, this is predicted to result in feelings of anxiety and exclusion (Baumeister & Leary, 1995), and increased distress (cf. Eisenberger, Lieberman, & Williams, 2003). While this can constitute an alternative reason to display group-favoring behavior (e.g., Noel, Wann, & Branscombe, 1995), in this case the position of the *self* in relation to the group constitutes the main object of concern.

In sum, whereas respected participants act from a concern with the group, we predict that disrespected participants will do so from a concern with the self (Branscombe et al., 2002). There is some empirical evidence to suggest that group-normative behavior can emerge among those who are uncertain about their acceptance into the group (Baumeister & Leary, 1995; Williams & Sommer, 1997). However, it is important to note that in previous studies peripheral or marginal group members behaved in ways that demonstrated their loyalty to the group and their value as group members, because they *subjectively valued* the group, and wanted to belong. That is, these effects have been observed under conditions where people regarded the group in question as highly *attractive*, and identified with the group – for instance because they were in the process of gaining access to the group (Noel, et al., 1995). In the present research, we focus on respect in isolation from group status. That is, we wish to disentangle group-level from individual-level concerns, by examining whether disrespect elicits concerns about one's acceptance into the group and results in group-serving effort, regardless of the attractiveness of the group, or even when the lack of respect received makes the individual consider the group *unattractive*.

To investigate our predictions, we conducted two studies that experimentally assessed the effects of intra-group respect on actual displays of group-serving effort. Experiment 1 focused on the effects of differential respect on group-serving behavior to test our main prediction that respect as well as disrespect can increase people's efforts on behalf of the group. Experiment 2 aimed to replicate the behavioral effects, while more closely examining the cognitive processes and motivational considerations that are associated with displays of group-serving effort by respected and disrespected group members.

Experiment 1

In Experiment 1, we induced different levels of respect in collaborative task groups, to experimentally assess their effects on group-serving efforts. To extend previous work in this area (Branscombe, et al. 2003; De Cremer, 2002; in press; Simon & Stürmer, 2003), that relied on expressed intentions, we used *behavioral observations* to assess actual engagement in group serving tasks. Because we wanted to use the task performance of group members as an indicator of motivated behavior, we focused on group members' discretionary efforts. Indeed, while group task effort tends to be restricted by external control mechanisms, engaging in discretionary behavior is more motivationally driven (Tyler & Blader, 2000). Based on the reasoning outlined above, we predicted that while respect should affect the willingness to contribute to the group which is then reflected in the behavioral efforts people display, disrespect can also lead to displays of group-serving effort, when this is a behavioral option available to those who are concerned about the position of the self, as they experience the threat of exclusion from the group. In sum, we argue that respected group members and disrespected group members may both display similar behavior, but will do this out of different concerns – these were measured in Study 1, and manipulated in Study 2.

Most studies that examine the occurrence of group-serving behavior emphasize the importance of collective goals and cooperative action. We suspect that this may induce research participants to focus on the group, perhaps rendering intra-group differences or self-related concerns less relevant as behavioral motives. Thus, to be able to examine the broader range of considerations that may play a role, we decided to study groups in different contexts that are expected to either facilitate or suppress the operation of collective vs. self-focused concerns. In contrast to a collectivistic group context, which should induce a general concern with the group and its goals, we therefore also examined groups that worked in an individualistic group context, as we expected that this should enhance the perceived relevance of individual differences between group members, resulting in a situation that would be more conducive to the emergence of self-focused concerns. Thus, in addition to the respect manipulations, in this study we also manipulated whether group members worked in a collectivistic group context (where priority was placed on collective goals and cooperative action), or in an individualistic group context (that focused on the maximization of individual goals and individual achievements; Triandis & Gelfand, 1998; Wagner, 1995).

As in previous research, we assessed *identification* with the group as an indicator of group-focused concerns, predicting that the communication of intra-group respect should increase identification with the group. However, this only informs us about the extent to which the *group* is perceived as attractive as a result of the respect received by the individual, in other words, whether this group constitute an entity that the individual would like to belong to. Additionally, to be able to specify the role of alternative – more self-focused – considerations, we aimed to examine how people perceived the *self* as a result of the respect (or lack of respect)

that they received – did they feel accepted by the group, or did they see themselves as rejected by other group members. Specifically, we asked participants to indicate the extent to which they experienced *threat of exclusion*, as a result of the respect (or rather, the lack of respect) that they received. To check whether – compared to the collectivistic context – the individualistic context indeed resulted in different beliefs about the importance of intra-group differences, we also assessed the extent to which group members in these different contexts endorsed the idea that individual differences are relevant to the achievement of group goals (*individualistic beliefs*).

In the current research, we have opted to use two dimensions of group relevant behavior to manipulate perceived respect, i.e. respect received from fellow ingroup members for self-reported previous *individual achievements* and respect received for self-reported previous *cooperation*. There were several reasons for doing this. First, according to our reasoning, respected as well as disrespected group members are predicted to engage in group-serving effort. To be able to differentiate between these two situations in terms of effort, it is necessary to compare with the behavior of group members who are moderately respected (we used the term ‘moderately’ to indicate that these group members still perceive themselves as respected. We do not imply that these people average the respect received on both dimensions). This was achieved by orthogonally manipulating the amount of respect participants received on two different dimensions, so that those who received high respect on both dimensions would be highly respected, those who received high respect on one dimension but low respect on the other would be moderately respected, and participants who received low respect on both dimensions would be disrespected.

A second reason to use different dimensions of respect - instead of inducing multiple levels of respect on a single dimension – was because this offers a richer and therefore somewhat more realistic social situation. Indeed, individual achievements and cooperation capture the range of relevant efforts people may show in a work environment (Borman & Motowidlo, 1993; Van Scotter & Motowidlo, 1996), so that it becomes less easy to imagine that there are other important aspects of behavior that are not included in the respect manipulation. This is important because we were interested in the effects of disrespect in particular, and focusing on a single behavioral dimension to induce differential respect easily enables people to discount a negative evaluation by assuming that they will likely be appreciated on other relevant dimensions (Schmader, Major, Eccleston, & McCoy, 2001). The current manipulation is intended to strengthen the manipulation of disrespect, as it discourages the use of this self-protective strategy.

Method

Participants and Design

Students of Leiden University ($N = 159$, mean age: 19.8 years) participated voluntarily in this experiment. The duration of the experiment was 50 minutes, for which they received 4.5 Euros. Participants (36 men, 123 women) were randomly

assigned and proportionally distributed across conditions of a 2 (contextual norm: individualistic/collectivistic) by 2 (respect for individual achievements: high/low) by 2 (respect for cooperation: high/low) factorial design.

Experimental Procedure: Introduction and Cover Story. Students at Leiden University were invited to the laboratory to participate in a study on how people work in task-groups. Participants (eight persons per session) were seated in separate cubicles, containing a computer with a monitor and a keyboard; participants were told that they could communicate with each other by means of the computer network. The computers were used to provide all instructions, ask questions and collect participants' responses. Participants started by practicing a computer-task (pre-test), consisting of thirty 3-digit numbers (e.g. 112; 212, etc.), they had to enter as fast as they could. Then participants received a cover story, explaining that this was an investigation into team collaboration in financial/administrative organizations. A bogus personality test followed, which allegedly allowed the experimenter to divide the participants that were present into two four-person teams that shared the same problem-solving style. In reality, all participants were told that they were holistic-focused problem solvers; they received pre-programmed information to simulate the alleged responses of other members of their task-group.

Contextual norm manipulation. Subsequently, an instruction about "how to work in a task-group" was provided, in which an individualistic or collectivistic contextual norm was manipulated (Lombardo, McCall, & DeVries, 1989). That is, the simulated organization was portrayed as valuing and rewarding individual performance, individual effort and competition in the *individualistic* condition, and cooperation, shared benefits, and teamwork in the *collectivistic* condition. Later in the experiment, after the respect manipulation, this manipulation was strengthened by statements allegedly endorsed by their fellow group members, which emphasized individualistic (e.g., "It is important that I do my job better than others") or collectivistic values (e.g., "Employees within a task-group should stick together, no matter what sacrifices are required"; Triandis & Gelfand, 1998).

Respect manipulations. Next, each participant was asked to provide some personal information by typing a brief summary statement on the computer, ostensibly for the purpose of getting to know each other better (see Branscombe et al., 2002). Specifically, participants were asked to relate one example of a successful individual achievement that they were *proud* of, and one example of an unsuccessful individual achievement that they were *ashamed* of. In a similar vein, they were asked to reveal one favorable cooperation of which they were *proud*, and one unfavorable cooperation of which they were *ashamed*. Subsequently, participants were asked to evaluate their fellow ingroup members on a nine-point scale (1 = *extremely unfavorable*, 9 = *extremely favorable*), based on the behavioral descriptions they had ostensibly provided (NB: participants could not evaluate themselves). Participants were led to believe that their fellow ingroup members were evaluating them based on their behavioral descriptions.

In reality, all participants received standardized pre-programmed feedback, containing behavioral episodes (provided by participants in a pre-study) that had been rated equally positively (e.g., “At work, somebody had a stroke and I applied first aid”), or equally negatively (e.g., “I failed my driving license test three times in a row”) in a pilot study. Respect in terms of both individual achievements and cooperation was manipulated by informing participants about the way they had supposedly been evaluated by other ingroup members, based on the behavioral descriptions they themselves had provided. In the case of low respect for individual achievements, they were informed that, on average, other ingroup members had rated their performance lower (4.3) than the neutral point (6), and that their score was lower than judgments received by other ingroup members (which were stated to be 6, 5.3, and 6.7, respectively). In the high respect for individual achievements condition, participants were led to believe that their score (7.7) was above the neutral point, and higher than the evaluations of fellow ingroup members (which were stated to be 6, 5.3, and 6.7, respectively). High respect for cooperation vs. low respect for cooperation was manipulated with similar instructions, although the mean evaluation scores provided were slightly different, to avoid suspicion about the veridical nature of these scores. After the respect manipulation, dependent measures followed.

Dependent variables

Participants were asked to answer a series of statements, starting with the manipulation checks.

Manipulation checks. The perception of an individualistic contextual norm or collectivistic contextual norm was measured with two items. One referred to the individualistic contextual norm “To what extent is individual effort and initiative important in task-groups” (1 = *not at all*, 7 = *very much*), and a similar item referred to the collectivistic contextual norm “To what extent is cooperation and teamwork important in task-groups” (1 = *not at all*, 7 = *very much*). To measure perceived respect for individual achievements and respect for cooperation, participants were asked to what extent they agreed with the following two statements “To what extent do you think your fellow group-members respect you for your individual achievements” (1 = *not at all*, 7 = *very much*), and “To what extent do you think your fellow group-members respect you for your ways of cooperation” (1 = *not at all*, 7 = *very much*).

Identification with the group. The degree of identification with the task-group was measured with a 4-item scale ($\alpha = .84$), e.g.: “I identify with my fellow task-group members” (1 = *totally disagree*, 7 = *totally agree*), adapted from Ellemers, Spears, and Doosje (1997).

Threat of exclusion. The extent to which people were uncertain about their inclusion in the group was measured with four questions ($\alpha = .80$) adapted from the Social Group Attachment Scale (Smith, Murphy, & Coats, 1999). The scale assessed any doubts (1 = *not at all*, 7 = *very much*) participants might have about being seen as a fully accepted group member, containing items such as “I worry that my group does not really accept me”.

Individualistic beliefs. These items referred to the perceived importance of individual differences among group members for the productivity and efficiency of the group (Wagner & Moch, 1986; Wagner, 1995). This was measured with three items adapted from previous research ($\alpha = .74$), e.g., “My work group is more productive when its members do what *they* want to do rather than what the group wants them to do” (1 = *totally disagree*, 7 = *totally agree*).

After answering these statements, participants were told that the study continued with its main goal: Gaining more insight in effects of implementing task-groups in financial/administrative organizations. A computer-task followed.

Group task effort. The group task, which was presented as “a simplified version of the work employees in financial/administrative organizations do”, was similar to the task they had practiced at the start of the experiment. Participants had to enter four rounds of thirty 3-digit numbers at the highest possible speed; the *less* time participants took to complete this task, the *greater* their effort (*speed*). Participants were told that only their collective effort as a group would be judged, and that no information would be provided about their individual performance.

Discretionary effort. After participants had completed the group task, they were told that it would be possible to work on an additional task on a voluntary basis. It was stated that they could use this additional task to improve their group’s previous performance. Again, it was emphasized that their efforts on this additional task could only serve to enhance the score of the group. This additional round was slightly different from the former task, as it consisted of entering as many 3-digit numbers (e.g. 112; 211, etc.) as possible within two minutes. Thus, greater effort on this task was indicated by a higher amount of numbers entered (*persistence*). It was emphasized that this was a voluntary, additional task, and participants were allowed to stop any time they wanted. Because this measure yielded scores that were not normally distributed (skewness = -2.703), we classified the scores on this task into five categories representing equal amounts of participants (Mead, 1988) without loss or disturbance of information (Heatcoate, Popiel, & Mewhort, 1991; cut-off points were the 20, 40, 60, and 80 percentiles). This resulted in an acceptable skewness = $.02$. Upon completion of this discretionary effort task, participants were asked to indicate their age and gender, after which they were told that the experiment had finished. They were paid and fully debriefed.

Results

Unless otherwise indicated, all measures were analyzed with 2 (contextual norm) by 2 (respect for individual achievements) by 2 (respect for cooperation) analyses of variance.

Manipulation checks. Participants in the individualistic contextual norm condition agreed more that individual effort and initiative were important in task-groups ($M = 6.22$; $SD = .80$) than participants in the collectivistic contextual norm condition ($M = 4.17$; $SD = 1.49$), $F(1,151) = 113.28$, $p < .001$, $\eta^2 = .43$. Participants in the

collectivistic contextual norm condition were more inclined to indicate that cooperation and teamwork were important in task-groups ($M = 6.57$; $SD = .59$) than participants in the individualistic contextual norm condition ($M = 5.38$; $SD = 1.52$), $F(1,151) = 43.05$, $p < .001$, $\eta^2 = .22$. The experimental respect manipulations also showed the intended effects. In the high respect for individual achievements condition, participants reported having received more respect for their individual achievements ($M = 6.22$; $SD = .84$) than participants in the low respect for individual achievements condition ($M = 2.97$; $SD = 1.23$), $F(1,151) = 387.02$, $p < .001$, $\eta^2 = .72$. In the high respect for cooperation condition, participants indicated they had received more respect for cooperation ($M = 6.10$; $SD = 1.02$) than participants in the low respect for cooperation condition ($M = 2.95$; $SD = 1.42$), $F(1,151) = 269.00$, $p < .001$, $\eta^2 = .64$.

Individualistic beliefs. As predicted, results of the individualistic beliefs scale only revealed a main effect of contextual norm, showing that participants in the individualistic contextual norm condition more strongly endorsed individualistic beliefs ($M = 5.05$; $SD = 1.35$) than participants in the collectivistic contextual norm condition ($M = 4.06$; $SD = 1.29$), $F(1,151) = 21.74$, $p < .001$, $\eta^2 = .13$.

Identification with the group. The identification scale only yielded a significant main effect of respect for individual achievements, with high respect for individual achievements ($M = 4.08$; $SD = 1.28$) resulting in more identification with the task-group than low respect for individual achievements ($M = 3.64$; $SD = 1.32$), $F(1,151) = 4.49$, $p < .05$, $\eta^2 = .03$. Respect for cooperation did not affect identification with the group.

Threat of exclusion. The measure for threat of exclusion revealed significant main effects of all three manipulations. Participants in the individualistic contextual norm condition reported greater threat of individual exclusion from the group ($M = 3.43$; $SD = 1.20$) than participants in the collectivistic contextual norm condition ($M = 3.01$; $SD = 1.18$), $F(1,151) = 5.70$, $p < .05$, $\eta^2 = .04$. Additionally, low respect for individual achievements induced greater threat of exclusion from the group ($M = 3.65$; $SD = 1.25$) than high respect for individual achievements ($M = 2.79$; $SD = 1.00$), $F(1,151) = 24.47$, $p < .001$, $\eta^2 = .14$. Likewise, those who had received low respect for cooperation reported greater threat of exclusion from the group ($M = 3.46$; $SD = 1.28$) than participants who had received high respect for cooperation ($M = 2.98$; $SD = 1.08$), $F(1,151) = 7.71$, $p < .01$, $\eta^2 = .05$.

Discretionary effort. When analyzing results on the discretionary group task, individual performance on the pretest was used as a covariate, $F(1,150) = 79.87$, $p < .001$, $\eta^2 = .35$, to correct for individual differences in work speed. This analysis only revealed a significant three-way interaction $F(1,150) = 5.70$, $p < .05$, $\eta^2 = .04$. Means and standard deviations of the discretionary effort measure are displayed in (see Table 1). To break down this complex interaction, we examined lower order effects in each of the contextual norm conditions (other significant differences between the contextual norm conditions were not found). In the collectivistic norm condition, no significant lower order interactions or main effects were obtained, indicating that under this norm, equal discretionary effort was displayed by group members, regardless of the

respect they received. However, in the individualistic contextual norm condition, after correction for work speed differences on the pretest, $\beta = -.58$, $t(1,150) = -8.94$, $p < .001$, we obtained a significant two-way interaction $F(1,150) = 5.59$, $p < .05$, $\eta^2 = .04$, showing the predicted effect. More specifically, across the eight cells (ordered from high/high, high/low, low/high, to low/low within respectively the individualistic contextual norm condition and the collectivistic contextual norm condition), the predicted contrast (1 -1 -1 1 0 0 0 0), was significant, $F(7, 150) = 5.69$, $p < .05$, $\eta^2 = .04$, $r_{contrast} = .19$, $r_{effect\ size} = .19$, $r_{alerting} = .81$ (Rosnow & Rosenthal, 1996; 2002). This corroborated our main hypothesis. Thus, the discretionary task reveals that, in a context where intra-group differences matter (the individualistic contextual norm condition), an increase in voluntary group-serving effort is more likely to emerge among respected (high/high) and disrespected (low/low) group members than among those who are moderately respected (high/low and low/high).

Table 1
Means and Standard Deviations of Discretionary Effort as a Function of Contextual Norm, Respect for Individual Achievements and Respect for Cooperation (Experiment 1).

Respect for cooperation		Respect for individual achievements			
		High		Low	
		High	Low	High	Low
Contextual norm: Individualistic	M	3.00	2.60	2.38	3.20
	SD	(1.30)	(1.22)	(1.31)	(1.39)
Contextual norm: Collectivistic	M	2.69	3.10	3.06	2.97
	SD	(1.41)	(1.51)	(1.64)	(1.29)

Note. Higher values indicating greater discretionary effort (persistence).

Group task effort. We also examined participant's efforts on the group task, as an additional indicator of the extent to which they displayed behavior to the benefit of the group. When analyzing the speed at which participants completed their assignment (*more* effort is evident from a *lower* score) for the benefit of the task-group, again the initial performance on the computer task (pretest score) was used as covariate $F(1,150) = 205.21$, $p < .001$, $\eta^2 = .56$, to correct for a priori individual differences in work speed. This only revealed a significant two-way interaction between respect for individual achievements and respect for cooperation $F(1,150) = 4.18$, $p < .05$, $\eta^2 = .03$. The relevant means (see Table 2) indicate that respect as well as disrespect resulted in enhanced displays of group-serving effort. We further examined the four respect conditions (ordered from high/high, high/low, low/high, to low/low). The predicted contrast (1 -1 -1 1), was significant, $F(3, 150) = 4.18$, $p < .05$, $\eta^2 = .03$, $r_{contrast} = .16$, $r_{effect\ size} = .16$, $r_{alerting} = .93$ (Rosnow & Rosenthal, 1996; 2002), indicating that the means showed the predicted pattern of greater displays of effort on the group task by highly respected and disrespected group members than by those who were moderately respected.

Table 2
Means and Standard Deviations of Group Task Effort as a Function of Respect for Individual Achievements and Respect for Cooperation (Experiment 1).

		Respect for individual achievements			
		High		Low	
Respect for cooperation		High	Low	High	Low
Group task effort	M	38.73	39.42	39.97	38.41
	SD	(5.34)	(5.44)	(5.63)	(4.73)

Note. Means are in number of seconds, necessary to complete the task, with lower values indicating greater group task effort (speed).

Discussion

The reported findings of Experiment 1 are in line with our reasoning, and supplement previous research on the effects of intra-group respect (Branscombe, et al., 2002; De Cremer, 2002; in press; De Cremer & Tyler, 2003; Simon & Stürmer, 2002; Tyler & Blader, 2000; 2002). Participants who had received high respect on both behavioral domains, displayed more behavioral effort on the discretionary task (in the individualistic norm condition, where intra-group differences were relevant) and the group task than participants who were only respected on one of the relevant behavioral domains but not on the other. In other words – compared to those who were moderately respected (that is, in the high/low and low/high cells), group members who received more respect (i.e., in the high/high condition) were more likely to engage in group-serving effort. This is consistent with propositions of the group value model, and with previous research on the effects of intra-group respect. However, extending these findings and in line with our predictions, disrespected participants, that is, those who had received low respect on *both* behavioral dimensions, also showed increased discretionary effort (in the individualistic norm condition) and group task effort as they exerted themselves for the benefit of the group. In fact, these disrespected group members actually outperformed participants in all other conditions. This supports our prediction that respect as well as disrespect can lead people to display greater effort at the group task.

Although the group task also revealed effects in line with our general predictions, we argued that the discretionary task should be most diagnostic of different behavioral motives group members might have to show these efforts, and that self-focused concerns would be most likely to emerge in the individualistic norm condition. Indeed, the results of the discretionary effort task indicate that under a collectivistic group norm, all participants were equally likely to engage in discretionary effort. Presumably, this was the case because the normative context encouraged people to focus on their common identity as a group, so that intra-group differences in respect became less relevant as a behavioral guideline for discretionary efforts. However, in the individualistic contextual norm condition, disrespected participants in particular displayed high discretionary effort, which is consistent with

the notion that self-focused concerns play a role in the voluntary group-serving efforts of disrespected group members.

The idea that different concerns were relevant for respected as compared to disrespected group members is further supported by our finding that participants who felt respected for their individual achievements reported increased feelings of identification with the group, indicating a focus on collective goals. By contrast, lack of respect for one's individual achievements resulted in relatively less ingroup identification, and low respect for individual achievements and previous cooperation both made participants feel less accepted as group members, implying a concern with the self, which was exacerbated in the individualistic norm condition. Unexpectedly, we did not find a significant effect of respect for cooperation on participants' level of identification with the group. Ad hoc we suspect that interference of the contextual norm manipulation decreased the effect of respect for cooperation on ingroup identification. We argue that both the group focus induced by the collective context and the self focus induced by individualistic context reduced the impact of low respect for cooperation). Nevertheless, the findings on different measures are consistent with our reasoning that self-related (in addition to group-related) motives can operate in group contexts, in the sense that respect elicits group identification as well as group-serving effort, while disrespect results in threat of exclusion and enhances group-serving effort. However, the present data do not enable us to relate the performance effects more directly to their underlying concerns, as we are dealing with non-linear effects, where different considerations are predicted to mediate the behavioral performance that is shown under different circumstances.¹ Nevertheless, the findings of Experiment 1 provide preliminary evidence in support of our reasoning that respect as well as disrespect can induce displays of group-serving effort, and suggest that in addition to a concern with the collective, individualistic considerations may play a role.

Experiment 2

Although the results of Experiment 1 indicated that respected participants as well as disrespected participants can be observed to display enhanced group task effort and discretionary effort, we decided to conduct a second study to replicate these performance effects. Additionally, we aimed to provide more conclusive evidence that different motives underlie the behavior of respected and disrespected group members. By now, adequate research supports that respected group members engage in group-serving effort out of collective concerns like feelings of belongingness (De Cremer, in press), or collective identification (Simon & Stürmer, 2003), and our results of Experiment 1 are in line with this pattern. However, what exactly motivates *disrespected* group members to participate in group-serving effort still has to be further unraveled. Therefore, in Experiment 2 we will further examine the validity of our reasoning, focusing in particular on the motives that disrespected group members may have to engage in group-serving effort.

When we take a closer look at how self-relevant concerns may affect the behavior of disrespected group members, previous research suggests that those who are uncertain about their inclusion in the group tend to display group-normative behavior in order to demonstrate that they are 'good' or 'worthy' group members (Jetten, Branscombe, Spears, & McKimmie, 2003; Noel et al., 1995; see also Barreto & Ellemers, 2000, 2002). This behavioral motive should be particularly relevant when displays of group-serving efforts are seen as improving their prospects of remaining in the group, and increasing their chances of acceptance by other group members (*inclusion motive*). However, to the extent that group members experience the lack of respect as a sign of rejection by the group, it is more likely that they psychologically disengage from the group (Bettencourt, Dorr, Charton, & Hume, 2001; Ellemers, 1993; Ellemers, Spears, & Doosje, 1997), particularly when there is a realistic possibility of leaving the group and joining another group that offers novel prospects (Tajfel, 1978; Tajfel & Turner, 1979). Under those circumstances, any performance increase should be seen as an attempt to maintain a positive self-image independently of the group or to gain acceptance into another group (*exclusion motive*).

To examine the operation of these self-focused motives that may explain the behavioral efforts of disrespected group members, the design of Experiment 2 was adapted to separate the different goals that might be achieved with displays of effort on the group task. To assess the extent to which inclusion motives encourage group members to engage in group-serving effort, we created an experimental condition in which group members had to excel on the group-serving effort task in order to remain included in the group (Noel et al., 1995; Jetten et al., 2003). Thus, in this condition, the engagement in group-serving effort could only be attributed to the desire to secure one's *inclusion* in the group. This was contrasted with another condition, where the group task allegedly served to decide who would be able to leave the group (Ellemers, 1993). That is, in this condition a superior performance on the group task would result in *exclusion* from the group. Thus, rather than obtaining self-reports about the intentions or aims disrespected group members might have to exert themselves on behalf of the group, in the present study we explicitly observed the amount of actual effort invested to be able to stay (inclusion goal) or to leave the group (exclusion goal). Because we wanted to distinguish between these two behavioral motives by leaving it up to participants to decide about their willingness to work towards the achievement of each of these goals, in Experiment 2 we focused on displays of discretionary effort only.

In Experiment 2, in addition to *self*-reported levels of identification and threat of exclusion, we also attempted to assess more unobtrusively to what extent people were primarily concerned with the group or with the self. In doing this, we built on group-value theory and research (Lind & Tyler, 1988; Tyler & Lind, 1992) arguing that people will be more attentive to fairness and justice information when they perceive themselves as belonging to this social group (Skitka, 2003). By contrast, when people feel excluded from the group, instead of claiming the situation to be unjust, they simply cease to *care* about the fairness of their relations with others in the group, and cognitively switch off from further considering these relations in terms of

fairness (Van Prooijen, Van den Bos, & Wilke, 2004). Based on these findings, we argue that when *dis*respected group members focus on the self as an independent agent, this implies that they will be *less* concerned with their relations with others which should be evident from the *decreased* cognitive accessibility of justice and fairness concerns.

Method

Participants and design

Students of Leiden University ($N = 110$; mean age: 20.5 years) participated voluntarily in this experiment. The duration of the experiment was 50 minutes, for which they received 4.5 Euros. Participants (46 men, 64 women) were randomly assigned and proportionally distributed across conditions to cells of a 2 (respect for individual achievements: high/low) by 2 (respect for cooperation: high/low) by 2 (work motive: leave/stay) factorial design.

Experimental procedure. In Experiment 2 we used the same introduction, cover story, and respect manipulation as in Experiment 1, with the exception of the contextual norm manipulation. Checks for the respect manipulations were identical to the ones used in Experiment 1. To further check the combined effects of our manipulations on the two dimensions of respect, this time we also assessed how participants perceived their overall standing in the group, with one item, “How much standing do you think you have within the group” (1 = *not at all*, 7 = *very much*). *Group identification* ($\alpha = .85$) and *threat of exclusion* ($\alpha = .84$) were assessed with the same questions that were used in Experiment 1.

Cognitive accessibility of justice and fairness. To assess the cognitive accessibility of justice and fairness, we used a lexical decision task (Miedema, Van den Bos, & Vermunt, 2000; see also Bargh & Chartrand, 1999), which was presented as a word recognition task (Neely, 1991). Participants were instructed to respond as accurately and as quickly as possible to series of letters, to indicate whether or not these letters formed an existing Dutch word. Reaction times (in milliseconds) were recorded by the computer. The task consisted of eighteen rounds of words and non-words, and comprised three Dutch words that were related to justice and fairness (e.g., “justice”). These were matched with three neutral Dutch words (with a comparable amount of letters and syllables, and that had a similar occurrence frequency in the Dutch language when requested in Googletm.nl), to be able to compare the reaction times for the target words with those for the neutral Dutch words. This resulted in the six target words; *just* (*rechtvaardig*) versus *radiant heater* (*straalkachel*), *respect* (*respect*) versus *track* (*landweg*), and *fair* (*eerlijk*) versus *headlight* (*koplamp*). Reaction times above or below three standard deviations from the mean were fixed on respectively three standard deviations above or below the mean (Greenwald, McGhee, & Schwartz, 1998). *Work motive manipulation.* After completing the lexical decision task, participants were told that it was very likely that in the “second part” of the study, the composition of the task-groups had to be changed. In the ‘work to stay’ condition,

participants were led to believe that those who would perform best at the task that would follow would be allowed to *stay* in the same group. In the ‘work to leave condition’, participants were told that those who would perform best at the task that would follow would be allowed to *leave* their task-group.

Discretionary effort. Then participants started to work on the computer task. The task was very similar to the discretionary effort task in Experiment 1, except that this time participants were allowed three times two minutes to enter as many digits as possible. It was emphasized that individual efforts on the task could only benefit the group. As in Experiment 1, to correct for skewness (-1.28 ; Mead, 1988; Heatcoate et al., 1991), the scores on this task were recoded into five categories, based on percentile scores. This resulted in an acceptable skewness = .08.

Manipulation checks. Subsequently, the manipulation of work motive (‘work to stay’ or ‘work to leave’) was checked with two items (“To what extent are you convinced that you will be allowed to stay within your task-group when you are one of the best performers on the computer task”, and “To what extent are you convinced that you will be allowed to leave your task-group when you are one of the best performers on the computer task”). Finally, participants were asked to indicate their age and gender, and they were told that the experiment had finished. They were paid and fully debriefed.

Results

Unless otherwise indicated, all analyses were conducted with 2 (respect for individual achievements) by 2 (respect for cooperation) analyses of variance.

Manipulation checks. Participants in the high respect for individual achievements condition ($M = 6.24$; $SD = .69$) agreed more that they were respected for their individual achievements $F(1,106) = 567.43$, $p < .001$, $\eta^2 = .84$, than participants in the low respect for individual achievements condition ($M = 2.55$; $SD = .90$). Participants in the high respect for cooperation condition indicated that they felt more respected for cooperation ($M = 6.25$; $SD = .66$) than participants in the low respect for cooperation condition ($M = 2.50$; $SD = .89$), $F(1,106) = 680.09$, $p < .001$, $\eta^2 = .87$. The checks for the manipulation of work motive also revealed the intended effects. Participants in the ‘work to stay’ condition believed more strongly that they could stay within the group when excelling on the group-serving effort task ($M = 5.48$; $SD = 1.60$) than participants in the ‘work to leave’ condition ($M = 4.60$ $SD = 1.91$), $F(1, 102) = 6.60$, $p = .05$, $\eta^2 = .06$. Participants in the ‘work to leave’ condition were more convinced that they would leave the group when working hard ($M = 5.52$; $SD = 1.83$) than participants in the ‘work to stay’ condition ($M = 2.59$; $SD = 1.47$), $F(1,102) = 81.52$, $p = .001$, $\eta^2 = .44$.

Perceived standing within the group. This measure revealed significant main effects of respect for individual achievements, $F(1,106) = 27.44$, $p < .001$, $\eta^2 = .21$, and respect for cooperation, $F(1,106) = 41.45$, $p < .001$, $\eta^2 = .28$, which were qualified by a significant two-way interaction, $F(1,106) = 5.52$, $p < .05$, $\eta^2 = .05$. The cell means and standard deviations (see Table 3) show the intended decrease in perceived

standing as participants received less respect on the two behavioral dimensions combined. That is, participants perceive their standing within the group to be progressively lower, as the combined information of the two respect manipulations conveys less respect. Indeed, across the four cells (ordered from high/high, high/low, low/high, low/low) a significant contrast analysis (1 0 0 -1) is obtained, $F(3,106) = 71.15, p < .001, \eta^2 = .41, r_{contrast} = .64, r_{effect\ size} = .62, r_{alerting} = .95$ (Rosnow & Rosenthal, 1996; 2002).

Table 3

Means and Standard Deviations of Standing within the Group and Cognitive Accessibility of Justice related Words as a Function of Respect for Individual Achievements and Respect for Cooperation (Experiment 2).

		Respect for individual achievements			
		High		Low	
Respect for cooperation		High	Low	High	Low
Standing within the group	M	4.85	4.00	4.25	2.42
	SD	(1.23)	(1.15)	(0.90)	(1.03)
Cognitive accessibility of justice and fairness	M	- 83.01	- 122.14	- 151.64	-29.11
	SD	(103.34)	(147.71)	(130.69)	(80.50)

Note. For standing within the group: Means are on 7-point scales, with higher values indicating more perceived standing within the group. For cognitive accessibility of justice related words: Means presented are deviation scores in milliseconds, with higher values indicating relatively lower cognitive accessibility of the justice related words.

Cognitive accessibility of justice and fairness. We calculated the difference in response times between matched pairs of fairness related words and neutral words (for each pair, $p < .001$), and combined these into a single scale indicating the cognitive accessibility of the justice/fairness construct (cf. Neely, 1991). More negative deviation scores indicate that people respond more quickly (i.e., needed less milliseconds) in the case of justice/fairness words compared to neutral words (indicating enhanced cognitive accessibility of justice/fairness). This deviation score was subjected to an analysis of variance (ANOVA). This yielded the predicted two-way interaction $F(1,91) = 11.63, p < .001, \eta^2 = .11$ (see Table 3). A contrast analysis (-1 -1 -1 3) over the four respect conditions (ordered from high/high, high/low, low/high, to low/low) indicated that the accessibility of the justice construct was significantly less in the low/low condition, $F(3, 91) = 5.06, p < .01, \eta^2 = .14, r_{contrast} = .34, r_{effect\ size} = .33, r_{alerting} = .88$ (Rosnow & Rosenthal, 1996; 2002).

Group identification. The identification scale yielded a significant main effect of respect for individual achievements, $F(1,106) = 4.48, p < .05, \eta^2 = .04$, as was the case in Experiment 1. That is, participants in the high respect for individual achievements condition reported more identification with the group ($M = 3.76; SD = 1.14$) than participants in the low respect for individual achievements condition ($M = 3.30; SD = 1.23$). However, this time we also obtained a significant two-way interaction $F(1,106) = 8.84, p = .01, \eta^2 = .08$, attesting to the combined effect of the two respect manipulations on group identification. The means across the four cells (ordered

from high/high through high/low and low/high to low/low) showed a significant linear trend, $F(3,106) = 6.15$, $p < .001$, $\eta^2 = .15$, confirming our prediction that people tend to identify less with the group as they receive less respect from their fellow ingroup members. Furthermore, contrast analysis (1 1 1 -3), revealed that participants in the high respect for individual achievements and high respect for cooperation condition ($M = 3.65$; $SD = 1.24$), high respect for individual achievements and low respect for cooperation condition ($M = 3.83$; $SD = 1.18$), and low respect for individual achievements and high respect for cooperation condition ($M = 3.88$; $SD = 1.04$), all showed significantly more identification with the group than disrespected participants in the low respect for individual achievements and low respect for cooperation condition ($M = 2.77$; $SD = 1.06$), $F(3,106) = 17.83$, $p < .001$, $\eta^2 = .14$, $r_{contrast} = .38$, $r_{effect\ size} = .38$, $r_{alerting} = .98$ (Rosnow & Rosenthal, 1996; 2002).

Threat of exclusion. Threat of exclusion was experienced as significantly less as a result of high respect for individual achievements ($M = 2.62$; $SD = 1.13$) compared to low respect for individual achievements ($M = 3.20$; $SD = 1.45$), $F(1,106) = 5.88$, $p < .05$, $\eta^2 = .05$. Additionally, significant differences in threat of exclusion were found $F(1,106) = 10.88$, $p < .001$, $\eta^2 = .09$, between high respect for cooperation ($M = 2.51$; $SD = 1.16$) and low respect for cooperation ($M = 3.30$; $SD = 1.36$).

Discretionary effort. As in Experiment 1, when analyzing the discretionary effort measure we corrected for individual differences in work speed (pretest) $F(1,101) = 79.82$ $p < .001$, $\eta^2 = .44$. This yielded the expected three-way interaction $F(1,101) = 6.15$ $p < .05$, $\eta^2 = .06$ (see Table 4).

Table 4
Means and Standard Deviations of Discretionary Effort as a Function of Work Motive, Respect for Individual Achievements and Respect for Cooperation (Experiment 2).

		Respect for individual achievements			
		High		Low	
		High	Low	High	Low
Respect for cooperation					
Work motive: Stay	M	2.86	3.11	3.31	2.91
	SD	(1.37)	(0.96)	(1.16)	(1.45)
Work motive: Leave	M	2.76	2.45	2.54	3.51
	SD	(1.30)	(1.45)	(1.30)	(1.45)

Note. Higher values indicate greater discretionary effort.

To break down this complex interaction, we examined the responses in the ‘work to leave’ and ‘work to stay’ conditions separately. The ‘work to stay’ condition did not yield any significant lower order effects, and the two-way interaction was not significant in this condition $F(1,101) = 1.15$, $p = .29$, $\eta^2 = .01$. However, as predicted, in the ‘work to leave’ condition, there was a significant interaction between respect for individual achievements and respect for cooperation, $F(1,101) = 5.08$, $p < .01$, $\eta^2 = .05$. In line with our prediction, the means pattern indicates that participants were more inclined to ‘work to leave’, as the respect they received from their fellow ingroup members was less. Further examination of the means pattern of the four respect conditions within the ‘work to stay’ condition and within the ‘work

to leave' condition (ordered from high/high through high/low and low/high to low/low), indicated that the predicted contrast was significant ($0\ 0\ 0\ 0\ -1\ -1\ -1\ 3$), $F(7,101) = 8.24$, $p < .01$, $\eta^2 = .08$, $r_{contrast} = .27$, $r_{effect\ size} = .27$, $r_{alerting} = .83$ (Rosnow & Rosenthal, 1996; 2002). Thus, the amount of discretionary effort invested to leave the group was significantly *larger* in the low/low condition than in the other three respect conditions.

Discussion

The effects observed in Experiment 2 replicate and extend the findings of Experiment 1. Again, this study indicates that both respected and disrespected group members may display group-serving effort. However, whereas respected group members do this from a concern with the collective, disrespected participants' tendency to engage in group-serving effort originates from more individualistic concerns. With the adaptations made in Experiment 2, we were able to conclude that disrespected group members psychologically disengage from the group, which was not only evident from the lowered identification with the ingroup they reported, but also from their responses on the lexical decision task, indicating that they were less concerned with fairness than participants in the other respect conditions (cf. Van Prooijen, Van den Bos, & Wilke, 2003). Additionally, because we explicitly manipulated different possible work motives, we were able to establish that the greater tendency of disrespected group members to exert themselves on behalf of the group only emerged when this might enable them to *leave* the group. In this way, the present results further contribute to our understanding of the different conditions under which group-serving behaviors may emerge. That is, in contrast with previous research showing that those who are insecure about the inclusion of the self in a group they wish to belong to may behave in ways that can earn them acceptance into the group, we found that disrespected exert themselves to the benefit of a group they do not identify with, while they show signs of cognitive disengagement from the group, and in fact are trying to *leave*.

When they could 'work to stay', group members in all respect conditions displayed similar amounts of group-serving effort. Here too, it is likely that different considerations played a role in the emergence of the same behavior, depending on the respect that participants had received from their fellow group members. That is, we presume that highly respected group members felt secure about their inclusion in the group (as is evident from the low levels of threat of exclusion they report), and hence did not feel particularly motivated to further invest in increasing their acceptance into the group (see also De Cremer, 2002), while disrespected group members (who displayed psychological withdrawal from the group) were not particularly motivated to exert themselves to remain in a group that rejected them. In the high/low and low/high conditions, however, the fact that they were respected by their fellow group members in some ways must have made the group seem worthwhile to participants, while the fact that low respect was accorded on the other dimension likely reminded them that some effort might be needed to secure their

continued membership in the group (Lind & Tyler, 1988; Tyler & Lind, 1992; Tyler & Blader, 2000). Indeed, compared to the 'work to leave' condition, the effort displayed by those in the high/low and low/high conditions is relatively large in the 'work to stay' condition, which is consistent with the notion that displays of discretionary effort can contribute to the image of being an important and valuable group member (Van Scotter & Motowidlo, 1996).

General Discussion

Overall, the most intriguing observation of these two studies is that even in relatively minimal and temporary groups, when people are disrespected by their fellow ingroup members in two domains that are central to group performance, namely individual achievements and cooperation, this leads them to exert themselves on tasks that benefit the group as a whole. However, in contrast to the efforts of respected group members on behalf of the group, which can be attributed to their increased identification with the group (De Cremer, in press; Simon & Stürmer, 2003), the enhanced performance of disrespected group members on the discretionary group task that was observed when ingroup identification was lacking only emerged when individual differences were relevant, but group members' had no other option except to work with the group (in Experiment 1) or when their efforts might increase their chances of leaving the group (in Experiment 2). Indeed, while others before us have demonstrated that people may comply with group norms to show their worth as group members or to improve their standing in the group (e.g., Noel et al., 1995; see also Branscombe, et al., 2002), as far as we know ours is the first research showing that enhanced effort on a group serving task may occur among individuals who psychologically disengage from the group, and are looking for ways to get out.

This is consistent with insights from social identity theory (Tajfel, 1978; Tajfel & Turner, 1979), and research showing that when people have no realistic prospect of leaving the group (impermeable group boundaries, as was the case in Experiment 1), they tend to behave in terms of their group membership, even when the group does not seem particularly attractive to them. By contrast, when group boundaries are permeable (as was the case in Experiment 2), individual mobility across groups constitutes a prominent strategy for those who seek to enhance their social identity (Ellemers, Wilke, & Van Knippenberg, 1993; Ellemers, Spears, & Doosje, 1997). While theoretical arguments and previous research on identity management focus on individual mobility as a way to avoid inclusion in a *group* that has low status, the current research extends this reasoning, as it suggests that similar effects may occur to avoid inclusion in a group that affords the individual low *personal* status. That is, when group boundaries are permeable, disrespected group members will be motivated to invest in their personal status and hence work to leave (as in Experiment 2), whereas disrespected group members may continue to work for the group as a means to improve their personal standing when leaving is not an option (as in Experiment 1, see also Ellemers, 1993). Again, it is important to note

that in both cases this results in a performance increase that benefits the group, even though disrespected group members report low levels of perceived intra-group standing, lack identification with the group, and show decreased accessibility of fairness concerns, attesting to their psychological withdrawal from the group.

In closing, our data are consistent with the general notion that expressed intentions are not always reflected in overt behavior (Ajzen, 1985) and remind us that self-reports cannot always be taken as a proxy for behavioral measures. Indeed, the present research clearly indicates that the same overt performance – in this case, performance on a group task – can be motivated by group-related as well as self-related goals. This has important implications for problems in work motivation (Ellemers, De Gilder, & Haslam, *in press*). For instance, our data suggest that team members who are valued in some ways but not in others (those with high/low or low/high respect in our studies), may not be particularly motivated to address their shortcomings or try to improve their contribution to the group. The moderate respect they receive makes them feel secure about their standing in the group and appears to result in behavioral complacency. Thus, in order to challenge such group members, and try to make them give their best, it may be useful to remind them from time to time of the ways in which they are disrespected. Additionally, these data remind us that even if all group members apparently engage in group serving tasks, this does not necessarily indicate that all are satisfied or feel equally committed to the achievement of collective goals. Indeed, this may be one important reason why work teams or organizations that seem to be on a steady ‘high’ sometimes can collapse very suddenly and without much in the way of visible forewarning.

Our focus on behavioral performance instead of expressed intentions has yielded important new insights, indicating that the behavior of respected vs. disrespected group members cannot simply be represented as opposite extremes of the same dimension. Instead, the present work has raised the exciting possibility that fundamentally different processes come into play, depending on whether people feel respected or disrespected by other members of their group. In this sense, we feel that the present findings point to a completely new avenue for the development of theory and research on collaborative performance, with this research constituting a first step in that direction.

Chapter 3

The Carrot and the Stick

Discretionary group efforts are necessary for the smooth functioning and success of collaborative task-groups: But what makes people work harder on these discretionary group efforts? We argue that within a group, people's engagement in discretionary group efforts can be activated by two motives. In addition to a *collective* motive where people engage in discretionary group efforts due to their commitment to the group, we propose that similar behavior can ensue from an *individual* motive, based on self-focused identity concerns. Both motives can lead people to engage in similar discretionary group efforts. In this paper, we argue that the emergence of collective motives and individual motives and the ensuing effort on behalf of the group depend on the extent to which people feel *respected* or *disrespected* as group members (cf. Barreto & Ellemers, 2000).

Different authors showed that the experience of being valued and accepted as a group member enhances the perception of being respected, consequently affirming people's membership, inclusion, and importance to a group (Branscombe, Spears, Ellemers, & Doosje, 2002; De Cremer, 2002, 2003; De Cremer & Tyler, 2003; Ellemers, Doosje, & Spears, 2004; Lind & Tyler, 1988; Simon & Stürmer, 2003; Tyler & Blader, 2000, 2003; Tyler & Lind, 1992). In turn, these feelings are shown to induce greater commitment to the group, and hence, positively affect the willingness to engage in group-serving actions (De Cremer, 2003; Simon and Stürmer, 2003). Hitherto, research mainly focused on establishing how the affordance of respect can increase commitment to the group and evoke group-directed effort (De Cremer, 2003; Simon & Stürmer, 2003; cf. Tyler & Blader, 2000, 2003). For example, De Cremer (2003; cf. De Cremer, 2002; cf. De Cremer & Tyler, 2003) demonstrated that the perception of being respected as a group member positively influenced people's feelings of belongingness and these feelings were found to mediate their contributions to an experimentally created public good dilemma. Similar findings were reported by Simon and Stürmer (2003). They showed that respectful treatment enhanced people's willingness to engage in group-serving behavior, and that this willingness increased when people identified more with the collective. Next, these authors assumed that lack of respect should result in decreased feelings of commitment. Hence, this should negatively affect people's attachment to their group, which consequently leads to decreased willingness to engage in group serving contributions.

In addition to this group-directed process, we propose an alternative mechanism, which can evoke outwardly similar behavioral displays. In contrast to studies that focused on the disengagement of disrespected people from the group-directed process (*collective motive*; see De Cremer, 2003; Simon & Stürmer, 2003; cf. Tyler & Blader, 2000, 2003), we posit that when people *do not* receive respect from other group members, more self-focused concerns are activated that nonetheless can result in similar group promoting efforts (*individual motive*). Evidence consistent with

this assumption is provided by Jetten, Branscombe, and Spears (2002; Branscombe et al., 2002; cf. Noel, Wann, & Branscombe, 1995). Jetten et al. (2002) assumed that when people experience the threat of becoming a marginal group member, stressing their personal identity might be seen as a coping strategy for dealing with this marginal group membership. As a consequence, their need to reaffirm the general integrity of the self is aroused (cf. Luhtanen & Crocker, 1992; Noel et al., 1995; Steele, 1988). Moreover, findings by Branscombe et al. (2002) provided evidence that when people within a group perceive themselves as marginal caused by a perceived lack of respect from other group members, this can evoke group serving intentions when these are beneficial to people's self-concepts.¹ Additionally, although both previous studies (see Branscombe et al., 2002; Jetten et al., 2002) relevant to our present research question acknowledge that, in addition to a collective motive to commit group serving efforts, an other, individual motive to engage in activities beneficial to the group exists, these two earlier studies did not supply evidence showing that self-directed motives in reality can also result in actual discretionary efforts beneficial to the group.

In sum, whereas the collective motive comprises the desire to maintain membership in the group, consequently resulting in group serving activities (De Cremer, 2003; Simon & Stürmer, 2003; cf. Tyler & Blader, 2000, 2003), we attempt to specify the role of an alternative motive. We propose that when the group is perceived as threatening ones personal identity, this can result in engagement in promoting group efforts as a self-focused identity enhancing strategy (cf. Branscombe et al., 2002; Jetten et al., 2002; Noel et al., 1995; Smith et al., 1999; Steele, 1988). The intensity of the identity threat caused by the perception of being disrespected by other group members should be evident from the extent to which people feel unworthy as a group member, and experience worries and concerns regarding their acceptance by the group. Previous research by Smith et al., (1999) suggests that when group members felt unworthy and not accepted, this challenges their private self-esteem (cf. Luhtanen & Crocker, 1992; Rosenberg, 1965). In addition, these feelings of being rejected negatively influenced both satisfaction with social support, and providence of social support from fellow group members (cf. Sarason, Levine, Basham, & Sarason, 1983), which in turn as we suppose, can result in activities contributive to the group.

The Current Research

In the present contribution, we focus on discretionary group efforts.² We propose that these efforts can be promoted by different motivations, namely a collective motivation on the one hand, and an individual motivation on the other. More specifically, whereas the perception of being respected as a group member enhances psychological engagement to the group, which consequently elicits discretionary group efforts (De Cremer, 2003; Simon & Stürmer, 2003; cf. Tyler & Blader, 2000, 2003), alternatively, we posit that similar behavioral displays of discretionary group efforts can emerge when group members perceive themselves as

disrespected, with the latter effect being caused by feelings of being unworthy as a group member, and concerns regarding acceptance by the ingroup (Smith et al., 1999; cf. Barreto & Ellemers, 2000; Branscombe et al., 2002).

On the basis of our arguments presented above, we hypothesize that the perception of being respected influences *the motive* to engage in discretionary group efforts (i.e. *why* people are willing to exert themselves on a group task). However, until now our reasoning provides no knowledge about *the actual emergence* of engagement in efforts beneficial to the group (i.e. *when* people engage in such efforts). On the basis of literature that examines differences in behavioral expressions when being a peripheral group member or a core group member, several scholars (see for example De Cremer, 2002; Jetten et al., 2002, 2003; Noel et al., 1995) showed that peripheral ingroup members have the general tendency to engage more in activities favoring their group compared to core ingroup members, who engage at a more moderate level. We argue that variations in levels of perceived respect should influence people's perspective on their position in the ingroup, and consequently impact levels of engagement in discretionary group efforts. More specifically, encouraged by either the collective motive or the individual motive, we argue that enhanced displays of discretionary group efforts will emerge when people perceive themselves as different compared to other (core) group members on the basis of the respect they received.

Experiment 3

In this research, we chose to manipulate respect on the basis of self-reported behavioral episodes (see Branscombe et al., 2002; Ellemers et al., 2004; Sleebos, Ellemers, & De Gilder, 2004). Although participants were assigned to an experimental, task-focused group, we aimed to achieve that they would not dispose or disregard the respect manipulation as too situation-specific, not personally relevant, or artificial. In an attempt to attain our objective, we referred to participants' self-reports of their behavior in groups. We used two dimensions of group relevant behavior to manipulate perceived respect, i.e. individual achievements and cooperation (cf. Sleebos et al., 2004). These two behavioral dimensions intend to capture the range of relevant behaviors and efforts people may show in a work environment and contribute independently to overall performance, which is extensively shown in organizational behavior literature (i.e. task-performance and interpersonal facilitation; Motowidlo & Van Scotter, 1994), so that it becomes less easy to imagine that there are other important aspects of behavior that are not included in the respect manipulation. Moreover, different dimensions of respect offer a richer and perhaps more realistic social situation, eventually resulting in more representative behavior. And finally, using the two relevant dimensions of organizational behavior to induce respect differentials made it possible to independently evaluate the relevance of both respect for individual achievements and respect for cooperation on the emergence of engagement in discretionary group efforts.

To examine the collective motive to engage in discretionary group efforts, we assessed affective commitment with the group as an indicator of psychological engagement with the group (De Cremer, 2003; Simon & Stürmer, 2003; cf. Tyler & Blader, 2000, 2003). Notably, it has been shown that the construct of affective commitment comprises the desire to maintain membership in the group and enhanced engagement in exerting effort on behalf of the group (Ellemers, De Gilder, & Van den Heuvel, 1998). So, in line with previous research (see Tyler & Blader, 2003), it is predicted that more respect will result in more affective commitment. Hence, we measured an additional indicator of psychological engagement in the group. Consistent with the notion that disrespected group members are not encouraged by positive attitudes toward their ingroup, but that their group-directed efforts originate from a self-enhancing process, we predict that less respect enhances group members' turnover intentions. Additionally, to be able to assess the individual motive, we asked participants to indicate the extent to which they experienced 'situational group attachment anxiety', which is expressed in group dependent feelings of being unworthy as a group member, and worries and concern regarding acceptance by the ingroup (see Smith et al., 1999).

Method

Participants and design

A total of one-hundred seventy-four students of Leiden University (mean age: 21.5 years) participated voluntarily in this experiment and were paid 4.5 Euros for their participation. These participants (61 men, 113 women) were randomly assigned and proportionally distributed across conditions of a 3 (respect for individual achievements: high/average/low) by 3 (respect for cooperation: high/average/low) between-subjects experimental design.

Experimental procedure: Introduction and Cover Story. Students at Leiden University were invited to the laboratory to participate in a study on how people work in task-groups. Participants (eight persons per session) were seated in separate cubicles, containing a computer with a monitor and a keyboard; participants were told that they could communicate with each other by means of the computer network. The computers were used to provide all instructions, ask questions and collect participants' responses. The cover story explained that the experiment was an investigation into team collaboration in financial/administrative organizations. A bogus personality test followed, which allegedly allowed the experimenter to divide the participants that were present into two four-person teams that shared the same problem-solving style. In reality, all participants were told that they were holistic-focused problem solvers; they received pre-programmed information to simulate the alleged responses of other members of their task-group.

Respect manipulations. Next, each participant was asked to provide some personal information by typing a brief summary statement on the computer, ostensibly for the purpose of getting to know each other better (see Branscombe et al., 2002; Ellemers

et al., 2004; Sleebos et al., 2004). Specifically, all participants were asked to relate one example of a successful individual achievement that they were *proud* of, and one example of an unsuccessful individual achievement that they were *ashamed* of. In a similar vein, all participants were asked to reveal a favorable cooperation of which they were *proud*, and an unfavorable cooperation of which they were *ashamed*. Subsequently, participants were asked to evaluate the other ingroup members on a nine-point scale (1 = *little respect*, 9 = *great respect*), on the basis of the behavioral descriptions they had ostensibly provided (NB: Participants could not evaluate themselves). In addition, participants were led to believe that the other ingroup members were evaluating them on the basis of their behavioral descriptions. In reality, all participants received the same standardized pre-programmed feedback, containing behavioral episodes that had been rated equally positively (e.g., “At my work, somebody had a stroke and I applied first aid”), or equally negatively (e.g., “I failed for the third time passing the driving license test”) in a pilot study. Respect in terms of both individual achievements and cooperation was manipulated by informing participants about the way they had supposedly been evaluated by other ingroup members, on the basis of the behavioral descriptions they had provided. In the case of low respect for individual achievements, they were informed that, on average, other ingroup members had rated their performance lower (4.3) than the neutral point (6), and that their respect score was lower than judgments received by other ingroup members (which were stated to be 5.5, 6.1, and 6.4, respectively). In the average respect for individual achievements condition, participants were informed that, on average, other ingroup members had rated their performance (6.1) comparable to the neutral point (6), and that their respect score was comparable to the judgments received by other ingroup members (which stated to be 5.5, 6.1, and 6.4, respectively). In the high respect for individual achievements condition, participants were led to believe that their respect score (7.7) was above the neutral point (6), and higher than the evaluations of the other ingroup members (which were stated to be 5.5, 6.1, and 6.4, respectively). Low respect for cooperation, average respect for cooperation and high respect for cooperation were manipulated with similar instructions. In this study, no evaluative differences of the pre-programmed behavioral episodes were found. After the respect manipulation, dependent measures followed.

Manipulation checks and dependent variables

Participants were asked to indicate their agreement with a series of statements, starting with the manipulation checks.

Manipulation checks. To measure respect for individual achievements and respect for cooperation, participants were asked to what extent they agreed with the following two statements “To what extent do you think your fellow group members respect you for your individual achievements” (1 = *not at all*, 9 = *very much*), and “To what extent do you think your fellow group members respect you for your ways of cooperation” (1 = *not at all*, 9 = *very much*).

Affective commitment. Affective commitment ($\alpha = .73$) was measured with three items (1 = *totally disagree*, 9 = *totally agree*), adapted from Ellemers, De Gilder,

and Van den Heuvel (1998). The items focused on the affective commitment participants felt to their task-group, containing items like “I feel at home among my fellow group members in my task-group”.

Situational group attachment anxiety. The extent to which people perceived the group as threatening, expressed in feelings of being unworthy as a group member and having feelings of worries and concerns regarding acceptance by other ingroup members was measured with three items ($\alpha = .93$), adapted from the Social Group Attachment Scale (Smith et al., 1999). This measure provides relational information regarding people’s attachment with their social ingroups, and as far as we know, this is the first time that ‘*situational*’ group attachment anxiety is used as a dependent measure. However, in contrast with Smith et al., (1999), who perceive group attachment-style as a personality trait that develops in early childhood, we assume that later in life people remain perceptive to information regarding their attachment with a group. Thus, in addition to the concept of group attachment as a personality trait (cf. Rom & Mikulincer, 2003; Smith et al., 1999), we argue that situational group attachment anxiety may be evoked in specific situations, where it can influence people’s attitudes and behavior. The scale assessed any doubts participants might have about being seen as a fully accepted group member (1 = *completely not*, 9 = *very much*), containing items such as “I worry that my group does not really accept me”.

Discretionary group efforts. Then participants were invited to work on a (group-serving) discretionary effort task, measuring actual behavior. Before starting with the discretionary effort task, it was emphasized that this task was completely voluntary and participants were allowed to stop at any time they wanted. The discretionary effort task was presented as ‘a simplified version of the *additional* work employees in financial/administrative organizations do’, and was on a voluntarily basis. That is, participants were told that it would be possible to do extra work for the group, emphasizing that their efforts on this task were only meant to serve the group. This discretionary effort task consisted of entering as many 3-digit numbers (e.g. 112; 211; 222 etc.) as possible within three minutes. Thus, greater effort on this task was indicated by a higher amount of numbers entered (*persistence*). The normality plot of the discretionary effort measure was inspected but no deviant scores were found. Upon completion of this discretionary effort task, demographic variables were asked and participants were told that the experiment had finished. Participants were paid and fully debriefed.

Turnover intentions. We also measured turnover intentions ($\alpha = .88$) were measured with four items (1 = *totally disagree*, 9 = *totally agree*) adapted from Mobley (1977). This measure was used as an additional indicator of psychological disengagement with the group. The items used focused on the intention to leave the task-group, e.g. “If I had an alternative, I would leave this task-group”.

Results

Manipulation checks respect for individual achievements. The experimental respect manipulations were examined by a 3 (respect for individual achievements) by 3

(respect for cooperation) multivariate analysis of variance (MANOVA). This showed only the intended effects. In the high respect for individual achievements condition, participants reported having received more respect for their individual achievements ($M = 7.42$; $SD = 1.07$), than participants in the average respect for individual achievements condition ($M = 5.72$; $SD = 1.37$), who in turn reported having received more respect than participants in the low respect for individual achievements condition respectively ($M = 3.11$; $SD = 1.24$), $F(2,165) = 180.25$, $p < .001$, $\eta^2 = .69$. A Tukey (HSD) test for pairwise comparisons between groups revealed that the means of all three conditions were significantly different at $p < .001$.

Manipulation checks respect for cooperation. A 3 (respect for individual achievements) by 3 (respect for cooperation) multivariate analysis of variance (MANOVA) revealed only the intended effects. In the high respect for cooperation condition, participants indicated they had received more respect for cooperation ($M = 7.32$; $SD = 1.33$), than participants in the average respect for cooperation condition ($M = 5.84$; $SD = 1.01$), who in turn reported having received more respect than participants in the low respect for cooperation condition respectively ($M = 3.39$; $SD = 1.55$), $F(2,165) = 135.61$, $p < .001$, $\eta^2 = .62$. Again, a Tukey (HSD) test revealed significant differences at $p < .001$ between all three respect for cooperation conditions. No crossover effects were found.

Unless otherwise indicated, all following measures were analyzed with a 3 (respect for individual achievements) by 3 (respect for cooperation) analysis of variance (ANOVA).

Affective commitment. The measure for affective commitment revealed significant main effects of the respect manipulations. After receiving more respect for individual achievements, participants reported stronger feelings of affective commitment with the task-group, $F(2,165) = 5.88$, $p < .01$, $\eta^2 = .07$ (see Table 1). Similar effects were found for respect for cooperation. More respect for cooperation resulted in stronger feelings of affective commitment, $F(2,165) = 5.81$, $p < .01$, $\eta^2 = .07$ (see Table 2).

Situational group attachment anxiety. As predicted, the measure of situational group attachment anxiety yielded two significant main effects. Low respect for individual achievements induced greater situational group attachment anxiety than respectively, average respect for individual achievements and high respect for individual achievements, $F(2,165) = 10.08$, $p < .001$, $\eta^2 = .11$ (see Table 1). Likewise, low respect for cooperation resulted in significantly greater group attachment anxiety than high respect for cooperation, $F(2,165) = 5.97$, $p < .01$, $\eta^2 = .07$ (see Table 2). Also, an interaction between respect for individual achievements and respect for cooperation was found, $F(4,165) = 3.04$, $p < .05$, $\eta^2 = .07$. Further examination of this interaction by using simple main effect analyses showed significant and marginally significant effects. Participants in the average respect for individual achievements condition, $F(2, 165) = 2.60$, $p = .08$, $\eta^2 = .03$, and the low respect for individual achievements condition, $F(2, 165) = 5.50$, $p < .01$, $\eta^2 = .06$, showed more group attachment anxiety when receiving less respect for cooperation.

Table 1

Means and Standard Deviations of Affective Commitment, Situational Group Attachment Anxiety, and Turnover Intentions as a function of Respect for Individual Achievements (Experiment 3).

		Respect for individual achievements		
		High	Average	Low
Affective commitment	M	6.51 _a	6.20 _{a,b}	5.70 _b
	SD	(1.32)	(1.23)	(1.48)
Situational group attachment anxiety	M	2.88 _b	3.56 _b	4.43 _a
	SD	(1.64)	(1.93)	(2.24)
Turnover intentions	M	2.30 _b	3.03 _{a,b}	3.63 _a
	SD	(1.47)	(1.65)	(2.01)

Table 2

Means and Standard Deviations of Affective Commitment, Situational Group Attachment Anxiety, and Turnover Intentions as a Function of Respect for Cooperation (Experiment 3).

		Respect for cooperation		
		High	Average	Low
Affective commitment	M	6.59 _a	6.06 _{a,b}	5.77 _b
	SD	(1.07)	(1.42)	(1.50)
Situational group attachment anxiety	M	2.98 _b	3.74 _{a,b}	4.16 _a
	SD	(1.81)	(2.09)	(2.07)
Turnover intentions	M	2.45 _b	3.15 _{a,b}	3.36 _a
	SD	(1.34)	(1.71)	(2.15)

Note. For both Table 1 and Table 2: Higher values indicate a higher rating on the dependent variable in question. Means in the same row that do not share subscripts differ at $p < .05$ in a Tukey (HSD) test for pairwise comparisons between groups.

Also, participants in respectively, the average respect for cooperation condition, $F(2, 165) = 5.07, p < .01, \eta^2 = .06$, and the low respect for cooperation condition, $F(2, 165) = 3.58, p < .05, \eta^2 = .04$, showed more anxiety when receiving less respect for individual achievements. Overall, the perception of being less respected gives evidence of higher levels of group attachment anxiety (Table 3).

Table 3
Means and Standard Deviations of Situational Group Attachment Anxiety as a Function of Respect for Individual Achievements and Respect for Cooperation (Experiment 3).

		Respect for individual achievement		
		High	Average	Low
Respect for Cooperation				
High	M	2.35 _b	2.95 _b	3.63 _b
	SD	(1.59)	(1.70)	(1.98)
Average	M	2.68 _b	3.10 _b	5.44 _a
	SD	(1.17)	(1.75)	(2.13)
Low	M	3.61 _b	4.63 _a	4.22 _{a,b}
	SD	(1.88)	(1.95)	(2.31)

Note. Higher values indicating greater situational group attachment anxiety. Means in the same row or column that do not share subscripts differ at $p < .05$ in a Tukey (HSD) test for pairwise comparisons between groups. No significant or marginal significant simple main effect was found in the high respect for individual achievements condition, or in the high respect for cooperation condition.

Discretionary group efforts. When analyzing results of both respect manipulations on the discretionary group efforts measure, a significant main effect of respect for individual achievements was found, $F(2,164) = 3.66$, $p < .05$, $\eta^2 = .04$. Results of a Tukey (HSD) test revealed significantly, at $p < .05$, that participants in both the high respect for individual achievements condition ($M = 54.86$; $SD = 6.95$), and the low respect for individual achievements condition ($M = 54.85$; $SD = 4.43$) showed more discretionary group efforts than participants in the average respect for individual achievements condition ($M = 51.69$; $SD = 9.94$). This main effect was qualified by an interaction between respect for individual achievements and respect for cooperation, $F(4,164) = 3.09$, $p < .05$, $\eta^2 = .07$ (see Table 4). Inspection of the means by simple main effect analyses showed that within the average respect for individual achievements condition, participants showed significantly more discretionary group efforts when they received high or low respect for cooperation compared to participants that were average respected for cooperation, $F(2,165) = 5.48$, $p < .01$, $\eta^2 = .06$ (Table 4). A similar effect was found in the average respect for cooperation condition. Participants that were high or low respected for individual achievements showed more discretionary group efforts than participants in the average respect for individual achievements condition, $F(2,165) = 5.32$, $p < .001$, $\eta^2 = .06$ (Table 4). No other significant effects were found.

Table 4
Means and Standard Deviations of Discretionary Group Efforts as a Function of Respect for Individual Achievements and Respect for Cooperation (Experiment 3).

		Respect for individual achievement		
		High	Average	Low
Respect for Cooperation				
High	M	51.90 _a	52.84 _a	53.95 _a
	SD	(10.87)	(3.61)	(5.45)
Average	M	56.16 _a	47.75 _b	56.37 _a
	SD	(3.10)	(14.04)	(2.57)
Low	M	56.53 _a	54.47 _a	54.24 _a
	SD	(2.91)	(8.06)	(4.56)

Note. Higher values indicating greater discretionary group efforts. Means in the same row or column that do not share subscripts differ at $p < .05$ in a Tukey (HSD) test for pairwise comparisons between groups. Significant main effects were found only in the average respect for individual achievements condition (*column*) and average respect for cooperation condition (*row*).

Turnover intentions. Analysis showed that respect for individual achievements had a significant main effect on turnover intentions $F(2,165) = 9.00, p < .001, \eta^2 = .10$ (see Table 1), indicating that less respect resulted in more turnover intentions. Moreover, respect for cooperation revealed a significant main effect as well. Again, mean patterns indicated that less respect for cooperation induced more turnover intentions, $F(2,165) = 4.65, p < .05, \eta^2 = .05$ (see Table 2). Both main effects give evidence of an increase in psychological disengagement with the group.

Discussion

The reported findings of Experiment 3 are in line with our reasoning. Participants who had received high respect for either individual achievements or cooperation showed stronger feelings of affective commitment to the group compared to participants who had received low respect on one of these behavioral dimensions. This linear trend found is consistent with previous research on the effects of perceived respect and consistent with our predictions regarding affective commitment with the group (Branscombe et al., 2002; De Cremer, 2002, 2003; De Cremer & Tyler, 2003; Ellemers et al., 2004; Lind & Tyler, 1988; Simon and Stürmer, 2003; Tyler & Lind, 1992; Tyler & Blader, 2000, 2003). Additionally, extending previous research, participants who had received *low* respect for individual achievements or cooperation respectively, reported more feelings of situational

group attachment anxiety. This indicates that the perception of low respect indeed results in more negative thoughts toward the group, like for example feelings of unworthiness as an ingroup member, and worries and concern regarding acceptance by the ingroup. Next, linear trends on turnover intentions which were found for both dimensions of respect, suggest that in the low respect conditions, participants were more inclined to leave the group than participants in high respect conditions, confirming the notion that low respect results in psychological disengagement from the group.

Focusing on the main contribution of the first study, the results of Experiment 3 showed clear evidence of the predicted *emergence* of enhanced engagement in discretionary group efforts. In conditions where people received respect differently than ‘average’ (average respect for both individual achievements and cooperation), they exerted more effort on the discretionary group efforts measure. By contrast, people who had received average respect for both individual achievements and cooperation, and thus were ‘equal’ compared to the other ingroup members on the basis of the respect received, did not show enhanced engagement at discretionary group efforts measure. Thus, as predicted, the emergence of enhanced engagement in discretionary group efforts can indeed be stimulated by high as well as low respect (cf. De Cremer, 2002, Jetten et al., 2002, Jetten, Branscombe, Spears, & McKimmie, 2003; Noel et al., 1995), whereas average respected group members are unlikely to show higher levels of discretionary group efforts. Nevertheless, Experiment 3 does not provide conclusive evidence that respect for individual achievements and respect for cooperation are directly related to people’s perspective on their position in the ingroup, and consequently enhance the levels of engagement in discretionary group efforts (cf. Simon & Stürmer, 2003).

Turning to the different *motives* for engagement, as predicted we observed that the perception of being respected resulted in more feelings of commitment. Additionally, a perceived lack of respect induced higher levels of situational group attachment anxiety. However, direct evidence that these different motives caused the enhanced effort (e.g., in terms of correlations between the dependent variables) was not obtained in this first study. We attributed this at least in part to our usage of the two dimensions of respect. Although this successfully provided credible information regarding people’s position within the group on the basis of the respect received (resulting in the predicted emergence of engagement in discretionary group efforts), differentials in respect concurrently generated contradicting information in reference to the activated motives of engagement (e.g., when people received high respect for individual achievements and low respect for cooperation). In an attempt to overcome this difficulty, and to obtain more evidence that *respected* people show enhanced discretionary group efforts motivated by their affective commitment to the group, and that *disrespected* people display higher levels of discretionary group efforts motivated by feelings of situational group attachment anxiety, we conducted a second study to demonstrate that both the predicted *motives* emerge and that they are related to the *emergence* of discretionary group efforts.

Experiment 4

Our main objective in the second study was threefold: *First* we wanted to replicate the effect on actual discretionary group efforts as found in Experiment 3 (i.e. more discretionary group effort due to high as well as low respect compared to average respect).

Second, we aimed to demonstrate that the two proposed motives cause people to engage in discretionary group efforts (the collective motive when respected and the individual motive when disrespected). *Third*, we attempted to establish that the relation between the respect received from other ingroup members and the emergence of enhanced engagement in discretionary group efforts depends on people's perceived position in the group. Because the parallel effects we obtained in Experiment 3 due to the manipulation of respect received for individual achievements and respect for cooperation (see Experiment 3), we decided to combine these two respect dimensions into one overall respect dimension. This enabled us to simplify the respect manipulation while maintaining the notion that the respect information pertained to (two) different dimensions relevant to one's functioning in the group, resulted in three conditions where group members are highly respected, average respected (people in the average respect condition are equally respected in comparison to the other ingroup members), or disrespected in comparison to the other ingroup members. Indeed, this created a situation with three levels of respect in which we aimed to replicate the effect on discretionary group efforts we found in Experiment 3. Furthermore, it enabled us to examine the proposed collective motive and individual motive. More specifically, we predict that when people perceive themselves as *respected*, enhanced feelings of affective commitment will be related to more engagement in discretionary group efforts. Additionally, when people perceive themselves as *disrespected*, similar enhanced displays of discretionary group efforts will appear due to higher levels of situational group attachment anxiety.

In this second study, we furthermore attempted to further examine our theoretical assumptions regarding the findings of Study 1 and to exclude an alternative explanation for the emergence of the demonstrated discretionary group efforts on the basis of the respect received. More specifically, if our reasoning is valid, the emergence of these behavioral effects will *only* take place when people actually perceive the respect received from other ingroup members as diagnostic for their position within the group (cf. De Cremer, 2002; Jetten et al., 2002, 2003; Noel et al., 1995). That is, no similar effect on group-directed effort should emerge as a result of the positive or negative feedback from group members in itself. Thus, instead of representing a mood effect where people are either encouraged by positive feedback or challenged by negative feedback (cf. Simon & Stürmer, 2003), we predict that the emergence of discretionary group efforts only will occur when people perceive the respect received as diagnostic for their position within the group. In contrast, if our reasoning is valid, the respect manipulation should not affect discretionary group efforts when the respect received from other ingroup members

is considered to have limited value in predicting people's position within the group. That is, when simple feedback or mood effects are responsible for increases in discretionary group efforts, we would expect the respect manipulation to have this effect, regardless of how diagnostic it is for the individual's position in the group. However, if our reasoning is correct and the effects of respect on discretionary group efforts emerge because the respect received informs people about their position in the group, we should only obtain the predicted enhancement of discretionary group efforts when the respect is diagnostic for that position (cf. De Cremer, 2002; Jetten et al., 2002, 2003; Noel et al., 1995; Simon & Stürmer, 2003).

Method

Participants and design.

A total of one-hundred and thirty-eight students of Leiden University (mean age: 19.2 years) participated voluntarily in this experiment and were paid 4.5 Euros for their participation. These participants (30 men, 108 women) were randomly assigned and proportionally distributed across conditions of a 3 (overall respect: high/average/low) by 2 (diagnosticity of respect: diagnostic/non-diagnostic).

Experimental procedure: Introduction and Cover Story. In Experiment 4, we used the same introduction, cover story, and respect manipulations as in Study1, apart from combining respect for individual achievements and respect for cooperation to one overall dimension overall of respect. That is, participants were told that the six respect evaluations from the other ingroup members were added together and divided by six, remaining one 'overall respect score'. In the case of low respect (low respect for both individual achievements and cooperation), participants were led to believe that their score (4.3) was below the neutral point, and lower than the evaluations of the other ingroup members (which were stated to be 6.1, 5.5, and 6.4, respectively). In the average respect condition (average respect for both individual achievements and cooperation), participants were informed that other ingroup members had rated their behavioral descriptions nearly equal (6.1) to the neutral point, and that their score was comparable to judgments received by other ingroup members (which were stated to be 6.1, 5.5, and 6.4, respectively). High respected participants (receiving high respect for both individual achievements and cooperation), were informed that, on average, other ingroup members had rated their behavioral descriptions higher (7.7) than the neutral point (6), and that their score was higher than judgments received by other ingroup members (which were stated to be 6.1, 5.5, and 6.4, respectively). No evaluative differences of the pre-programmed behavioral episodes were found.

Diagnosticity of respect manipulation. After receiving one overall respect score on the basis of the behavioral descriptions participants had provided, 'diagnosticity of respect' (diagnostic versus non-diagnostic) was introduced. In the diagnostic condition, participants were told that the image participants had conveyed about each other, i.e. the respect received, indicated their position in the group and was

unlikely to change during the study. By contrast, in the non-diagnostic condition, participants were told that the respect they had received from their fellow ingroup members might easily change during the study when group members got to know each other better and hence was not predictive of their position within the group (cf. Jetten et al., 2002).

Next, dependent measures were presented.

Dependent variables.

Manipulation checks respect. Manipulation checks for respect for individual achievements and respect for cooperation were identical to the ones used in Experiment 3. Additionally, one item was added, e.g., “Overall, to what extent do you think your fellow group members respect you” (1 = *not at all*, 9 = *very much*) to get an indication of the perceived overall respect.

Manipulation checks diagnosticity of respect. In order to check the manipulation of diagnosticity of respect, participants were asked “How likely it was that the image their fellow group members had of them would change” (1 = *not at all*, 9 = *very much*), and “Whether they felt they had an opportunity to change the image their fellow group members had of them” (1 = *not at all*, 9 = *very much*).

Affective commitment ($\alpha = .70$), *situational group attachment anxiety* ($\alpha = .89$), and *turnover intentions* ($\alpha = .93$) were assessed with the same questions that were used in Study 1.

Discretionary group efforts. Then, participants were invited to work on a discretionary effort task, which was similar to the discretionary effort task in Experiment 3, measuring actual behavior. The normality plot of the discretionary effort measure was inspected but no deviant scores were found. Upon completion of this discretionary effort task, demographic variables were asked and participants were told that the study had finished. Participants were paid and fully debriefed.

Results

Manipulation checks overall respect. Subjecting the manipulation checks to a 3 (overall respect) by 2 (diagnosticity or respect) multivariate analysis of variance (MANOVA) revealed the following effects. Participants in the high respect condition reported having received more respect for individual achievements ($M = 7.36$; $SD = .74$), than participants in the average respect condition ($M = 5.74$; $SD = 1.06$), and the low respect condition ($M = 3.64$; $SD = 1.32$), $F(2,132) = 139.40$, $p < .001$, $\eta^2 = .68$. Participants in the high respect condition indicated that they felt more respected for cooperation ($M = 7.36$; $SD = .85$), than participants in the average respect condition ($M = 5.78$; $SD = 1.09$), and the low respect condition ($M = 3.62$; $SD = 1.70$), $F(2,132) = 103.93$, $p < .001$, $\eta^2 = .61$. Finally, participants in the high respect condition indicated that they felt more respected overall ($M = 7.09$; $SD = 1.57$), than participants in the average respect condition ($M = 6.13$; $SD = 1.24$), and low respect condition ($M = 3.22$; $SD = 1.38$), $F(2,132) = 93.41$, $p < .001$, $\eta^2 = .59$. On the three manipulation checks, pairwise comparisons between groups (Tukey HSD) revealed

significant differences at $p < .001$ between the high, average, and low respect conditions.

Manipulation checks diagnosticity of respect. Subjecting the manipulation checks to a 3 (respect) by 2 (diagnosticity of respect) multivariate analysis of variance (MANOVA) showed the intended effects.

Participants in the diagnostic condition indicated to be less able to change the respect they received from the other ingroup members ($M = 5.86$; $SD = 1.91$) than participants in the non-diagnostic condition ($M = 6.98$; $SD = 1.18$), $F(1,132) = 16.95$, $p < .001$, $\eta^2 = .11$. Moreover, participants in the diagnostic condition felt they had less opportunities to change the respect they received from the other ingroup members ($M = 4.75$; $SD = 2.04$) than participants in the non-diagnostic condition ($M = 6.14$; $SD = 1.23$), $F(1,132) = 25.27$, $p < .001$, $\eta^2 = .16$.

Unless otherwise indicated, the following measures were analyzed with a 3 (respect) by 2 (diagnosticity of respect) analysis of variance (ANOVA).

Affective commitment. The affective commitment scale yielded the predicted main effect of respect. Results show that participants in both the high respect condition and the average respect condition showed more affective commitment than participants in the low respect condition, $F(2,132) = 17.92$, $p < .001$, $\eta^2 = .21$.

Situational group attachment anxiety. The situational group anxiety measure revealed a significant main effect of respect. Less respect was evident for more situational group attachment anxiety than when receiving average respect or high respect, $F(2,132) = 36.33$, $p < .001$, $\eta^2 = .36$ (see Table 5).

Turnover intentions. Results of turnover intentions revealed a main effect of respect. Participants within both the high respect condition and the average respect condition showed lower turnover intentions than participants in the low respect condition, $F(2,132) = 13.06$, $p < .001$, $\eta^2 = .17$ (see Table 5).

Table 5
Means and Standard Deviations of Affective Commitment, Situational Group Attachment Anxiety, and Turnover Intentions as a Function of Respect (Experiment 4).

		Respect		
		High	Average	Low
Affective commitment	M	7.01 _a	6.84 _a	5.63 _b
	SD	(1.22)	(1.18)	(1.21)
Situational group attachment anxiety	M	2.60 _b	3.18 _b	5.27 _a
	SD	(1.32)	(1.51)	(1.89)
Turnover intentions	M	1.66 _b	2.28 _b	3.36 _a
	SD	(1.05)	(1.26)	(2.25)

Note. Higher values indicate a higher rating on the dependent variable in question. Means in the same row that do not share subscripts differ at $p < .01$ in a Tukey (HSD) test for pairwise comparisons between groups.

Discretionary group efforts. A significant interaction effect of respect and diagnosticity, $F(2,132) = 6.59, p < .01, \eta^2 = .09$, on the amount of effort participants expended on the discretionary group efforts was found (see Table 6).

Table 6
Means and Standard Deviations of Discretionary Group Efforts as a Function of Respect and Diagnosticity of Respect (Experiment 4).

		Respect		
		High	Average	Low
Diagnosticity of respect				
Diagnostic	M	55.46 _{a,b}	48.57 _b	60.69 _a
	SD	(8.73)	(14.60)	(7.67)
Non-diagnostic	M	49.41 _a	56.61 _a	52.73 _a
	SD	(12.57)	(7.52)	(14.90)

Note. Simple main effect analyses on discretionary group efforts show significant results only in the 'diagnostic' condition. Higher values indicating greater discretionary group efforts. In each row, means that do not share subscripts differ at $p < .05$ in a Tukey (HSD) test for pairwise comparisons between groups.

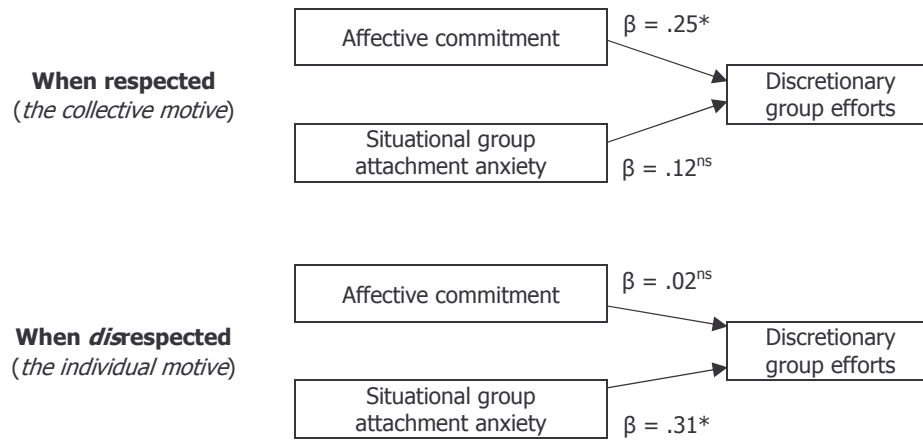
Simple main effects revealed that the effect of respect indeed only showed significance within the diagnostic condition, $F(2,132) = 6.41, p < .01, \eta^2 = .09$, and not in the non-diagnostic condition, $F(2,132) = 2.24, p = .11, \eta^2 = .03$. When comparing the means of high respect, average respect and low respect within the diagnostic condition with a Tukey (HSD) test, a significant difference was found between the average respect condition and the low respect condition, $p < .05$. Additionally a marginally significant difference, $p = .08$, was found between the average respect condition and the high respect condition. Within the non-diagnostic condition, as predicted, no reliable differences in discretionary group efforts were found as a result of our respect manipulation, $F(2,132) = 2.24, p = .11, \eta^2 = .03$.

Additional analyses: The collective motive versus the individual motive. In both the high respect condition and the average respect condition, participants showed enhanced levels of affective commitment when compared with participants in the low respect condition (see Table 5). To confirm our predictions that when people are *respected*, enhanced feelings of affective commitment will be related to more engagement in discretionary group efforts, we subjected affective commitment, situational group attachment anxiety, and discretionary group efforts to linear regression analyses. Linear regression analysis within the relevant conditions (i.e. the high respect condition and average respect condition) showed the following: After having received higher or average respect, when both affective commitment and situational group attachment anxiety were in the equation, only affective commitment, $R^2_{ch} = .06, \beta = .25, t(2,90) = 2.48, p < .05$, revealed a significant relation with the discretionary group efforts measure, whereas situational group attachment anxiety showed no significant relation

to the discretionary group efforts measure, $R^2_{ch} = .02$, $\beta = .12$, $t(2,90) = 1.22$, $p = .23$ (see Figure 1).

Figure 1

Results of linear regression analysis of Discretionary Group Efforts on Affective Commitment and Situational Group Attachment Anxiety when Respected or Disrespected



Note. * = significant at $p < .05$ ns = not significant

By contrast, participants in the low respect condition indicated to have more feelings of situational group attachment anxiety compared to participants in respectively the high respect condition or average respect condition (see Table 5). To further support our assumption that when people perceive themselves as *disrespected*, displays of discretionary group efforts will appear due to higher levels of situational group attachment anxiety for those in the disrespected condition, we subjected affective commitment, situational group attachment anxiety, and discretionary group efforts to linear regression analyses. Within the disrespect condition when both affective commitment and situational group attachment anxiety were in the equation, instead of affective commitment, $R^2_{ch} = .01$, $\beta = .02$, $t(2,42) = .15$, $p = .89$, this time only situational group attachment anxiety $R^2_{ch} = .09$, $\beta = .31$, $t(2,42) = 2.03$, $p < .05$, related significantly to the discretionary group efforts measure (see Figure 1). This indeed provides further evidence for our reasoning that whereas respected people engage in discretionary group efforts motivated by their affective commitment to the group, disrespected people engage in similar group supportive behavior motivated by the situational group attachment anxiety they experienced.

General Discussion

The results of the second study were in accordance with our predictions, and consistent with the results of our first study. Participants who had received high or average respect for their behavioral descriptions, perceived themselves as respected and showed higher feelings of affective commitment in comparison with participants who perceived themselves as disrespected (see also Branscombe et al., 2002; De Cremer, 2002, 2003; De Cremer & Tyler, 2003; Ellemers et al., 2004; Lind & Tyler, 1988; Simon and Stürmer, 2003; Tyler & Lind, 1992; Tyler & Blader, 2000, 2003). Additionally, in contrast with the respected participants, those who were disrespected showed higher levels of situational group attachment anxiety and indicated more psychological disengagement as expressed in intentions to leave the group. When focusing on the motivational basis of the engagement participants displayed on the discretionary group efforts measure, we found that the extra behavioral efforts that contribute to the group are indeed activated by two different motives. This confirms the validity of our argument that different underlying motives can evoke outwardly similar behavioral displays: Whereas respected participants were stimulated to exert more discretionary group efforts to the extent that they experienced more feelings of affective commitment with the task-group (*the carrot*), disrespected people showed enhanced behavioral engagement in discretionary group efforts when they felt more situational group attachment anxiety (*the stick*; see also Barreto & Ellemers, 2000). Thus, in Experiment 4, we successfully replicated the effect on actual discretionary group efforts. As predicted, and similar to Experiment 3, compared to average respected group members both high and low respected participants showed enhanced effort exertion on discretionary group efforts, but only when they perceived the respect received as diagnostic and related to their position within the group (cf. De Cremer, 2002; Jetten et al., 2002, 2003; Noel et al., 1995). In the non-diagnostic condition, where it was made clear to participants that the respect received was not predictive of their ingroup position and could be regarded as occasional feedback, the effect on extra effort did not appear as predicted.

The results of the present contribution uncover new directions in research on intra-group dynamics. Specifically, by examining the operation of a *collective motive*, enhanced by higher levels of affective commitment, concurrently with an *individual motive*, induced by feelings of situational group attachment anxiety (which result in similar displays of discretionary group efforts), we showed that positive behavior in favor of the ingroup does not have to be the result of a positive attitude toward this ingroup.

Chapter 4

Being In or Out

Theory and research has recently pointed towards the relevance of intra-group respect as an important factor in people's functioning within groups (Lind & Tyler, 1988; Tyler & Blader, 2000, 2003; Tyler & Lind, 1992). Respect, derived from people's social interactions with other group members, supposedly conveys identity-relevant information that communicates to people the extent to which they can perceive themselves as valued and accepted by others in the group (De Cremer & Tyler, 2003, in press; Tyler & Blader, 2000, 2003). In particular, feelings of being respected by others in the group are seen as informing people about two fundamental identity concerns, namely whether they can think of themselves as *being included* in the group, and whether their *intra-group status* is positively evaluated by the other ingroup members (Baumeister & Leary, 1995; De Cremer & Tyler, 2003, in press; Lind & Tyler, 1988; Tajfel & Turner, 1979). Because this identity-relevant information can help affirm people's relation with their group, it is argued that people's responses to the group are likely to depend on the respect they receive (Tyler & Blader, 2000, 2003). In other words, an important assumption is that when people receive respect from others in their group, this makes them see themselves as part of, and feel subjectively attached to the group. As a result, people will internalize group-relevant values, which will consequently shape their self-definition (Tajfel & Turner, 1979), and induce them to dedicate themselves to the group, showing cooperation and effort on behalf of it.

Hitherto, research in this area has primarily focused on the *behavioral* aspects of this process, demonstrating that those who feel respected as group members show increased willingness and intentions to participate in group-serving behaviors (Branscombe, Spears, Ellemers, & Doosje, 2002; De Cremer, 2002, 2003; De Cremer & Tyler, 2003; Simon & Stürmer, 2003; Tyler & Blader, 2000), and display actual behavioral effort on behalf of the group (Sleeboos, Ellemers, & De Gilder, 2004a, 2004b). However, so far in empirical research less attention has been devoted to examining the direct consequences of intra-group respect for people's *psychological* responses to the group. These psychological responses include people's self-perceptions as being a part of the group, their feelings of being subjectively attached to the group, the salience of their relations with other group members, and their actual involvement with the group which supposedly explain the behavioral effects. With the present research we aim to address this empirical gap, by explicitly examining the direct consequences of receiving differential respect from other group members on these psychological aspects of group engagement.

The Ambiguity of Behavior

Previous research revealed that the efforts people commit on behalf of their group as a consequence of the respect received are not invariably diagnostic of their actual engagement with the group. That is, in addition to a collective motive, where

the effort exerted results from group-focused identity concerns (Branscombe et al, 2002; De Cremer, 2003; Simon & Stürmer, 2003; Sleebos et al, 2004a, 2004b; see also Tajfel & Turner, 1979; Tyler & Blader, 2000, 2003), it turned out that similar effort on group tasks can originate from different motives, indicating more self-focused identity concerns (Sleebos et al., 2004a, 2004b; see also Barreto & Ellemers, 2000).

That is, additional results reported by Sleebos et al. (2004a) indicate that people who were highly respected and people who were completely disrespected both increased their discretionary group efforts but for *different* reasons. That is, whereas the behavior of respected people appeared to be motivated by affective commitment, indicating emotional involvement with the group, the behavior of disrespected people stemmed from a concern with the self rather than with the group (Sleebos et al., 2004a; Smith, Murphy, & Coats, 1999). This diagnostic ambiguity when inferring engagement from displays of behavior calls into question the assumption that there is a one-to-one relationship between actual engagement and behavior on behalf of the group and raises doubts about the common practice to infer engagement from displays of behavior.

Therefore, we argue it is necessary to directly examine the extent to which people *psychologically* engage with their group (which we will refer to as “psychological engagement”) as a consequence of the respect received. Hence, in the present research we will focus on the influence of intra-group respect on more direct and unambiguous ways to measure people’s engagement with their group as well as assessing their perception of themselves in relation to the other group members.

The Current Research

In the present contribution we examine the importance of intra-group respect for people’s self-perceptions in the group and their psychological engagement with the group. In doing this, the current research aims to extend previous work in different ways. *First*, we investigate how people perceive their position within the group as a consequence of the respect they receive. Although it has been argued that the respect people receive from others in the group communicates self-relevant information regarding their group membership in terms of inclusion and intra-group status (De Cremer & Tyler, 2003, in press; Tyler & Blader, 2000, 2003), so far these causal relations have not been explicitly examined in experimental research. As a consequence, we cannot be sure about the causality of the relations between intra-group respect on the one hand, and perceptions of being included and having intra-group status on the other. Additionally, we have little knowledge about the underlying psychological processes that explain these important relations (De Cremer & Tyler, 2003, in press; Tyler & Blader, 2000, 2003).

Second, in order to show that respect received from other group members is an essential factor in intra-group dynamics that determines whether people will engage with the group, we used a more direct and unobtrusive indicator of engagement. That is, on the basis of theory and research on procedural justice as posited by Lind and Tyler (1988, 1990), we argue that people who care about the

group and the interpersonal relationships with their fellow group members are *more* concerned with justice and fairness than those who are less interested in the group (Huo, Smith, Tyler, & Lind, 1996; Smith, Tyler, Huo, Ortiz, & Lind, 1998; see also Lind & Tyler, 1988, 1990; Skitka, 2003; Van Prooijen, Van den Bos, & Wilke, 2002, 2004, in press). Hence, we assume that psychological engagement with a group implies that people attach more importance to the group and their relations with other group members causing justice and fairness concerns to become activated and cognitively accessible (see also Lind and Tyler, 1988, 1990). By contrast, when lack of respect causes people to psychologically disengage from the group (Sleeboos et al., 2004b), this implies that people care *less* about their relations with the group and other group members, so that justice and fairness concerns will become *less* activated and should be *less* cognitively accessible (Karremans & Van Lange, in press; Van Prooijen et al., 2004, in press).¹

Experiment 5

In order to gain more insight in people's self-perceptions in terms of inclusion and intra-group status as a result of the respect they receive from other group members, we introduced two measures to assess the cognitive representation of the self in relation to the group. We developed graphic representations of the self in relation to the group (see Aron, Aron, & Smollan, 1992), as these are considered to be less susceptible to strategic self-presentational concerns that might lead people to deny low status or exclusion from the group (Aron, Aron, & Smollan, 1992; Gaertner & Shopler, 1998). We predicted that people who are respected by others in the group would perceive themselves as having a more central position within the group (i.e., perceive themselves as more included in the group), whereas people who are disrespected by others in the group were predicted to perceive themselves as more distant from other group members. Likewise, as a result of higher levels of respect from others in the group, we predicted that people would perceive themselves as having more intra-group status. By contrast, when people are disrespected by others in the group, this is predicted to result in the perception of the self as having less intra-group status. Notably, although to some extent these measures of inclusion and intra-group status may covary (Tyler & Blader, 2000, 2003), they essentially refer to different aspects of one's standing vis-à-vis the group (Van Prooijen et al., in press). For instance, someone who is highly respected in the group can perceive the self as having high intra-group status but also as being different from other group members and hence feel less included (Jetten, Branscombe, Spears, & McKimmie, 2003; Noel, Wann, & Branscombe, 1995).

Because the implications of differences in respect in relation to people's self-perceptions of inclusion and status have not been investigated, we chose to manipulate three levels of intra-group respect. This enabled us to explicitly separate the effects of levels of respect (high vs. average vs. low) from the effects of having a position that is more (average respect) or less (high respect and low respect) representative for the group.

To examine the cognitive accessibility of justice and fairness concerns, we employed a word-fragment completion task (Karremans & Van Lange, in press; Van Prooijen et al., 2002). Such tasks are commonly used as unobtrusive measures of cognitive accessibility (e.g., Chen, Lee-Chai, & Bargh, 2001; Van Prooijen et al., 2002). In the word-fragment completion task, participants were presented with incomplete Dutch words that could be completed either as fairness-related or nonfairness-related words (see Karremans & Van Lange, in press; Van Prooijen et al., 2002). In line with our argument, it is predicted that intra-group respect received from others in the group will induce psychological engagement with the group. As a consequence, this will increase people's interest in the relation with the group and the other group members and makes them more concerned with justice and fairness, which should be visible in an enhanced cognitive accessibility of the justice and fairness construct. By contrast, being disrespected by others in the group is predicted to evoke psychological *disengagement* from the group, causing people to become less concerned with their relation with the group and the other group members which results in attaching less importance to justice and fairness, consequently rendering justice and fairness concerns less cognitively accessible.

In the present research, we chose to manipulate respect on the basis of self-reported behavioral episodes (see Branscombe et al., 2002; Ellemers, Doosje, & Spears, 2004; Sleebos et al., 2004a, 2004b; Spears, Ellemers, & Doosje, in press). Although for reasons of experimental control participants were assigned to an experimental group, we aimed to induce differential respect in such a way that participants would not dispose or disregard the respect manipulation as too situation-specific, not personally relevant, or artificial. In an attempt to attain this objective, we referred to participants' self-reports of their own previous behavior in groups. We used two dimensions of group-relevant behavior (i.e. individual achievements and cooperation) to manipulate respect (Sleebos et al., 2004a, 2004b), which intend to capture the range of relevant behaviors people may show in a group (Motowidlo & Van Scotter, 1994), so that it becomes less easy to imagine that there are other important aspects of behavior that are not included in the respect manipulation.

Method

Participants and design

A total of one-hundred and one students of Leiden University (mean age: 19.9 years) participated voluntarily in this experiment and were paid 4.5 Euros for their participation. These participants (32 men, 69 women) were randomly assigned and proportionally distributed across three conditions (respect: high/average/low) of a between-subjects experimental design.

Experimental procedure: Introduction and Cover Story. Students at Leiden University were invited to the laboratory to participate in a study on how people work in task-groups. Participants (eight persons per session) were seated in separate cubicles, containing a

computer with a monitor and a keyboard; participants were told that they could communicate with each other by means of the computer network. The computers were used to provide all instructions, ask questions and collect participants' responses. The cover story explained that this was an investigation of team collaboration in financial/administrative organizations. A bogus personality test followed, which allegedly allowed the experimenter to divide the participants that were present into two four-person teams that shared the same problem-solving style. In reality, all participants were told that they were holistic-focused problem solvers; they received pre-programmed information to simulate the alleged responses of other members of their task-group.

Respect manipulation. Next, each participant was asked to provide some personal information by typing a brief summary statement on the computer, ostensibly for the purpose of getting to know each other better (Branscombe et al., 2002; Ellemers et al. 2004; Sleebos et al., 2004a, 2004b). Specifically, all participants were asked to relate one example of a successful individual achievement that they were *proud* of, and one example of an unsuccessful individual achievement that they were *ashamed* of. In a similar vein, all participants were asked to reveal one favorable cooperation of which they were *proud*, and one unfavorable cooperation of which they were *ashamed*. Subsequently, participants were asked to evaluate their fellow ingroup members on a nine-point scale (1 = *little respect*, 9 = *great respect*), on the basis of the behavioral descriptions they had ostensibly provided (Note: Participants could not evaluate themselves). In addition, participants were led to believe that their fellow ingroup members were evaluating them on the basis of their behavioral descriptions. In reality, all participants received the same standardized pre-programmed feedback, containing behavioral episodes that had been rated equally positively (e.g., "At my work, somebody had a stroke and I applied first aid"), or equally negatively (e.g., "I failed for the third time passing the driving license test") in a pilot study. Respect in terms of both individual achievements and cooperation was manipulated by informing participants about the way they themselves had supposedly been evaluated by other ingroup members, on the basis of the behavioral descriptions they had provided. That is, it was told that the six respect evaluations from participants' fellow group members were added together and divided by six, remaining one 'respect score'. In the case of low respect (for both individual achievements and cooperation), participants were led to believe that their score (4.3) was below the neutral point, and lower than the evaluations of fellow ingroup members (which were stated to be 6.1, 5.5, and 6.4, respectively). In the average respect condition (average respect for both individual achievements and cooperation), participants were informed that other ingroup members had rated their behavioral descriptions nearly equal (6.1) to the neutral point, and that their score was comparable to judgments received by other ingroup members (which were stated to be 6.1, 5.5, and 6.4, respectively). High respected participants (receiving high respect for both individual achievements and cooperation), were informed that, on average, other ingroup members had rated their behavioral descriptions higher (7.7) than the

neutral point (6), and that their score was higher than judgments received by other ingroup members (which were stated to be 6.1, 5.5, and 6.4, respectively).

In this study, the pre-programmed behavioral episodes were equivalently evaluated by the participants. After the respect manipulation, dependent measures followed.

Dependent variables

Participants were asked to answer a series of statements, starting with the manipulation checks.

Manipulation checks. To measure respect, participants were asked to indicate on a 7-point Likert-type scale to what extent they agreed (1 = *not at all*, 7 = *very much*) with the following three statements: “Overall, to what extent do you think your fellow group members respect you”, “To what extent do you think your fellow group members respect you for your individual achievements”, and “To what extent do you think your fellow group members respect you for your ways of cooperation”.

Inclusion (cognitive representation). To assess how people perceive themselves in relation to the other members of their task-group, participants were presented four diagrams (see Appendix: Sample question 1). Participants were told that they were represented by the grey circle; the other three circles represented the other group members of the task-group. The positions participants could occupy in relation to the other members varied from having a central position in the group (see Appendix: Sample question 1, diagram 4), having an equal position within the group (see Appendix: Sample question 1, diagram 3), having a position outside the group (see Appendix: Sample question 1, diagram 2), to having a position separated from the group (see Appendix: Sample question 1, diagram 1). Participants were asked to enter the number of the diagram that, in their view, best represented their position within the task-group.

Intra-group status (cognitive representation). To measure intra-group status, participants were asked to position the cursor on a black vertical line and click with the mouse on a position that, in their view, represented their intra-group status best. The position indicated on the black vertical line was rated as *low* at the bottom of the line to *high* at the top of the line (see Appendix: Sample question 2). Under the vertical line, we had programmed a non-visible Likert-scale from 1 to 7. When they clicked on this black vertical line, a small red horizontal line appeared on this black vertical line representing participants’ intra-group status. Participants could change their intra-group status until they were satisfied with the graphic representation.

Cognitive accessibility of fairness. To assess cognitive accessibility of fairness, a word-fragment completion task was used (adapted from Van Prooijen et al., 2002). Participants were presented with a total of 20 *incomplete* Dutch words. For each incomplete word, participants were asked to make one Dutch word. This word had to consist of two and sometimes of three syllables (which was indicated in the instruction). Participants had to enter this *completed* word into the computer, after which a new incomplete word was presented. In all cases, the words could be completed in several alternative ways. Of the 20 incomplete Dutch words, 16 were filler words. The remaining 4 words were constructed in such a way that participants could logically come up with fairness-related or with non-fairness-related words (see

Van Prooijen et al., 2002). The 4 fairness-related words that participants could come up with were *fair* (*eerlijk*), *injustice* (*onrecht*), *respect* (*respect*), and *honorable* (*integer*). For each participant, we counted the total number of fairness-related words that the participants had entered.

Results

Manipulation checks. Subjecting the manipulation checks to a three conditions (respect: high/average/low) multivariate analysis of variance (MANOVA) revealed the following effects. Participants in the high respect condition indicated that they felt more respected ($M = 6.06$; $SD = .59$), than participants in the average respect condition ($M = 4.68$; $SD = .68$), and low respect condition ($M = 2.16$; $SD = .95$), $F(2,98) = 229.03$, $p < .001$, $\eta^2 = .82$. Participants in the high respect condition indicated that they felt more respected for individual achievements ($M = 5.74$; $SD = .70$), than participants in the average respect condition ($M = 4.65$; $SD = .54$), and the low respect condition ($M = 2.25$; $SD = .88$), $F(2,98) = 205.26$, $p < .001$, $\eta^2 = .81$. Finally, in the high respect condition participants reported having received more respect for cooperation ($M = 5.57$; $SD = .92$), than participants in the average respect condition ($M = 4.68$; $SD = .68$), and low respect condition ($M = 2.25$; $SD = .88$), $F(2,98) = 140.63$, $p < .001$, $\eta^2 = .74$. On the three manipulation checks, as intended, multiple comparisons between means (Least Significant Difference) revealed significant differences at $p < .001$ between the high and average respect conditions, as well as between the average and low respect conditions.

Unless otherwise indicated, all following measures were analyzed with a three conditions (respect: high/ average/ low) analysis of variance (ANOVA).

Inclusion (cognitive representation). As predicted, the distribution of participants' ratings for the four diagrams (see Appendix: Sample question 1) clearly demonstrated that respected participants allocated themselves to a more central position, whereas disrespected participants perceived themselves as being in a more peripheral position (an overview of participants' diagram preferences is given in Table 1).²

Moreover, further analysis (ANOVA) showed that participants in the high respect condition perceived themselves as more central within the group than participants in the average respect condition, which in turn indicated to be more central group members than participants in the low respect condition, $F(2,98) = 46.00$, $p < .001$, $\eta^2 = .46$ (cell means, standard deviations, and multiple comparisons between means are depicted in Table 2).

Intra-group status (cognitive representation). As predicted, the respect participants received from the other ingroup members was positively related to participants' intra-group status. That is, more respect resulted in higher perceived intra-group status, $F(2, 98) = 62.68$, $p < .001$, $\eta^2 = .56$ (cell means, standard deviations, and multiple comparisons between means are depicted in Table 2).

Cognitive accessibility of fairness. The combined score yielded the predicted significant effect, indicating that participants in the low respect condition completed less words as fairness-related, $F(2,98) = 4.96, p < .01, \eta^2 = .09$, than participants in the high respect condition or average respect condition (cell means, standard deviations, and multiple comparisons between means are depicted in Table 2). This indicates less salience of fairness concerns, diagnostic for attaching less importance to justice and fairness in the low respect condition, and corroborates our prediction.

Table 1
Distribution of Inclusion (Cognitive Representation) as a Function of Respect (Experiment 5).

Respect	Diagram			
	(1)	(2)	(3)	(4)
High	0	0	24	11
Average	0	1	32	1
Low	8	13	11	0

Note. Values indicate the amount of participants that chose the specific diagram.

Table 2
Means and Standard Deviations of Inclusion (Cognitive Representation), Intra-Group Status (Cognitive Representation), and Cognitive Accessibility of Fairness as a Function of Respect (Experiment 5).

			Respect		
			High	Average	Low
Cognitive Inclusion		M <i>SD</i>	3.31 _a <i>(0.47)</i>	3.00 _b <i>(0.25)</i>	2.09 _c <i>(0.78)</i>
Intra-group status		M <i>SD</i>	5.17 _a <i>(0.82)</i>	4.68 _b <i>(0.77)</i>	2.63 _c <i>(1.29)</i>
Cognitive accessibility of fairness		M <i>SD</i>	1.77 _a <i>(0.97)</i>	1.53 _a <i>(0.90)</i>	1.09 _b <i>(0.78)</i>

Note. Higher values indicate a higher rating on the dependent variable in question. Means that do not share subscripts differ at $p < .05$ in a Least Significant Difference (LSD) test for multiple comparisons between means. For inclusion; minimum/ maximum score 1-4, for intra-group status; minimum/maximum score 1-7, for cognitive accessibility of fairness; minimum/maximum score 0-4.

Additional analyses. Both perceptions of the self in relation to the group (perceived inclusion and perceived intra-group status) showed a moderate, positive relation with cognitive accessibility of fairness (intercorrelations are depicted in Table 3). Nevertheless, evidence that either inclusion or intra-group status mediated the effect of intra-group respect on the cognitive accessibility of fairness could not be demonstrated.

Table 3
Intercorrelations between Cognitive Accessibility of Fairness, Cognitive Inclusion (Cognitive Representation), and Intra-Group Status (Cognitive Representation; Experiment 5).

Variable (<i>N</i> =101)	1	2
1. Cognitive accessibility of fairness	–	
2. Cognitive inclusion 	.20*	–
3. Intra-group status 	.20*	.68***

Note. * $p < .05$. ** $p < .01$. *** $p < .001$ (Pearson correlation, two-tailed significance).

Discussion

The reported findings of Experiment 5 are in line with our reasoning and extend previous research. Notably, the results of the two graphic representations of the self in relation to the group confirmed theoretical assumptions that the respect people received from other group members conveys self-relevant information in terms of inclusion and intra-group status (De Cremer & Tyler, 2003, in press; Lind & Tyler, 1988; Tyler & Blader, 2000, 2003; Tyler & Lind, 1992). Moreover, the results of the graphic representation of inclusion showed very clearly that participants who received respect from the others in the group perceived themselves as being in the centre of the group (participants in the high respect condition), or as equivalent to the other group members (participants in the high respect condition and nearly all participants in the average respect condition).

In addition, most participants who were disrespected by the other group members (participants in the low respect condition), perceived themselves at a distance from the other group members or even as separate from the group, while only approximately a third of these disrespected participants felt they were as equivalent to the others in the group. Additionally, the results of the graphic representation of intra-group status explicitly revealed that participants who received

high respect from the others in their group perceived themselves as having a higher intra-group status than participants that had received average respect from the other group members. In turn, these latter participants perceived themselves as having more intra-group status than participants in the low respect condition.

Focusing on the main contribution of the first experiment, the results showed that participants who were respected by the others in their group (i.e. participants in both the high respect condition and average respect condition) completed more words as fairness-related than people who were disrespected by the others in their group. This supports our proposition that respect received from other group members enhances the cognitive accessibility of justice and fairness concerns—which is indicative of the importance people attach to their relation with the group (Huo et al., 1996; Smith et al., 1998; see also Lind & Tyler, 1988, 1990; Skitka, 2003; Van Prooijen et al., 2004, in press)—whereas lack of respect from others in the group made concerns about justice and fairness less accessible cognitively.

Furthermore, whereas both graphic measures of the perception of the self in relation to the group were affected by our respect manipulation, neither could account for the cognitive (in)accessibility of fairness concerns. This indicates that whereas respect can affect both cognitive indicators of the position of the self in relation to the group (i.e. inclusion and intra-group status) as well as the subjective importance people attach to the group and their fellow group members (i.e. emotional involvement in the group; Sleebos et al., 2004a), these are not the same (Ellemers, Kortekaas, & Ouwerkerk, 1999). This is all the more important because previous research has shown that it is the level of emotional involvement in the group rather than anything else that determines further group-related behavior (Ellemers et al., 1999). Moreover, since our first experiment was directed at more *objective* self-perceptions of inclusion and intra-group status, the present data did not enable us to relate participants' cognitive accessibility of fairness concerns to their emotional involvement with the group. We therefore tested our hypotheses again in a second experiment, hence focusing on more *subjective* measures of participants' perceived standing and their feelings of group attachment.

Experiment 6

In the second experiment, we intended to replicate the effect of respect on the cognitive accessibility of fairness concerns measure as found in Experiment 5. Additionally, we aimed to demonstrate that after receiving respect from other group members, the enhanced cognitive accessibility of justice and fairness concerns indeed is indicative of the importance people attach to their relation with the group. In doing this, we will build on the notion developed in the context of social identity theory and self-categorization theory (Tajfel, 1978; Turner, 1987) that cognitive inclusion of the self in the group does not necessarily equate psychological commitment to, or subjective engagement with the group as was also evident from our findings in Experiment 5 (Barreto & Ellemers, 2003; Ellemers et al., 1999). Hence, in Experiment 6, we also included subjective feelings of attachment to the

group after being respected by other group members (i.e. affective commitment; Allen & Meyer, 1990; Ellemers, De Gilder, & Van den Heuvel, 1998). We predicted that receiving respect should enhance levels of affective commitment to the group, which will strengthen people's relation with the group and makes them care more about justice and fairness, in turn positively influencing the cognitive accessibility of justice and fairness concerns. By contrast, lack of respect should reduce feelings of affective commitment to the group, which cause people to care less about their relation with the group, resulting in justice and fairness concerns to become less salient as indicated by less cognitive accessibility of the justice and fairness construct.

Method

Participants and design

A total of one-hundred twelve students of Leiden University (mean age: 19.6 years) participated voluntarily in this experiment and were paid 4.5 Euros for their participation. These participants (32 men, 80 women) were randomly assigned and proportionally distributed across conditions of a three conditions (respect: high/average/low) between-subjects experimental design.

Dependent variables

Participants were asked to answer a series of statements, starting with the manipulation checks.

Manipulation checks respect. Manipulation checks were identical to the ones used in Experiment 5, except that this time 9-point Likert-type scales (1 = *not at all*, 9 = *very much*) were used to obtain their answers.

Affective commitment. To assess the extent to which people subjectively experienced identification and involvement with the group we measured affective commitment ($\alpha = .88$), which was measured with six items (1 = *totally disagree*, 9 = *totally agree*), adapted from Ellemers et al. (1998). The items focused on the affective commitment participants felt to their task-group, containing items like "This team lies close to my heart".

Perceived inclusion. Perceived inclusion ($\alpha = .93$) was measured with three items (1 = *not at all*, 9 = *very much*). The items focused on participants' perceived inclusion in the group as a consequence of the respect received from the other group members, and contained items like "To what extent do you feel that the others in your group perceive you as a full group member".

Perceived intra-group status. With one item (1 = *very low*, 9 = *very high*) we measured the effect of respect on participants' thoughts about their status within the group, "How much status do you think you have within the group".

To support the conceptual differentiation between perceived inclusion and perceived intra-group status, we conducted a factor analysis on the items used in the perceived inclusion scale and the perceived intra-group status scale. This revealed two factors which together accounted for 91 per cent of the variance in the separate

questions. The loadings of the separate questions on these two factors (after Varimax rotation), clearly indicate that the two subsets of questions constitute two distinct components (see Table 4).

Cognitive accessibility of fairness. Cognitive accessibility of fairness was assessed with the same word-fragment completion task used in Experiment 5 (see Van Prooijen et al., 2002). In this second study we tried to further improve the measure by changing two of the four fairness related words. Because our focal manipulation intended to induce differential respect, we thought the word ‘respect’ was too closely related to this manipulation. Hence, we changed this word into *unequal*. Furthermore, because the word ‘honorable’ is less frequently used in Dutch spoken language, we changed this word into ‘*honest*’. This resulted in the four target-words; *fair* (*eerlijk*), *injustice* (*onrecht*), *unequal* (*ongelijk*), and *honest* (*oprecht*).

Table 4.
Loadings of Perceived Inclusion and Intra-Group Status on Two Factors (after Varimax-Rotation; Experiment 6).

	Factor	
	1	2
<i>Perceived inclusion</i>		
1. To what extent do you have the feeling that your fellow group members perceive you as a full group member	.88	.31
2. To what extent do you have the feeling that your fellow group members like to have you in the group	.88	.33
3. To what extent do you feel completely accepted in the group	.88	.34
<i>Perceived intra-group status</i>		
1. How much status do you think you have within the group	.35	.94

Results

Manipulation checks respect. Subjecting the manipulation checks to a three conditions (respect: high/average/low) multivariate analysis of variance (MANOVA) revealed the following effects. Participants in the high respect condition reported having received more respect ($M = 7.68$; $SD = .74$) than participants in the average respect condition ($M = 5.97$; $SD = .64$), and low respect condition ($M = 3.00$; $SD = 1.29$), $F(2,109) = 241.98$, $p < .001$, $\eta^2 = .82$. Participants in the high respect

condition indicated that they felt more respected for individual achievements ($M = 7.29$; $SD = .80$) than participants in the average respect for individual achievements condition ($M = 5.87$; $SD = .47$), and the low respect for individual achievements condition ($M = 3.25$; $SD = 1.25$), $F(2,109) = 193.83$, $p < .001$, $\eta^2 = .78$. Finally, participants in the high respect condition indicated that they felt more respected for their ways of cooperation ($M = 7.29$; $SD = .84$) than participants in the average respect condition ($M = 6.00$; $SD = .70$), and low respect condition ($M = 2.97$; $SD = .88$), $F(2,109) = 277.99$, $p < .001$, $\eta^2 = .84$. On the three manipulation checks, multiple comparisons between means (Least Significant Difference) revealed significant differences at $p < .001$ between the high and average respect conditions, as well as between the average and low respect conditions.

Unless otherwise indicated, all following measures were analyzed with a three conditions (respect: high/ average/ low) analysis of variance (ANOVA).

Affective commitment. The affective commitment scale yielded the predicted main effect of respect. Results show that participants in both the high respect condition and the average respect condition reported more affective commitment to the group than participants in the low respect condition, $F(2,109) = 15.86$, $p < .001$, $\eta^2 = .23$ (cell means, standard deviations, and multiple comparisons between means are depicted in Table 5).

Perceived inclusion. The perceived inclusion scale yielded a significant effect of respect received from others in the group. Results revealed that participants in the high respect condition and average respect condition felt more included in the group than participants in the low respect condition, $F(2,109) = 28.43$, $p < .001$, $\eta^2 = .34$ (cell means, standard deviations, and multiple comparisons between means are depicted in Table 5).

Perceived intra-group status. The intra-group status measure showed the intended effect. That is, participants perceived their status within the group to be progressively higher, as the information received communicates more respect, $F(2,109) = 33.06$, $p < .001$, $\eta^2 = .38$ (cell means, standard deviations, and multiple comparisons between means are depicted in Table 5).

Cognitive accessibility of fairness. The combined score yielded the predicted main effect, indicating that participants in the low respect condition completed less words as fairness-related than participants in the high respect and average respect condition, $F(1,109) = 3.84$, $p < .05$, $\eta^2 = .07$ (cell means, standard deviations, and multiple comparisons between means are depicted in 5).

Additional analyses. To provide more insight in the relations between the dependent variables, we subjected the dependent variables used in Experiment 6 to correlational analyses (see Table 6). The analyses only showed a significant, positive relation between affective commitment and cognitive accessibility of fairness. No significant relation was found between cognitive inclusion or intra-group status on the one hand, and cognitive accessibility of fairness on the other.

Table 5
Means and Standard Deviations of Affective Commitment, Perceived Inclusion, Perceived Intra-Group Status, and Cognitive Accessibility of Fairness as a Function of Respect (Experiment 6).

		Respect		
		High	Average	Low
Affective commitment	M	6.60a	6.62a	5.24b
	SD	(1.10)	(0.92)	(1.53)
Perceived inclusion	M	6.83a	6.75a	4.87b
	SD	(1.14)	(1.02)	(1.58)
Perceived intra-group status	M	6.18a	6.03a	4.08b
	SD	(1.33)	(0.94)	(1.38)
Cognitive accessibility of fairness	M	1.45a	1.37a	.94b
	SD	(0.89)	(0.75)	(0.86)

Note. Higher values indicate a higher rating on the dependent variable in question. Means that do not share subscripts differ at $p < .05$ in a Least Significant Difference (LSD) test for multiple comparisons between means. For affective commitment, perceived inclusion, and perceived intra-group status; minimum/maximum score, 1-9, for cognitive accessibility of fairness; minimum/maximum score, 0-4.

Table 6
Intercorrelations between Cognitive Accessibility of Fairness, Affective Commitment, Perceived Inclusion, and Perceived Intra-Group Status (Study 2).

Variable ($N=112$)	1	2	3
1. Cognitive accessibility of fairness	—		
2. Affective commitment	.29**	—	
3. Perceived inclusion	.18†	.69***	—
4. Perceived intra-group status	.14	.55***	.66***

Note. † $p < .10$. * $p < .05$. ** $p < .01$. *** $p < .001$. (Pearson correlation, two-tailed significance).

Test of Mediation. To examine the predicted mediation (i.e. affective commitment mediates the effect of the respect manipulation on the cognitive accessibility of fairness concerns), we subjected affective commitment, perceived inclusion, intra-group status and the predicted cognitive accessibility of fairness concerns to a linear regression analysis. From the linear regression analysis, affective commitment emerged as a significant predictor of cognitive accessibility of fairness concerns, $\beta = .32$, $t(3,108) = 2.42$, $p < .05$, $R^2 = .08$, $R^2_{\text{adjusted}} = .07$. As was the case with the graphic representations of the self in relation to the group used in Experiment 5, neither perceived inclusion, $\beta = -.03$, $t(3,108) = -.20$, $p = \text{ns.}$, nor intra-group status, $\beta = .01$, $t(3,108) = -.11$, $p = \text{ns.}$ reliably predicted the cognitive accessibility of fairness. Next, we tested our prediction that affective commitment mediates the effect of respect on cognitive accessibility of fairness (see Baron & Kenny, 1986). At Step 1, regression analyses showed that affective commitment was predicted by intra-group respect—coded from low (1), average (2), to high (3)— $\beta = .41$, $t(1,110) = 4.67$, $p < .001$ ($R^2 = .17$, $R^2_{\text{adjusted}} = .16$). At Step 2, the respect manipulation significantly predicted the cognitive accessibility of fairness $\beta = .24$, $t(1,110) = 2.57$, $p < .05$, $R^2 = .06$, $R^2_{\text{adjusted}} = .05$. At Step 3, affective commitment significantly predicted the cognitive accessibility of fairness, $\beta = .29$, $t(1,110) = 3.15$, $p < .01$ ($R^2 = .08$, $R^2_{\text{adjusted}} = .07$). At Step 4, the significant effect of respect on the cognitive accessibility of fairness disappeared, $\beta = .15$, $t(2,109) = 1.46$, $p = .15$, when we included affective commitment in the analysis, $\beta = .23$, $t(2,109) = 2.30$, $p < .05$, $R^2 = .10$, $R^2_{\text{adjusted}} = .08$, $R^2_{\text{change}} = .04$. Finally, Sobel's test equation (Sobel, 1982) and both Goodman (I) and Goodman (II) test equations (Goodman, 1960) showed significance of the mediation at $p < .01$, indicating that affective commitment to the group reliably mediates the effect of respect on the cognitive accessibility of fairness, as hypothesized. Additionally, we examined the alternative mediation model in which cognitive accessibility of fairness mediated the relation between the respect manipulation and affective commitment. However, the results of Sobel's test equation and both Goodman (I) and Goodman (II) test equations (Goodman, 1960) showed less support for this alternative model.

Discussion

The results of Experiment 6 corroborate and extend the results found in Experiment 5. We replicated the main results found in the first experiment: Participants who received respect from the others in their group (i.e. participants in the high respect condition and average respect condition) completed more Dutch words as fairness-related than participants who were disrespected by the other group members (i.e. participants in the low respect condition). Moreover, participants in the high respect condition as well as in the average respect condition perceived themselves as more included in the group and indicated to have more intra-group status compared to participants in the disrespect condition. Although these constructs showed parallel effects, we demonstrated that we measured inclusion and intra-group status as distinct constructs since they constituted two distinct components in a factor analysis. Furthermore, as predicted, participants who

received high respect or average respect from the others in their group reported more feelings of affective commitment to the group than participants who were disrespected by the other group members (Sleeboos et al., 2004a, 2004b; De Cremer & Tyler, 2003, *in press*; Tyler & Blader, 2000, 2003). These subjective feelings of affective commitment mediated the relation between differences in respect received from others in the group and the cognitive accessibility of fairness. Thus, while parallel effects are obtained for different variables showing that intra-group respect can affect perceived inclusion and perceived intra-group status as well as affective commitment to the group, it is through the feelings of affective commitment to the group that respect causes people to either be more or less concerned about justice and fairness.

General Discussion

Overall, the most intriguing results of these two experiments revealed that intra-group respect leads people to perceive themselves as a full group member, and to attach more importance to justice and fairness which was indicated by enhanced cognitive accessibility of justice and fairness concerns. Specifically, as we have demonstrated with more objective (see Experiment 5), as well as more subjective measures (see Experiment 6), the respect people received from their fellow group members conveyed self-relevant information in terms of inclusion and intra-group status, which is consistent with the notions about the nature of respect (De Cremer & Tyler, 2003, *in press*; Tyler & Blader, 2000, 2003).

In both Experiment 5 and Experiment 6, we showed that intra-group respect influenced how people positioned themselves in relation to the others in their group. Additionally, post-hoc analyses (see Table 2 and Table 5) revealed that the graphic measures used in Experiment 5 appeared to differentiate more accurately between levels of inclusion and intra-group status and explained more variance than the more conventional scales we employed in Experiment 6. In turn, these more conventional measures used in Experiment 6 demonstrated that perceived inclusion and perceived intra-group status are two related, but distinct measures to assess people's standing within their group (Van Prooijen et al., *in press*).

Additionally, the present contribution revealed that whereas the perception of being respected by other group members enhanced the cognitive accessibility of justice and fairness concerns, the notion of being disrespected caused these concerns to become less accessible (cf. Lerner, 2003). Thus, by measuring the cognitive activation of the justice and fairness construct, we attained a direct and unobtrusive indication of the psychological significance people attach to the group and their interpersonal relationships with others in the group (Huo et al., 1996; Smith et al., 1998; see also Lind & Tyler, 1988, 1990; Skitka, 2003; Van Prooijen et al., 2004, *in press*). As predicted, this process indeed depended on the extent to which people were affectively committed to the group (Ellemers et al., 1999; Tajfel, 1978), and was not reliably predicted by the perception of being included or having intra-group status (Lind & Tyler, 1988; 1990). That is, whereas respected people have an interest

in the group and the relationships with their fellow group members because they feel affectively committed to the group, by contrast, disrespected people show less affective commitment and as a result care less about the group and their relationship with the others in the group.

This is in line with theoretical propositions made by the group-value model (Lind & Tyler, 1988, 1990), suggesting that people with concerns for others in their group should care more about justice and fairness. Indeed, several authors presented results that are consistent with these notions, e.g. by revealing that procedural justice effects affected people's reactions more strongly when they experienced more involvement with a collective (Brockner, Tyler, & Cooper-Schneider, 1992; Huo, et al., 1996; Platow & Van Knippenberg, 2001; Skitka, 2003; Smith, et al., 1998; Ståhl, Van Prooijen, Vermunt, 2004; Tyler, Lind, Ohbuchi, Sugawara, & Huo, 1998; Wenzel, 2000; Van Prooijen, Van den Bos, & Wilke, 2004, in press). However, the current contribution is to our knowledge the first to demonstrate that subjective involvement and attachment with a group, as evident from increased levels of affective commitment, results in enhanced cognitive accessibility of justice and fairness concerns (Lind & Tyler, 1988, 1990; Van Prooijen, Van den Bos, & Wilke, 2004, in press). Notably, it is this result in particular that offers an encouraging step forward in our insight on the effects of intra-group respect, and broadens the theoretical understanding of the resulting intra-group dynamics.

In addition, the results of the present contribution not only demonstrate that intra-group respect is an important antecedent for peoples' psychological engagement with the group. Also, they reveal that intra-group respect makes people care about the group and other group members. Hence, we assume that mutual levels of intra-group respect among people within a group will positively affect interpersonal interactions and support behaviors on behalf of the group. Therefore, we argue that the respect people receive from fellow group members might be considered as an important factor to group regulation, where it leads people behave and think in terms of the group (see also Barreto & Ellemers, 2003).

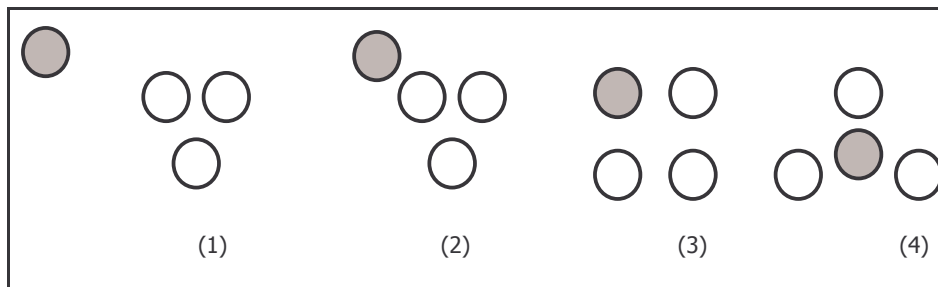
Moreover, although the present study examined effects of intra-group respect under controlled circumstances, we think that findings reported here can also help us understand the behavior of people in more natural contexts. That is, previous research on marginal group membership (showed that when people value the group, they may become highly motivated to show their worth to the group; Branscombe et al., 2002; Jetten et al., 2003; Noel et al., 1995). The present investigation complements this knowledge by revealing that when people feel *disrespected* by others in the group, this not only leads them to perceive themselves as being distant from other group members and having low intra-group status, but also causes them to *care less about the group* and the relationship with their fellow group members. As a result, instead of being concerned with improving their position vis-à-vis the group, they become less interested in maintaining good relations with the group and the other group members, and care less about justice and fairness. Moreover, we speculate that the knowledge of being at a distance or even emotionally separated from the other group members caused by the perception of

being disrespected, and the pain associated with this psychological exclusion (Eisenberger, Lieberman, & Williams, 2003; Williams, 2001), can lead people to retaliate against others without consideration for the ethical aspects of such behavior (Anderson & Bushman, 2002; Twenge & Campbell, 2001; Twenge, Baumeister, Tice, & Stucke, 2001). That is, the psychological mechanisms we showed in the current research may be relevant to a range of contemporary social problems, where people who experience disrespect and social exclusion display anti-social behaviors that are harmful for others who have played no part in the emergence of those feelings. In addition, on the basis of the present findings it would seem that violence against innocent others may be facilitated when people feel disrespected as this causes them to be less concerned with the ethical consequences of such behaviors for others. Thus, we think that the present research offers a first step towards our understanding of scientific as well as societal consequences of intra-group respect.

APPENDIX

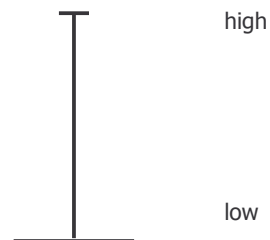
Sample question 1

The diagram below consists of four diagrams (numbered as 1, 2, 3, and 4). Please indicate your position in relation to the other members of your group. In the diagrams, you are represented by the grey circle; the other circles represent the other group members. Type in the number of the diagram that represents your perception of yourself within your group best.



Sample question 2

Please indicate on the vertical line your perception of the height of your status within your group.



Chapter 5

The Impact of Intra-group Respect on Team Effectiveness

In the modern economy, enhanced work complexity and attempts to optimize work processes have had an impact on the relative independence of work teams. Accordingly, to be able to enhance the successfulness and strength of the organization and to face competitive challenges, (self-managing) teams have to function more autonomously and have become more responsible for the activities they incorporate and the tasks they have to execute (Kirkman & Shapiro, 1997). As a result of these developments, the direct influence exerted by organizational management on the day-to-day processes that take place within work teams has decreased. This causes intra-group dynamics to become more important for the effective functioning of a team (Kirkman & Rosen, 1999). Recent theory and research in organizational behavior investigating causes of team effectiveness has increasingly recognized the relevance of intra-group respect as an important factor in employees' functioning within teams. The central hypothesis in this literature is that employees who feel respected by their team members are more likely to contribute to the effectiveness of the team (De Cremer & Tyler, 2004; Sleebos, Ellemers, & De Gilder, 2004a; Smith & Tyler, 1997; Tyler & Blader, 2000, 2001; Tyler, Degoe, & Smith, 1996; Tyler & Lind, 1992). Nevertheless, empirical research that specifically demonstrates the mechanisms through which intra-group respect affects employees' attitudes and subsequent behaviors contributing to the team's effectiveness is still lacking. Therefore, the objective of the present research is to provide a conceptual model that distinguishes between two possible consequences of intra-group respect, namely, team identification (Ashforth & Mael, 1989) and perceived intra-group status (De Cremer & Tyler, 2004; Judge & Cable, 2004). In parallel to this distinction, we separate two indicators of team effectiveness, namely collective efficacy (Wood & Bandura, 1989) and contextual performance (Motowidlo & Van Scotter, 1994; Organ, 1997), to investigate whether different consequences of intra-group respect affect specific aspects of team effectiveness.

In particular, we will show that when employees perceive themselves as respected within the team, their levels of collective efficacy and contextual performance can be activated by two parallel motives: In addition to (a) a collective motive where employees show attitudes and behaviors supportive to the effectiveness of the team due to the extent to which they identify with it, we propose that team supporting attitudes and behaviors can also ensue from (b) an individual motive, based on employees' perceived individual status within the team (De Cremer & Tyler, 2004). That is, the perception of being respected by others in the team can cause employees to simultaneously focus on (a) the subjective importance of the team for themselves when the collective motive is activated, and on (b) employees' perception of how they are regarded by fellow coworkers in the team when the individual motive is energized. Ultimately, both of these motives are predicted to contribute to the team's effectiveness.

In the following, we will first explain the significance of both collective efficacy and contextual performance as important indicators of team effectiveness. Subsequently, we will point out that previous research studying the effects of intra-group respect mainly explained the resulting team supporting attitudes and behaviors as stemming from a collective motive (Tyler & Blader, 2000). We propose that an individual motive also can elicit attitudes and behaviors that promote the effectiveness of the team. We present these premises in a conceptual model. This model will be tested empirically, using quasi-longitudinal data consisting of professional soldiers belonging to two battalions stationed in respectively The Netherlands (time 1) and Bosnia Herzegovina (time 2).

Conceptual Model and Hypotheses

Assessing team effectiveness

In order to optimize a team's effectiveness, it is likely that the team will be composed in such a way that the required abilities to successfully execute assignments are present or approximate the required abilities as well as possible. However, the abilities needed to be effective as a team are highly dependent on factors such as the tasks to perform, the situation in which the performance has to take place, and the availability of employees with the necessary skills (Guzzo & Dickson, 1996). As a consequence, whereas in a specific situation the team's abilities to perform a task can be present in principle, it is not self-evident that these are always optimally used. Therefore, in addition to the team's actual abilities, the '*conviction* that a team incorporates the appropriate capabilities to perform a task successfully', is crucial to be able to benefit from the potential of the team (Wood & Bandura, 1989).

Hecht, Allen, Klammer, and Kelly (2002) demonstrated that although team members' aggregated abilities predicted team performance to some extent, collective efficacy contributed to the team's performance over and above the aggregated abilities. Moreover, previous research acknowledged "collective efficacy" as an important aspect of the effectiveness of teams and demonstrated that collective efficacy strongly correlates with objective team performance (Gully, Incalcaterra, Joshi, & Beaubien, 2002). Collective efficacy, which is the team level equivalent of self-efficacy (Bandura, 1982; Gist, 1987; Lindsley, Brass, & Thomas, 1995), is defined as the conviction that the team can successfully execute the behavior required to perform a specific task, taking into account diverse circumstances, like for example beliefs, motivation, and performance of their coworkers (Bandura, 1997). Ultimately, collective efficacy determines people's choice of activities, influences what people choose to do as a group, how much effort they put into it, and their staying power when group efforts initially fail to produce results (Bandura, 1982, 1997). In a meta-analysis, Gully et al. (2002; see also Lindsley, Brass, & Thomas, 1995) demonstrated that collective efficacy is essential to the viability and performance of teams in a variety of contexts.

In addition to collective efficacy “we can do it!” we propose that it is crucial that employees individually engage in the necessary behaviors that eventually lead to the team’s performances “I contribute!”. More specifically, whereas collective efficacy refers to the conviction of the team’s capacity to perform successfully (Gist, 1987), individual motivation and participation indicate the dedication of individual employees within a team to help achieve these goals. In fact, whether employees with the same skills perform poorly, adequately, or extraordinarily well, depends on the extent to which they are actually willing to employ their skills for the benefit of the team (Bandura, 1997; Wood & Bandura, 1989, p. 364). Therefore, when predicting the effectiveness of teams, we argue that it is not only the conviction of their shared capabilities that enables the team to successfully manage and perform its tasks. We argue that teams cannot function effectively without employees’ individual motivation to actually engage in behaviors necessary to operate as a team.

A great deal of attention has been paid to the overt manifestation of employees’ individual motivation to engage in behaviors that contribute to the team’s performance and enhance its effectiveness (for an overview see Podsakoff, MacKenzie, Paine, & Bachrach, 2000). Other than studies that focused on (work) motivational theories (Ambrose & Kulik, 1999), this research showed that within a team, employees’ individual motivation to enhance effective team functioning is predominantly expressed when they engage in behaviors that support the psychological and social context in which task activities take place. This is referred to as contextual performance (Borman & Motowidlo, 1993; Organ, 1997).

Contextual performance captures many of the helping and cooperating elements of organizational citizenship behavior (Smith, Organ, & Near, 1983), prosocial organizational behavior (Brief & Motowidlo, 1986), and organizational spontaneity (George & Brief, 1992), which are supportive to the goals a team has to accomplish (Podsakoff et al., 2000). These behaviors which by definition go beyond the formal task-behavior required from the individual are especially displayed by employees who are highly internally motivated to contribute to the effective functioning of the team (Organ, 1997). An overview of different studies confirmed that contextual performance in particular contributed to the effectiveness of teams (Podsakoff et al., 2000). Furthermore, focusing on antecedents of these behaviors, Podsakoff et al. (2000) clearly indicated that the most important predictors of contextual performance are not employees’ individual abilities, experiences, training, or knowledge, but the extent to which employees perceive themselves as belonging to a team, the affective relation they have with it, and the quality of interpersonal treatment received from others (see also Tyler & Blader, 2000; Tyler & Lind, 1992).

Given the variety of reasons why teams are used, as well as the different circumstances under which teams work, it is not always possible to express or quantify the effectiveness of teams in terms of specific goods that are produced or particular services that are delivered. This is also the case in the work situation we investigate—military teams on a peacekeeping mission. As a result, the “objective” quality of team effectiveness is not always easily measured as it depends on situational standards used. This not only makes it difficult to indicate what the actual

effectiveness of a team is (Buchanan, 2000), but even calls into question an exclusive empirical focus on quantifiable outcome variables to measure team effectiveness (Lawler, 1992). In particular, in order to predict the effectiveness of the team in the (near) future, or when various aspects of the task or the situation in which the task has to be performed are unknown, team effectiveness has to be defined in different ways (Sundstrom, De Meuse, & Futrell, 1990). Therefore, in parallel to the performance literature in which individual effectiveness is seen as the product of ability and motivation (Maier, 1955; Sackett, Gruys, & Ellingson, 1998), in the present research we focused on collective efficacy and contextual performance to measure team effectiveness.

The effects of intra-group respect

As explained above, we consider the combination of increased levels of collective efficacy and contextual performance crucial for the effectiveness of a team. However, we emphasize that it is not self-evident that employees within teams spontaneously display these specific aspects of team effectiveness. In this regard, we argue that intra-group dynamics can either suppress or encourage employees to show enhanced levels of collective efficacy and contextual performance (Sleebos et al., 2004a; Smith & Tyler, 1997).

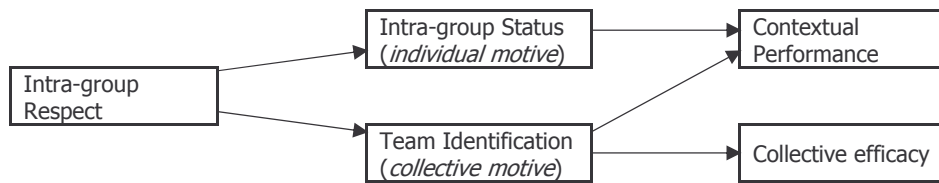
We propose that within a team, employees' contributions to team effectiveness can be activated by two motives. In addition to a collective motive, where increases in team effectiveness result from the subjective importance of the team for the employees (indicated by the strength of their identification with the team), we posit that contributions to team effectiveness can also be enhanced because of an individual motive, based on employees' perceptions of how they are regarded by 'the team' (indicated by their feelings of having intra-group status). Specifically, we explain that the emergence of both the collective motive and the individual motive and the ensuing team effectiveness depend on the quality or state of being valued and included by others in the team, both indicated by the extent to which employees perceive themselves as being respected by coworkers (Branscombe, Spears, Ellemers, & Doosje, 2002; Sleebos, Ellemers, & De Gilder, 2004b; Tyler & Blader, 2000).

Preliminary evidence in support of these propositions has been found in an experimental setting. Under controlled circumstances, Sleebos et al. (2004b) showed that the extent to which employees perceived themselves as respected enabled them to determine whether they could regard themselves as being included by the others in the group, and, whether their intra-group status was positively evaluated by the other group members. Moreover, these authors (2004a) demonstrated that the extent to which individuals in teams felt respected by their fellow team members evoked team focused identity concerns (collective motive) as well as self-focused identity concerns (individual motive). Subsequently, both these motives energized the individuals to increase their actual effort on behalf of their team. The present research builds on these initial findings (Sleebos et al., 2004a, 2004b) to examine whether a similar distinction between individual and collective motives can be made

in a more natural setting, depending on the extent to which employees feel respected by team members. The conceptual model that includes these propositions to be tested is depicted in Figure 1.

Figure 1

Conceptual model of the intra-group respect-team effectiveness relationship. As a consequence of the intra-group respect received, both the hypothesized collective motive and the individual motive with subsequent outcomes are depicted.



The collective motive.

Research that focused on organizational identification has mainly examined group characteristics—like for example; group distinctiveness, group prestige, salience of outgroups, and intergroup competition—as conditions that are likely to increase an employee’s tendency to identify with a team (see for reviews Ashforth & Mael, 1989; Dutton, Dukerich, & Harquail, 1994; Ellemers, De Gilder, & Haslam, 2004; Hogg & Terry, 2000; Riketta & Van Dick, in press). Identification with the team causes employees to take the team’s perspective, to experience the team’s goals an interest as their own and to motivate them to achieve group goals and work for the group’s interest which enhance employees’ contextual performance (Becker, 1992; Van Knippenberg, 2000). Additionally, increases in team identification stimulate the notion that other coworkers in the team will possess and devote their necessary skills and abilities to contribute to the team’s effectiveness and will contribute to the conviction that the team can successfully execute the behavior required to perform its duties which increases employees’ collective efficacy (Shamir, Breinin, Zakay, & Popper, 2000).

Until recently, these effects of team identification were solely expected to emerge on the basis of group characteristics or contextual features that determine the extent to which employees identified with the team. However, complementary research inspired by the group-value model (Tyler & Lind, 1992) showed that variations in team identification can also be the result of intra-group dynamics. This research demonstrated that the degree to which employees are (positively) evaluated and are accepted as team members informs them about the extent to which they can perceive themselves as respected by the others in their team (Smith & Tyler, 1997; Smith, Tyler, Huo, Ortiz, & Lind, 1998; Tyler et al, 1996). In turn, the perception of being respected led to an increase in the value they attached to their group membership (Branscombe et al., 2002; Ellemers, Doosje, & Spears, 20004; Smith & Tyler, 1997) and enhanced their levels of team identification (Tyler, 1999; Tyler & Blader, 2001). We posit that the rationale underneath these observations is that when

employees experience more intra-group respect, they will consider the team as more self-relevant and attractive (Branscombe et al., 2002; Ellemers et al., 2004). This will increase their identification with the team and causes them to feel subjectively and emotionally attached to it (Branscombe et al., 2002).

In turn, the increase in team identification due to perceived intra-group respect will result in higher levels of contextual performance and collective efficacy.

- Hypothesis 1. The more employees perceive to have intra-group respect, the more strongly they will identify with their team.*
- Hypothesis 2a. The more strongly employees identify with their team, the greater their contextual performance.*
- Hypothesis 2b. The more strongly employees identify with their team, the greater their collective efficacy.*

The individual motive. In addition to team effectiveness ensuing from the collective motive, we argue that an alternative, individual motive is also relevant to explain employees' responses on behalf of their team. In comparison to past research in this field which mainly established how the respect received from others in the team can increase involvement with the collective (Tyler, 1999; Tyler & Blader, 2000, 2001), we point out that intra-group respect also conveys information that makes employees aware of the position they themselves have in the team. This rationale has been largely neglected in previous research on this topic to date. This is surprising given the importance of this individual motive. Specifically, intra-group respect indicates how one is evaluated or regarded by coworkers within the team (Sleebos et al., 2004b). In turn, this perception of being valued as a team member adds to the employee's notion of having high status within the team (Sleebos et al., 2004b) and contributes to the employee's self-esteem and self-confidence (Branscombe et al., 2002; Ellemers et al., 2004; Judge & Cable, 2004; Smith & Tyler, 1997; Smith et al., 1998).

As a result, we argue that the perception of having high status within the team encourages employees to personally contribute efforts on behalf of it. By contrast, those who are not respected by their fellow coworkers will perceive their standing (in terms of having status) in the team as relatively low. The resulting loss of self-esteem and self-confidence is likely to discourage them from taking action on behalf of the team. Hence, we expect those who feel respected as team members to be more individually motivated to engage in behaviors that support the activities of fellow coworkers than those employees that do not feel respected by the others in their team. Thus we predict:

- Hypothesis 3. The more employees perceive that they have intra-group respect, the higher they rate their intra-group status.*
- Hypothesis 4. The higher employees rate their intra-group status, the more they engage in contextual performance.*

The hypotheses are reflected in a conceptual model (Figure 1) and will be tested empirically, using quasi-longitudinal data consisting of professional soldiers belonging to two battalions stationed in respectively The Netherlands (time 1) and Bosnia Herzegovina (time 2).

Method

Samples and Procedures. The predicted relations between employees' perceptions of intra-group respect, team identification and intra-group status on the one hand, and their collective efficacy and contextual performance on the other were examined in four samples of military teams (see Figure 1). The military teams consisted of professional soldiers. In addition to self-report data from subordinates we also obtained supervisors' ratings of the efficacy of these teams and included this measure in our examination.

The field studies were conducted in two battalions (we refer to the battalions as 'Battalion A' and 'Battalion B') of the Royal Netherlands Armed forces that were (stationed independently from each other) on a peace keeping mission under NATO's stabilization force (SFOR) command in Bosnia Herzegovina (former Yugoslavian Republic). The data were collected as part of periodical monitoring surveys. All respondents completed the surveys during scheduled group meetings.

In total, these two battalions of the Royal Netherlands Armed forces stayed for a period of six months in Bosnia Herzegovina. During that period, both Battalion A and Battalion B were stationed at two different military compounds. The movements of the two battalions from one to the other military compound took place after approximately three months.

At the time the surveys were conducted for the first time (time 1), respondents of both battalions were still in training in The Netherlands (independently of one another). When the surveys were conducted for the second time (time 2), the professional soldiers of Battalion A had been stationed in Bosnia for approximately three months. At that time, Battalion A had not yet been moved to another military compound. In contrast, Battalion B had been stationed in Bosnia for almost four months: When completing the second questionnaire, battalion B had just moved to another military compound in Bosnia Herzegovina.

Because of the guaranteed anonymity of the respondents, it was impossible to connect the data of the surveys at time 1 and time 2 at the individual level. Also, caused by the technical difficulties involved in the coordination and execution of field work in highly mobile teams whose missions changed unpredictably, we were unable to approach all teams at both time 1 and time 2 during the scheduled group meetings. This implicated that respondents and teams of both Battalion A and Battalion B at time 1 were not necessarily identical to the respondents and teams of Battalion A and Battalion B at time 2. Estimating an overlap of at least eighty-five percent, we treated the data as quasi-longitudinal.

Matching subordinates' responses with supervisor ratings. Subordinates' responses were matched with supervisors' responses by asking *all* respondents to indicate the name

of their team on the questionnaire: They could choose from the team names that were depicted on the questionnaire. This enabled us to match subordinates' responses at the individual level to supervisors' responses at the team level in order to predict supervisors' ratings of efficacy of the teams from self-reported indicators of the individual's relation to the team. Together, the four samples contained sixty-nine teams.

Battalion A; time 1. In the subordinate survey, sixty-five respondents (4 women and 61 men) from the initial sample of two-hundred ninety-two respondents were excluded as a result of missing data. The final sample included two-hundred and twenty-seven professional soldiers (one-hundred and thirty-four soldiers and ninety corporals; 8 women and 214 men ranging in age from 17 to 33, $Mdn = 21$). Four subordinates did not indicate their age, three subordinates did not indicate their military rank, and five subordinates did not indicate their gender. In the supervisor survey, forty-nine professional soldiers (thirty-seven noncommissioned officers and twelve officers; 49 men ranging in age from 19 to 52, $Mdn = 29$) participated. One supervisor did not indicate his age. These respondents were the supervisors of thirteen different teams (ranging in size from 6 to 30 people).

Battalion B; time 1. In the subordinate survey, thirty respondents (6 women and 24 men) from the initial sample of two-hundred ninety-eight respondents were excluded as a result of missing data. The final sample included two-hundred and sixty-eight professional soldiers (one-hundred and fifty-one soldiers and one-hundred and eight corporals; 18 women and 246 men ranging in age from 18 to 32, $Mdn = 21$). Two respondents did not indicate their age, nine respondents did not indicate their military rank, and four respondents did not indicate their gender. In the supervisor survey, one-hundred and two professional soldiers (seventy-four noncommissioned officers and twenty-five officers; 3 woman and 99 men ranging in age from 20 to 53, $Mdn = 29$) participated. These respondents were the supervisors of nineteen different teams (ranging in size from 4 to 29 people).

Battalion A; time 2. In the subordinate survey, sixteen respondents (1 woman and 15 men) from the initial sample of two-hundred forty-eight respondents were excluded as a result of missing data. The final sample included two-hundred and thirty-three professional soldiers (one-hundred and twenty-one soldiers and one-hundred and ten corporals; 11 women and 215 men ranging in age from 18 to 33, $Mdn = 22$). Six subordinates did not indicate their age, two subordinates did not indicate their military rank, and seven subordinates did not indicate their gender. In the supervisor survey, seventy-seven professional soldiers (sixty-four noncommissioned officers and thirteen officers; 2 woman and 75 men ranging in age from 19 to 52, $Mdn = 29$) participated. One supervisor did not indicate his age. These respondents were the supervisors of seventeen different teams (ranging in size from 2 to 29 people).

Battalion B; time 2. In the subordinate survey, sixteen respondents (2 women and 14 men) from the initial sample of two-hundred eighty-eight respondents were excluded as a result of missing data. The final sample included two-hundred and seventy-two professional soldiers (one-hundred and forty soldiers and one-hundred

and thirty-two corporals; 22 women and 248 men ranging in age from 18 to 46, *Mdn* = 21). Three respondents did not indicate their age and two respondents did not indicate their gender. In the supervisor survey, ninety-six professional soldiers (seventy-four noncommissioned officers and nineteen officers; 2 woman and 94 men ranging in age from 20 to 52, *Mdn* = 28) participated. One supervisor did not indicate his age and three supervisors did not indicate their military rank. These respondents were the supervisors of twenty different teams (ranging in size from 4 to 28 people).

Measures

The items comprising the scales used in the subordinate's questionnaire—described generally below—are detailed in Appendix A.

Intra-group respect. The extent to which subordinates felt respected by their comrades in their team was measured with three statements on a five-point scale (1 = “strongly disagree,” to 5 = “strongly agree”). The items focused on respectively two dimensions of team-relevant behavior; individual achievements and cooperation (Motowidlo & Van Scotter, 1994), and personal qualities (Tyler & Blader, 2000). In order to calculate descriptive statistics and conduct correlational analyses, we averaged item ratings to form overall scores for subordinates' intra-group respect perceptions (Battalion A; time 1, $\alpha = .89$; time 2, $\alpha = .89$. Battalion B; time 1, $\alpha = .92$; time 2, $\alpha = .93$).

Team identification. Subordinates' identification with their team was assessed with three statements derived from Mael and Ashforth's (1992) organizational identification measure which were answered on a five-point scale (1 = “strongly disagree,” to 5 = “strongly agree”). We modified the original items to reflect identification with the team rather than with the Royal Netherlands Armed forces (Ellemers et al., 2004). The items focused on the extent to which subordinates incorporated the team as part of their self-definition, measuring the extent to which subordinates perceived themselves in terms of characteristics of the team to which they belonged. In order to conduct descriptive statistics and correlational analyses, we averaged the item scores to form total scores for team identification (Battalion A; time 1, $\alpha = .68$; time 2, $\alpha = .82$. Battalion B; time 1, $\alpha = .76$; time 2, $\alpha = .76$).

Intra-group status. The status subordinates perceived to have within their team was measured with two items on a 5-point scale (1 = “strongly disagree,” to 5 = “strongly agree”). In an attempt to differentiate intra-group status from subordinates' military rank, we developed the items in such a way that they focused on the perception of having a functional status within the team (Sleeboos et al., 2004b). We averaged the items ratings to form total intra-group status scores (Battalion A; time 1, $r = .60$; time 2, $r = .63$. Battalion B; time 1, $r = .53$; time 2, $r = .63$). Notably, military rank caused no significant effects when included in our statistical analyses.

Contextual performance. With three statements we assessed subordinates' extent to which they engaged in contextual performance (Van Scotter & Motowidlo, 1994). The items were phrased in such a way that they were applicable to all subordinates of the battalions and were measured on a 5-point scale (1 = “strongly disagree,” to 5 = “strongly agree”). The statements focused on interpersonally

oriented behaviors that facilitated other soldiers and helped to support and maintain the interpersonal and social context in which the soldiers had to fulfill their duties (George & Brief, 1992; Smith, Organ, & Near, 1983; Van Scotter & Motowidlo, 1996). These facilitating behaviors are distinct individual behaviors that positively contribute to team effectiveness (Podsakoff et al., 2000). We averaged item ratings to form total scores for contextual performance (Battalion A; time 1, $\alpha = .72$; time 2, $\alpha = .76$. Battalion B; time 1, $\alpha = .77$; time 2, $\alpha = .76$).

Collective efficacy. To assess collective efficacy, we used three items measured on a 5-point scale (1 = “strongly disagree,” to 5 = “strongly agree”). Adapted from Shamir et al. (2000), the items focused on subordinates’ perception of the morale among their comrades, the action readiness of the team, and the collective efficacy of the team. We treated the items as indicators of a single underlying construct by averaging the item ratings to form total scores for collective efficacy (Battalion A; time 1, $\alpha = .77$; time 2, $\alpha = .79$. Battalion B; time 1, $\alpha = .63$; time 2, $\alpha = .56$).

Supervisor ratings of team efficacy. Team efficacy was measured with three items that focused on supervisors’ perception of the efficacy of their team (Shamir et al., 2000). The supervisors used a five-point scale (1 = “strongly disagree,” to 5 = “strongly agree”) to indicate their level of agreement with such items as “My team is ready to be brought into action at a military operation”, “Even in the most severe circumstances, the men in my team will do anything to accomplish their tasks”, “The morale among my men in the team is excellent”. The questionnaire explained that the word ‘men’ in the questionnaire referred to both male and female subordinates. We performed reliability analyses (Cronbach’s alpha) independently over the four samples of supervisor data (Battalion A; time 1; $\alpha = .65$; time 2; $\alpha = .87$. Battalion B; time 1; $\alpha = .60$; time 2; $\alpha = .70$).

Team level aggregations of intra-group respect, team identification, and supervisor ratings of team efficacy. For each team, we created an average score for (a) intra-group respect, (b) team identification and (c) supervisor ratings of the efficacy of the teams. Specifically, subordinates’ responses on the intra-group respect measure and the team identification measure were aggregated per team. Likewise, supervisor ratings of the effectiveness of their team were aggregated in a similar manner.

Analytical Procedures

Individual level analyses. As we have indicated, analyses are based on data from subordinates and supervisors from different battalions at time 1 and time 2 ($n_{\text{total}} = 1,000$, given “listwise” deletion of missing values). Confirmatory factor analyses to establish the distinctiveness of the scales and structural equation modeling to test the hypothesized conceptual model were executed in EQS 6.1 for Windows (Bentler & Wu, 2004). To simultaneously conduct analyses on both samples at time 1 and time 2, data were analyzed with a multi-sample method (Bentler, in press). With this option, we repeated the sequence of model specification steps that we made for the data collected in Battalion A at time 1 for each of the other data samples, hence testing the validity and reliability of the hypothesized conceptual model over the four sets of data. More specifically, this method made it possible to simultaneously

examine (a) the underlying factor structure, (b) the parameters, and (c) the consistency of the hypothesized conceptual model across the samples of Battalion A and Battalion B at time 1 and time 2. We corrected for the substantial kurtosis in the subordinates' data by using the 'Robust methods' statistics method for structural equation modeling (Bentler, in press). The reported fit-indexes are Satorra-Bentler scaled chi-squares (χ^2) and Steiger's original root mean square error of approximation (RMSEA), the Bentler-Bonnet index or normed fit index (NFI), the Tucker-Lewis Index or non-normed fit index (NNFI), and the comparative fit index (CFI).

Team level analyses. In an attempt to predict supervisors' perceptions of the efficacy of their team, we performed multilevel modeling in EQS 6.1 for Windows (Bentler, in press). Preliminary results of these analyses showed unreliable outcomes. Although fit-indexes and chi-square results showed that the model fitted the data well, the standardized residuals exceeded 1.00. We removed constraints and re-specified the theoretical model, but the results of the analyses remained unreliable. Also, in the multilevel model, some of the ADF statistics could not be computed (which indicated inadequacies in the computation of the specified model). Other statistical packages could not resolve this (for example SPSS or MLwiN). Therefore, to overcome these insufficiencies, we aggregated the involved variables at team level. This made it possible to compare the team level aggregations of respectively intra-group respect, team identification, and supervisor ratings of team efficacy. Specifically, we aggregated the responses of the subordinates and the responses of the supervisors for each team and matched them (see Shamir, Zakay, Breinin, & Popper, 1998).

Due to the small number of teams per sample, preliminarily multi-sample structural equation modeling on the four, newly created sets of data at team level resulted in an undervaluation of the results (Kenny, 2003). To increase the statistical power and the robustness of the results, we combined the team level data samples at time 1 (Battalion A and Battalion B when stationed in The Netherlands) and time 2 (Battalion A and Battalion B when stationed in Bosnia Herzegovina). This approach enabled us to compare the results of the analyses at time 1 and time 2. Subsequently, confirmatory factor analyses to establish the distinctiveness of the scales at team level and structural equation modeling to test the hypothesized relations between the constructs at team level were executed in EQS 6.1 for Windows (Bentler & Wu, 2004). No abnormalities were found in the data at team level. Using the default method, we reported chi-squares (χ^2), Steiger's original root mean square error of approximation (RMSEA), the Bentler-Bonnet index or normed fit index (NFI), the Tucker-Lewis Index or non-normed fit index (NNFI), and the comparative fit index (CFI).

Results

Confirmatory Factor Analyses

Using confirmatory factor analyses, we assessed whether the validity of the five constructs of intra-group respect, team identification, intra-group status,

collective efficacy, and contextual performance could indeed be distinguished from each other as indicated by subordinates. Supervisor ratings of the efficacy of their team could not be included in the factor analyses (they were analyzed at team level).

Confirmatory factor analyses yielded good fit-indexes for the independent samples. That is, Battalion A; time 1 ($\chi^2_{67} = 66.95, p < .48$; RMSEA = .00, NFI = .93, NNFI = .1.00, CFI = 1.00: $n = 227$), Battalion B; time 1 ($\chi^2_{67} = 51.05, p < .93$; RMSEA = .00, NFI = .94, NNFI = .1.00, CFI = 1.00: $n = 268$), and Battalion A; time 2 ($\chi^2_{67} = 86.72, p < .06$; RMSEA = .04, NFI = .91, NNFI = .97, CFI = .98: $n = 233$), showed non-significant chi-square test, RMSEA's lower than .05, and NFI's, NNFI's, and CFI's well above .90, indicating a good fit of the measurement model to the data. Only Battalion B; time 2 showed less, although good, fit-indexes ($\chi^2_{67} = 91.64, p < .03$; RMSEA = .04, NFI = .92, NNFI = .97, CFI = .98: $n = 272$).

In this particular sample, one collective efficacy item showed a modest loading (.28) on its corresponding collective efficacy construct. In the other samples, the factor loadings of this collective efficacy item were adequate. We address this exception below. For all samples, the factor loading for each item on its corresponding construct was significant at the .05 level (see Appendix A). Together, these data confirm that the hypothesized constructs used in the conceptual model indeed can be reliably distinguished (Anderson & Gerbing, 1988).

Descriptive Statistics

For the variables rated by subordinates, the means, standard deviations, and zero-order Pearson correlations among all variables for both samples at time 1 and time 2 are presented in Table 1.

Inspection of the means and standard deviations did not reveal any abnormalities. In all four samples, respectively Battalion A at time 1 and time 2 and Battalion B at time 1 and time 2, means of the used constructs were well above the midpoint of the 5-point scales. Multivariate analysis of variance (MANOVA) showed that subordinates' collective efficacy in Battalion A at time 2 was significantly lower than subordinates' collective efficacy in the Battalion B at time 1 and time 2 (Tukey HSD; $p < .05$), but this effect was not very strong, $F(3, 996) = 6.12, p < .001, \eta^2 = .02$. In addition, when subjected to a multivariate analysis of variance (MANOVA), results showed that subordinates' levels of team identification in Battalion B at time 2 were significantly lower (Tukey HSD; $p < .05$) than in the other samples $F(3, 996) = 8.11, p < .001, \eta^2 = .02$. Again, this difference in level of identification with the team was not particularly strong.

Furthermore, correlational analyses conducted across the four samples showed significance at the .01 level for the predicted relations between the variables. As expected, the observed non-predicted relations were somewhat less strong and in one case even non-significant (the correlation between intra-group status and collective efficacy in Battalion A at time 2).

Table 1
Univariate Statistics and Pearson Correlations among the Variables^a

Battalion A, time 1 (<i>n</i> = 227) Variable	Mean	s.d.	1	2	3	4
1. Intra-group respect	3.63	.59	-			
2. Team identification	3.80	.54	.39**	-		
3. Intra-group status	3.79	.61	.38**	.43**	-	
4. Contextual performance	3.99	.44	.26**	.30**	.34**	-
5. Collective efficacy	3.58	.66	.39**	.36**	.25**	.23**
Battalion B, time 1 (<i>n</i> = 268) Variable	Mean	s.d.	1	2	3	4
1. Intra-group respect	3.67	.65	-			
2. Team identification	3.72	.61	.51**	-		
3. Intra-group status	3.79	.59	.34**	.30**	-	
4. Contextual performance	3.96	.49	.37**	.31**	.37**	-
5. Collective efficacy	3.67	.60	.56**	.54**	.23**	.31**
Battalion A, time 2 (<i>n</i> = 233) Variable	Mean	s.d.	1	2	3	4
1. Intra-group respect	3.64	.58	-			
2. Team identification	3.72	.64	.53**	-		
3. Intra-group status	3.82	.63	.42**	.40**	-	
4. Contextual performance	3.92	.49	.31**	.42**	.31**	-
5. Collective efficacy	3.44	.67	.38**	.31**	.13†	.21**
Battalion B, time 2 (<i>n</i> = 272) Variable	Mean	s.d.	1	2	3	4
1. Intra-group respect	3.61	.76	-			
2. Team identification	3.54	.66	.53**	-		
3. Intra-group status	3.87	.69	.32**	.17**	-	
4. Contextual performance	3.98	.48	.31**	.21**	.35**	-
5. Collective efficacy	3.63	.67	.45**	.67**	.20**	.24**

^a Mean values can range from 1 to 5. † $p < .10$ * $p < .05$

** $p < .01$. Tests of significance were two-sided.

Structural Model Analysis

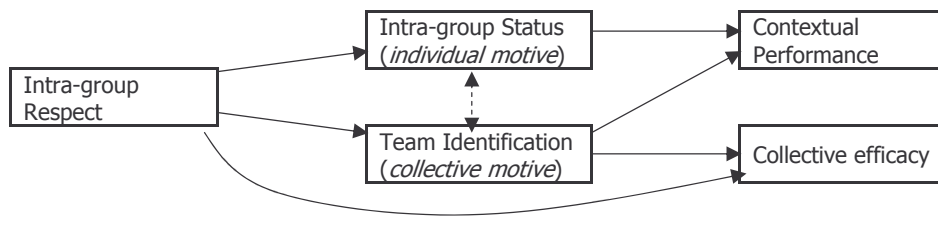
To empirically test our conceptual model as depicted in Figure 1, we first performed structural equation modeling on the independent samples, testing the hypothesized relationships between the factors. Starting with Battalion A at time 1,

we examined the full model in which intra-group respect is related to (a) both team identification and intra-group status, and (b) both collective efficacy and contextual performance. Simultaneously, we tested the relations between team identification and (c) both collective efficacy and contextual performance, and intra-group status and (d) both collective efficacy and contextual performance.

Analyses showed that the direct relations between intra-group respect and contextual performance ($\beta = .07$, $t = .61$, $p = ns$) and intra-group status and collective efficacy ($\beta = -.06$, $t = -.56$, $p = ns$) were non-significant. We removed these two relations and correlated the disturbances of team identification and intra-group status, as suggested by Lagrange Multiplier-test (the Lagrange Multiplier-test, or LM test, is a test designed to evaluate the statistical necessity of one or more restrictions on a model). The restrictions that are evaluated are, typically whether a parameter that has been fixed to a given value is appropriately fixed or might better be left free to be estimated, and whether an equality constraint is appropriate for the data; Bentler & Wu, 2004). Results showed a model with a good fit ($\chi^2_{70} = 68.63$, $p < .52$; RMSEA = .00, NFI = .93, NNFI = 1.00, CFI = 1.00: $n = 227$) which is depicted in Figure 2.

Figure 2

Adjusted conceptual model of the intra-group respect–team effectiveness relationship. As a consequence of the intra-group respect received, both the collective motive and the individual motive with subsequent outcomes are depicted. The model includes the unpredicted direct relation between intra-group respect and collective efficacy.



This adjusted conceptual model showed a close resemblance with our predicted conceptual model (see Figure 1). The only difference between these two models consists of an additional significant direct relation between intra-group respect and collective efficacy.

Next, we conducted similar structural equation modeling on Battalion B at time 1 to verify the adjusted conceptual model in Battalion A time 1 (see Figure 2). Again, the direct relations between intra-group respect and contextual performance ($\beta = .19$, $t = 1.28$, $p = ns$) and intra-group status and collective efficacy ($\beta = -.04$, $t = -.52$, $p = ns$) were non-significant. Fit-indexes showed that the model fitted the data of Battalion B at time 1 good ($\chi^2_{70} = 55.06$, $p < .90$; RMSEA = .00, NFI = .94, NNFI = 1.00, CFI = 1.00: $n = 268$). Subsequently, we also examined the ‘adjusted conceptual model’ on the data of Battalion A at time 2 ($\chi^2_{70} = 87.74$, $p < .08$;

RMSEA = .03, NFI = .91, NNFI = .97, CFI = .98: $n = 233$) and Battalion B at time 2 ($\chi^2_{70} = 96.86, p < .02$; RMSEA = .04, NFI = .91, NNFI = .97, CFI = .97: $n = 272$). Although this latter model deviated from the other samples with regard to the significant chi-square test, other fit-indexes clearly supported the adjusted conceptual model.

Comparison between Samples

We used multi-sample method (Bentler, in press) to examine the underlying factor structure and the consistency of the adjusted conceptual model across Battalion A and Battalion B at time 1 and time 2, hence indicating the reliability of this model by use of the four samples simultaneously. We used benchmark models to evaluate the fit of our new conceptual model (Bentler, in press). We started with Battalion A time 1 as benchmark (as argued above, using Battalion B time 1 as benchmark led to **identical** results).

In step one, we examined the most complex (multi-sample) model, the confirmatory factor model. This model has no constraints between factor loadings or parameters. Thus, in the four samples all latent variables relations were set free. The multi-sample confirmatory factor model showed good fit-indexes ($\chi^2_{268} = 297.15, p < .11$; RMSEA = .01, NFI = .92, NNFI = .99, CFI = .99: $n = 1,000$).

In step two, we then simplified this model in order to find the least complex model that still fitted the data well (the empirical model). That is, we tested the hypothesized relations between the factors conform the adjusted conceptual model (see Figure 2). Examination of this multi-sample empirical model showed that the data fitted the multi-sample empirical model well ($\chi^2_{280} = 309.13, p < .11$; RMSEA = .01, NFI = .92, NNFI = .99, CFI = .99: $n = 1,000$) and deviated very little from the multi-sample confirmatory factor model ($\Delta\chi^2_{12} = 11.98, p = ns$).

In step three, we constrained the multi-sample empirical model to simplify it. We constrained the factor loadings of the predicted constructs in our hypothesized multi-sample model, demonstrating that in the four samples our theoretical constructs were built in the same manner. This 'first invariance' model fitted the data well ($\chi^2_{307} = 345.18, p < .07$; RMSEA = .01, NFI = .91, NNFI = .99, CFI = .99: $n = 1,000$) and the fit-indexes did not significantly differ from the multi-sample confirmatory factor model ($\Delta\chi^2_{39} = 48.03, p = ns$). These results justified the use of the collective efficacy item that had a modest factor loading in the sample collected in Battalion B at time 2. The good fit-indexes of the first invariance model and the non-significant change compared to the confirmatory factor model provided no reason to suspect that this particular item deviated reliably from the same item used in the other data samples. Hence, we did not exclude the item.

In step four, we constrained both the significant factor loadings and parameters of the multi-sample empirical model. In the four samples we equated the relations between intra-group respect and team identification, intra-group respect and intra-group status, intra-group respect and collective efficacy, team identification and collective efficacy, team identification and contextual performance, and intra-group status and contextual performance. This 'second invariance' model differed

significantly from the multi-sample confirmatory factor model ($\Delta\chi^2_{60} = 106.58, p < .001$), although fit-indexes were still good ($\chi^2_{328} = 403.73, p < .01$; RMSEA = .02, NFI = .89, NNFI = .98, CFI = .98: $n = 1,000$). Lagrange Multiplier-test suggested removing the constraints between team identification and collective efficacy in Battalion A time 2 ($\Delta\chi^2_1 = 8.30, p < .004$) and in Battalion B time 2 ($\Delta\chi^2_1 = 9.81, p < .002$). This improved the fit-indexes of the second invariance model but nevertheless resulted in a significant chi-square test ($\chi^2_{326} = 385.30, p < .02$; RMSEA = .01, NFI = .90, NNFI = .98, CFI = .98: $n = 1,000$), indicating that this model deviated from the multi-sample confirmatory factor model. A second adjustment in Battalion B time 2 was made as suggested by Lagrange Multiplier test. When removing the constraint between intra-group respect and collective efficacy ($\Delta\chi^2_1 = 16.21, p < .001$), results revealed that the adjusted, second invariance model was not significantly worse than the confirmatory factor model ($\Delta\chi^2_{57} = 69.06, p = \text{ns}$) and showed a good fit ($\chi^2_{325} = 366.21, p < .06$; RMSEA = .01, NFI = .90, NNFI = .99, CFI = .99: $n = 1,000$). Thus, this final model showed good applicability to the four samples of data.

Test of Hypotheses

An examination of the relationships between intra-group respect, team identification, intra-group status, collective efficacy and contextual performance according to the new, adjusted conceptual model (see Figure 2) provided support for our initial hypotheses. The results are depicted in Table 2 and represent outcomes of the four samples *independently*.

Focusing on the suggested *collective motive*, in all four samples we found a significant positive relationship between intra-group respect and team identification. These findings are consistent with Hypothesis 1, indicating that the more employees perceive to have intra-group respect, the more strongly they identify with their team. Next, we tested Hypothesis 2a in the four samples. Compared to this relationship found in Battalion A time 1 and Battalion B time 1 (respectively $\beta = .28$ and $\beta = .49$), interesting differences revealed in the samples at time 2. In Battalion A time 2, this relation between team identification and collective efficacy was not significant. Moreover, the relative strength of the effect of team identification on collective efficacy was significantly smaller than in Battalion A time 1, the benchmark sample ($\beta = .13, \Delta\chi^2_1 = 8.30, p < .004$). In contrast to the benchmark sample, Battalion B time 2 appeared to comprise a significantly stronger relation between team identification and collective efficacy ($\beta = .99, \Delta\chi^2_1 = 9.81, p < .002$). We will address these contrasting parameters in the ‘discussion’ section. Importantly, as we predicted in Hypothesis 2b, all four samples revealed a positive relation between team identification and contextual performance.

Focusing on the assumed *individual motive*, in all four samples we found a significant positive relation between intra-group respect and intra-group status. These findings support Hypothesis 3, indicating that the more intra-group respect employees perceive to have, the higher they rate their intra-group status. Moreover, all four samples corroborated Hypothesis 4, predicting a positive effect of intra-group status on contextual performance. Although the parameter in Battalion B time

1 is only marginally significant ($\beta = .18, p < .08$) it did not differ significantly from the benchmark sample ($\Delta\chi^2_1 = .43, p = \text{ns}$). Hence, we conclude that our data also support the individual motive that activates employees to contribute to the effectiveness of the team. Additionally, a direct relation between intra-group respect and collective efficacy was found in Battalion A time 1, Battalion B, time 1, and Battalion A time 2. This relation was not significant in Battalion B time 2 ($\beta = -.06, p = \text{ns}$) and differed from the benchmark model ($\Delta\chi^2_1 = 16.21, p < .001$). We will elaborate on this relation in the discussion section.

Table 2
Results^a of Structural Equation Modeling

Path	Battalion A time 1		Battalion B time 1		Battalion A time 2		Battalion B time 2	
	β	<i>t</i>	β	<i>t</i>	β	<i>t</i>	β	<i>t</i>
Intra-group respect → team identification	.49*	5.38	.61*	5.77	.59*	7.17	.61*	8.02
Intra-group respect → intra-group status	.50*	6.50	.44*	4.28	.51*	5.31	.41*	3.95
Intra-group respect → collective efficacy	.32*	2.65	.43*	4.03	.33*	3.34	.06 ^{ns}	-.59
Team identification → collective efficacy	.28*	2.34	.49*	4.37	.13 ^{ns}	1.16	.99*	8.53
Team identification → contextual performance	.33*	2.45	.26*	2.02	.43*	3.86	.20*	2.22
Intra-group status → contextual performance	.24*	2.28	.45*	2.81	.18†	1.79	.41*	3.65
Correlation	<i>r</i>		<i>r</i>		<i>r</i>		<i>r</i>	
Team identification ↔ intra-group status	.46*		.13 ^{ns}		.23*		.02 ^{ns}	
R^2 , team identification ^b	.24		.37		.35		.37	
R^2 , intra-group status ^b	.25		.19		.26		.17	
R^2 , collective efficacy ^b	.27		.68		.18		.91	
R^2 , contextual performance ^b	.26		.36		.29		.25	
<i>df</i>	227		268		233		272	

^ans = non-significant. † $p < .10$. * $p < .05$. Bentler-Raykov corrected R^2 .^cListwise.

Supplementary Analyses

Confirmatory factor analyses at team level. The team level aggregations of intra-group respect, team identification, and supervisor ratings of team efficacy were subjected to confirmatory factor analyses (Bentler & Wu, 2004). Taking into account the small number of teams, results showed good fit-indexes for the two samples that combined the data collected in Battalion A and Battalion B at respectively time 1 ($\chi^2_{24} = 31.71, p < .17$; RMSEA = .10, NFI = .85, NNFI = .95, CFI = .96; $n_{\text{teams}} = 32$), and at time 2 ($\chi^2_{24} = 37.96, p < .04$; RMSEA = .12, NFI = .85, NNFI = .91, CFI = .95; $n_{\text{teams}} = 37$). Because of the small number of teams some caution in the interpretation of these data is necessary. However, the available data indicate that the underlying constructs used at team level are different from one another.

Descriptive statistics at team level. For the aggregated scores of intra-group respect, team identification, and supervisor ratings of team efficacy the means, standard deviations, and zero-order Pearson correlations are shown in Table 3.

Table 3
Univariate Statistics and Pearson Correlations among the Variables Intra-group Respect^a, Team Identification^a, and Supervisor Ratings of Team Efficacy^b

Battalion A, time 1 ($n_{\text{teams}} = 13$)				
Variable	Mean	s.d.	1	2
1. Intra-group respect ^a	3.54	.28	-	
2. Team identification ^a	3.78	.22	.55	-
3. Supervisor rated team efficacy ^b	3.82	.32	.44	.29
Battalion B, time 1 ($n_{\text{teams}} = 17$)				
Variable	Mean	s.d.	1	2
1. Intra-group respect ^a	3.65	.29	-	
2. Team identification ^a	3.65	.34	.78**	-
3. Supervisor rated team efficacy ^b	3.68	.26	.19	.36
Battalion A, time 2 ($n_{\text{teams}} = 19$)				
Variable	Mean	s.d.	1	2
1. Intra-group respect ^a	3.60	.23	-	
2. Team identification ^a	3.63	.36	.69**	-
3. Supervisor rated team efficacy ^b	3.56	.50	.28	.36
Battalion B, time 2 ($n_{\text{teams}} = 20$)				
Variable	Mean	s.d.	1	2
1. Intra-group respect ^a	3.55	.34	-	
2. Team identification ^a	3.51	.31	.64**	-
3. Supervisor rated team efficacy ^b	3.75	.27	-.03	.43

^a Mean values can range from 1 to 5. [†] $p < .10$. * $p < .05$. ** $p < .01$.
Tests of significance were two-sided^b.

Inspection of the means did not reveal any abnormalities although standard deviations are modest (due to the aggregation of the variables). Multivariate analysis of variance (MANOVA) showed no significant differences between the variables at team level across the four samples.

Correlational analyses revealed strong, positive relations between intra-group respect on the one hand and team identification on the other. Moreover, positive relations were found between team identification and supervisor ratings of team efficacy. In addition, moderate, positive relations were found between intra-group respect and supervisor ratings of team efficacy. We take these results as an indication that the overall extent to which employees identify with their team, as well as the extent to which employees generally perceive themselves as respected within their team, indeed are predictive for the efficacy of the teams as perceived by the teams' supervisors. Despite the small number of teams per sample (Kenny, 2003), the results of the correlational analyses at the team level were consistent with the outcomes of the correlational analyses at the individual level and corroborate the predictions made in our conceptual model (Hypothesis 1 and Hypothesis 2a). However, one deviance was found in the data collected in Battalion B at time 2. In this sample, intra-group respect and supervisor ratings of team efficacy were unrelated. We address this exception in the 'discussion' section.

Structural model analysis at team level. To empirically test the relations between the aggregated variables intra-group respect, team identification, and supervisor ratings of team efficacy, we performed structural equation modeling on the two samples that combined the data collected in Battalion A and Battalion B at respectively time 1 and time 2. We examined the full model in which all variables were related to on another. Ultimately, structural equation modeling resulted in a model that related (a) intra-group respect with team identification and (b) team identification with supervisor ratings of team efficacy. At team level, fit indexes for the data collected in Battalion A and Battalion B at respectively time 1 ($\chi^2_{25} = 31.79, p < .17$; RMSEA = .09, NFI = .85, NNFI = .95, CFI = .96; $n_{\text{teams}} = 32$) and time 2 ($\chi^2_{25} = 38.62, p < .05$; RMSEA = .12, NFI = .85, NNFI = .91, CFI = .94; $n_{\text{teams}} = 37$) were good. Thus, we conclude that these results on rated effectiveness at team level converge with the self-report results found at individual level.

Test of hypotheses at team level. The results of the presented model at team level supported our predictions and corroborate the results found at individual level. That is, intra-group respect at time 1 ($\beta = .72, t = 3.74, p < .05, R^2 = .51, n_{\text{teams}} = 32$) and at time 2 ($\beta = .62, t = 2.38, p < .05, R^2 = .38, n_{\text{teams}} = 37$) indeed resulted in higher levels of team identification as predicted in Hypothesis 1. In turn, the results are in line with Hypothesis 2a, as these enhanced levels of identification with the team at time 1 predict supervisor ratings of team efficacy ($\beta = .40, t = 1.55, p = \text{ns}, R^2 = .16, n_{\text{teams}} = 32$) and time 2 ($\beta = .35, t = 1.56, p = \text{ns}, R^2 = .12, n_{\text{teams}} = 32$), even though—due to the relative small number of teams and the resulting lack of statistical power—these relations were not significant.

Discussion

In the present research, we explicitly focused on the psychological processes that relate intra-group respect to team effectiveness. To date, theory and research suggest that the likelihood that employees contribute to the effectiveness of their team is positively related to the notion that they are respected by others in their team (De Cremer & Tyler, 2004; Tyler & Blader, 2000). Although experimental research assessed the causal effects of intra-group respect on efforts on behalf of the team (Sleebos et al., 2004), field data that examines how these psychological processes relate to team supporting attitudes and behaviors has been lacking. The current study builds upon previous research to fill this gap by demonstrating that contributions to the team's effectiveness can be induced by two motives, both activated by the extent to which employees perceive themselves as respected by their team members.

We developed and tested the theoretical notion that intra-group respect can induce a *collective motive* where increases in team effectiveness result from the subjective importance of the team for the employees, and an *individual motive* where contributions to team effectiveness are based on employees' perceptions of how they are regarded by 'the team'. Evidence for these two hypothesized motivations was indeed found in the four samples of field data we used. These results complement previous experimental findings (Sleebos et al., 2004) and extend current theoretical insights regarding intra-group respect. In particular, the present findings emphasize the importance of the intra-group respect employees receive from coworkers in their team for two central outcome variables—contextual performance and collective efficacy—that both increase the effectiveness of teams, and, with that, enhances the likelihood that the organization is successful. Now, we will discuss the observed relations in more detail.

The main contribution of the present research is that it provides new insights into the processes through which intra-group respect affects the team's effectiveness. First, our findings confirmed the assumption that the extent to which employees perceived themselves as respected by coworkers would strengthen their levels of team identification (Tyler & Blader, 2001). In turn, higher levels of team identification enhanced employees' collective efficacy as well as their contextual performance. Thus, when employees perceived themselves as respected by coworkers in their team, the team subjectively became more important for the employees. This in turn resulted in stronger beliefs in the efficacy of the team and increased engagement in contextual performance.

It is important to note that the relation between intra-group respect, team identification and team effectiveness was not only obtained at individual (self-report) level, but was also evident from external ratings of the team's effectiveness (supervisor ratings). At team level, effects on supervisors' more objective ratings of the efficacy of the team mirrored the hypothesized effects found at individual level. More specifically, analyses performed at team level indicated that identification with the team induced by intra-group respect as experienced by employees indeed contributed to the team's efficacy as perceived by the supervisors. These team level

results are important in that they not only confirm the results found at individual level, but also underline the relevance of intra-group dynamics for the actual (externally perceived) effectiveness of a team.

In addition, our results show that intra-group respect increased employees' perceived intra-group status, which subsequently enhanced their willingness to engage in contextual performance. Interestingly, this particular path demonstrates that perceptions of 'how employees think they are regarded by their coworkers' impact on their willingness to support the social and psychological context within their team. In our opinion, this result reveals that the contribution employees exert on behalf of their team not necessarily arises from a concern with the collective, but can also originate from a concern with themselves. That is, when showing supportive attitudes and behaviors on behalf of their team, employees' rationale underneath this team promoting behavior is not only formed by their subjective impression of the team (collective motive), but also by the more self-centered consideration what the team can mean for them (individual motive). Our data thus show that even in situations that can be critical for the survival of the team as a collective, and for the survival of the employee—which is definitely the case for professional soldiers in field-teams on a military mission—self-centered considerations also play a role. Extrapolating our findings, the present research thus indicates that the extent to which employees think they have status within the team as communicated by the respect received from coworkers in their team can eventually determines the success or failure of the collective.

Further, the importance of respect is also evident from the fact that a direct, positive relation between intra-group respect and collective efficacy was found. This indicates that the more employees felt respected within their team, the higher their levels of collective efficacy. This finding again demonstrates the significance of the respect construct for the effectiveness of teams. It shows that in teams where employees perceive themselves to be treated respectfully by their coworkers, they are more convinced that their team is capable of its tasks, and hence are more likely to accomplish team assignments successfully.

Focusing on the relation between intra-group respect and collective efficacy at both individual level and team level, this relation turned out to be less prominent in the data sample collected in Battalion B when stationed in Bosnia Herzegovina (time 2). Furthermore, compared to the data samples collected in The Netherlands (time 1), other contrasting relationships between the variables were found when the battalions were on their peace keeping mission in Bosnia Herzegovina. For example, the data sample collected in Battalion A at time 2 revealed a significantly weaker relation between team identification and collective efficacy compared to the benchmark model based on the data sample collected in Battalion A at time 1. By comparison, the relation between these variables was significantly stronger in the data sample collected in Battalion B at time 2.

Specifically, in the data sample collected in Battalion A when stationed in Bosnia Herzegovina (time 2), we found a significant relation between intra-group respect and collective efficacy. However, in this sample, the relation between team

identification and collective efficacy had become non-significant. Likewise, in the sample collected in Battalion B (time 2) when stationed in Bosnia Herzegovina, the relation between team identification and collective efficacy gained in strength whereas the influence of intra-group respect on collective efficacy was significantly reduced in comparison to the benchmark model.

Our quasi-longitudinal design enables us to explain these noteworthy differences regarding the relative impact of respectively intra-group respect and team identification on collective efficacy. Retrospectively, we explain the differential importance of these relations on the basis of social identity theory and self-categorization theory (Turner, Hogg, Oakes, Reicher, & Wetherell, 1987). That is, we think these differences can be attributed to the situational context in which the data samples were collected. Social identity theory and self-categorization theory emphasize that situational circumstances can cause people to focus on either interpersonal relations between themselves and the other individuals within their group or can lead them to focus on intra-group comparisons as the contrast their group with other groups (Haslam & Turner, 1992).

Focusing on Battalion A when stationed in Bosnia Herzegovina, as a post-hoc explanation we argue that the familiarity with the situation at the compound made interpersonal relations with other professional soldiers more salient (Turner et al., 1987). By contrast, when the data in Battalion B were collected in Bosnia Herzegovina, this battalion had just moved to another compound. The lack of familiarity with the new situation and environmental circumstances may have caused the professional soldiers in this battalion starting to think less in terms of interpersonal interactions and more in collective terms (Turner et al, 1987). Thus, we argue that the relative importance of the two paths from respectively intra-group respect and team identification to collective efficacy can be either intensified or weakened by the situational context. Thus, when interpersonal relations are stressed by the situational context, the relation between intra-group respect and collective efficacy is activated. However, when the focus on the team as a collective is emphasized by the situational context, the relation between team identification and collective efficacy becomes more relevant. This post-hoc explanation merits further examination in future research.

Limitations

Because the conceptual model was examined on cross-sectional data at the individual level, the results of the model should be interpreted cautiously with regard to causality. That is, in this part of the research we used self-report surveys to measure intra-group respect, team identification, intra-group status, collective efficacy, and contextual performance at the same time. Hence, the present results can give rise to concerns about common method bias, whereas self-report measures may have strengthened the relationships between constructs. Also, the scales we used to develop the conceptual model contained a limited number of questions, which might have influenced the reliabilities of scales used. At the same time, the confirmatory factor analyses performed in all four samples of field data consistently indicated the

intended distinction between the different constructs used to build the conceptual model. Furthermore, results of the multi-sample method using all four samples showed that the items loaded in a similar manner on the latent factors across different samples.

The present research reports data collected in relatively autonomous military field teams consisting of two battalions of professional soldiers in different field contexts. This provided the opportunity to test our conceptual model in different environments. That is, at time 1 when the battalions were stationed in The Netherlands, and in a setting in which the effectiveness of teams referred to their actual combat readiness, namely at time 2 when the battalions were stationed in Bosnia Herzegovina. On the one hand, this reminds us that our data refer to real teams in settings where team effectiveness can have life-and-death consequences. On the other, the use of professional soldiers caused the overall sample to be rather homogeneous regarding the demographic characteristics of the respondents: They were almost all male, had a comparable educational level, and were quite similar in age, ethnicity, and socio-economical status. Although there is no a priori reason to believe that these variables influenced our conclusions, future research should aim to replicate our findings in more demographically diverse samples as well as in other types of organizations.

With regard to the statistical method we used, we treated the four samples as relatively independent of each other when subjecting them to multi-sample structural equation modeling, and interpreted the results of the analyses as ‘quasi-longitudinal’ when we discussed the situational influence—the situation in The Netherlands versus the situation in Bosnia Herzegovina—on the conceptual model. We realize the methodological vulnerability of this approach and concede that it is subject to improvement in future research. However, we want to note that in an attempt to enhance the reliability of our interpretations, we were rather conservative in the statistical examination. As presented by the structural equation modeling performed, we only accepted models that showed fit-indexes that were qualified as ‘good’ (Kenny, 2003). Together, the robustness of the multi-sample multi-method approach used strengthens the validity of the conclusions in the work currently presented. As demonstrated, the adjusted conceptual model fitted the data remarkably well and other relevant outcomes presented are in line with suggestions and empirical findings from previous (experimental) research (Shamir et al, 2000; Tyler & Blader, 2000; Becker, 1992).

Implications for Managers

As revealed in the present research, increases in (self-reported) team effectiveness and supervisors’ perceptions of team efficacy arise from employees’ enhanced identification with their team and the perception of being respected by fellow coworkers. Furthermore, we argued that this will contribute to the success of the organization. Nevertheless, managers cannot presume that employees within work teams automatically respect each other and strongly identify with their work team. Endeavors made by managers should therefore focus on recognition and

improvement of the circumstances within teams that encourage these contributing factors. In supplying conditions to activate these antecedents, we attempt to provide managers with constructive suggestions that focus either on the team or on the employees. First, we recommend managers to strive to create a team climate in which 'high quality' interpersonal interactions between team members are valued and more importantly, are considered as normative. This implies that employees should unreservedly attempt to treat each other tactfully (i.e. fair, polite, with dignity; Tyler & Blader, 2000; Tyler & Lind, 1992). Because managers are considered as formal team leaders, they should initiate and attend actions that support such a climate. Besides respectful treatment of teams by the supervisors, this includes enabling employees to express their feelings and voice their opinions, like for example giving employees the opportunity to reflect their opinions concerning the inclusion of new members in the team, which is a necessity for a team context in which employees can perceive themselves and others as valued and accepted (Tyler & Blader, 2000; Tyler et al., 1996; Tyler & Lind, 1992).

Second, the extent to which employees are able to attach emotional value and significance to their team and fellow coworkers, and to develop considerate relationships with the other team members is intertwined by the time they spend in the team (Turner et al, 1987). Employees that are frequently transferred will engage themselves less with their work-team and will focus more on themselves, which impedes their social identification with the team and the respectful relationships they develop with other coworkers. Therefore, we argue that frequent changes of team composition will negatively affect employees' strength of team identification and that transfers that are not necessary or intended by the employees should be avoided.

Third, considering the positive implications of the increases in perceived intra-group respect, we advise team managers to be conscientious when composing work-teams. The intra-group respect investigated in the present research was closely related to employees' functionality within their team as we questioned the respondents to indicate the extent to which they felt respected for their qualities and their work-related cooperative actions and achievements. Thus, as a means to prevent new employees from being *dis*respected by the other team members, managers should try to select new employees on the basis of work-relevant potential which should be comparative to the potential of the other coworkers in the team. Vice versa, considerate selections should also preclude the possibility of high potential newcomers *dis*respecting initial coworkers in the team.

Future Research

A final issue for future research concerns a focus on the origins of respect. Although intra-group respect is a relatively direct and accessible construct at the operational level, to date, little is known about how feelings of respect emerge or what they are based on (Smith & Tyler, 1997; Tyler et al., 1996). Therefore, we suggest that prospective studies should aim to clarify which behaviors or situational circumstances promote people's perception of being respected by others. To conclude, our focus on the effectiveness of teams yielded important new insights,

indicating that employees' contributions on behalf of their team cannot simply be represented as solely stemming from a concern with the collective. The present work has raised the exciting possibility that besides team-focused concerns, more self-focused concerns come into play, due to differences in intra-group respect. In this sense, we feel that the present findings point to a new avenue for the development of theory and research on the effectiveness of teams, with this research constituting a first step in that direction.

APPENDIX A

Confirmatory Factor Analysis^{a, b} for Intra-group Respect, Team Identification, Intra-group Status, Contextual Performance, and Collective efficacy

Items	Battalion A at time 1					Battalion A at time 2				
	Factors					Factors				
	1	2	3	4	5	1	2	3	4	5
<i>Intra-group respect</i>										
I have the feeling that my comrades in my team respect me for my ways of cooperation	.80					.84				
I have the feeling that my comrades in my team respect me for my qualities	.91					.93				
I have the feeling that my comrades in my team respect me for the achievements I attain during work	.85					.82				
<i>Team identification</i>										
The successes of my team are my successes		.54					.70			
When I talk about my team, I usually say 'we' rather than 'they'		.71					.80			
When someone praises this team, it feels like a personal compliment		.73					.86			
<i>Intra-group status</i>										
I contribute to the success of my team			.88					.84		
I am important for the good functioning of my team			.67					.74		
<i>Contextual performance</i>										
When I see that someone has problems doing the job, I will assist				.75					.71	
Although it is not required, I will do extra work if that can prevent others from having problems				.69					.80	
I will intervene unasked if that prevents others from making mistakes				.62					.64	
<i>Collective efficacy</i>										
Even in the most severe circumstances, I and my team comrades will do anything to accomplish our tasks					.81					.82
I and my team comrades are ready to be brought into action at a military operation					.70					.74
The morale among my team comrades is excellent					.70					.70

APPENDIX A (Continued)

Items	Battalion B at time 1					Battalion B at time 2				
	Factors					Factors				
	1	2	3	4	5	1	2	3	4	5
<i>Intra-group respect</i>										
I have the feeling that my comrades in my team respect me for my ways of cooperation	.89					.89				
I have the feeling that my comrades in my team respect me for my qualities	.91					.94				
I have the feeling that my comrades in my team respect me for the achievements I attain during work	.87					.90				
<i>Team identification</i>										
The successes of my team are my successes		.56					.66			
When I talk about my team, I usually say 'we' rather than 'they'		.80					.74			
When someone praises this team, it feels like a personal compliment		.84					.81			
<i>Intra-group status</i>										
I contribute to the success of my team			.86					.91		
I am important for the good functioning of my team			.62					.69		
<i>Contextual performance</i>										
When I see that someone has problems doing the job, I will assist				.72					.68	
Although it is not required, I will do extra work if that can prevent others from having problems				.77					.72	
I will intervene unasked if that prevents others from making mistakes				.69					.76	
<i>Collective efficacy</i>										
Even in the most severe circumstances, I and my team comrades will do anything to accomplish our tasks					.64					.75
I and my team comrades are ready to be brought into action at a military operation					.64					.72
The morale among my team comrades is excellent					.55					.28

^a Results of confirmatory factor analysis per sample of data, performed in EQS 6.1 (Bentler & Wu, 2004). ^b All factor loadings are significant at $p < .05$.

Chapter 6

Summary and Conclusions

Chapter 2

The Paradox of the Disrespected

Our main goal in Chapter 2 was to examine the intriguing possibility that not only the perception of being respected, but also the perception of being *disrespected* could motivate people to exert *actual* effort on behalf of group. A second objective was to acquire more understanding in the motives that are on the basis of the expected group serving behavior disrespected participants conceivably could demonstrate. In this chapter we introduced the (*basic*) manipulation of intra-group respect (see Branscombe et al., 2002) used in this dissertation. We based the respect participants allegedly received on the self-reported information they had provided on two domains that are central to group performance, namely individual achievements and cooperation. The participants reported two behavioral descriptions regarding individual achievements and cooperation which were commented by the others in their group and evaluated in terms of high or low respect. The results of Experiment 1 and Experiment 2 reveal a novel perspective on the 'less wanted' in social groups. While others before us have demonstrated that people may comply with group norms to show their worth as group members, to improve their standing in the group, or act in accordance with the group's norms and values to prevent themselves from being excluded (Baumeister & Leary, 1995; Branscombe et al., 2002; Jetten et al., 2002; Noel et al., 1995; Zadro et al., 2004), we actually provided a different motive. As far as we know, ours is the first research showing that enhanced effort on a group serving task may occur among individuals who psychologically disengage from the group (*we will focus more closely on psychological engagement when discussing Chapter 4*), and are looking for ways to leave the group.

The results of the first experiment confirmed our predictions. Within a situational context that emphasized *collective* norms and values, disrespected (*i.e. low respect on both performance dimensions*) group members' actual effort on behalf of the group did not differ significantly from the actual effort respected (*at least high respected on one of the performance dimension*) group members exerted on behalf of the collective. In contrast, within a situational context that accentuated individual norms and values, the effort respected group members committed on behalf of the group paralleled the extent to which they had been respected by their fellow group members. Thus, participants that received high respect on one performance dimension and low respect on the other exerted less effort on behalf of their team compared to participants that were respected on both performance dimensions. In contrast, disrespected group members (*low respect on both dimensions*) did not decrease their levels of exerted effort for the benefit of the group and outperformed the other group members in this individual situation context. The outcomes of this first study revealed that *disrespected* group members do not exert *less* effort on behalf of their group when they are compared with the respected ones. Moreover, based on the

high levels of effort disrespected group members exerted on behalf of the group in the individual situational context, we supposed that this behavior was motivated by individual concerns and not by a mere empathy with the collective. We assumed that where respected group members are influenced by the norms and values of the collective, disrespected group members are definitely not. Nevertheless, the first study did not provide *conclusive* evidence that disrespected group members did not exerted effort on behalf of the group in particular.

In the second study, we more closely investigated the motivational concerns of the disrespected group members. To do so, we connected the effort participants could contribute on behalf of the group with the motives we assumed they could have. After manipulating intra-group respect in a similar way as we had done in Experiment 1, we introduced two motives that would reveal their engagement with the group. This could provide us with more conclusive evidence that different motives underlie the behaviors of respected and *disrespected* people in groups. Participants were told that the motive on which they worked was more likely to be honored the more their efforts on behalf of the group were higher. Participants could either work on behalf of the group to ‘stay in the group’, which represented a concern with the group, or work on behalf of the group to ‘leave the group’, indicating a concern with the self. The theoretical reasoning underneath the explicitly made permeability of the group boundaries is based on insights from social identity research. Individual mobility across groups constitutes a prominent strategy for those who seek to enhance their social identity (Ellemers, Wilke, & Van Knippenberg, 1993; Ellemers, Spears, & Doosje, 1997). While theoretical arguments and previous research on identity management focus predominantly on individual mobility as a way to avoid inclusion in a *group* that has low status, our research extends this reasoning, as it suggests that similar effects may occur to avoid inclusion in a group that affords the individual low *personal* status (*which is evident from the received disrespect*). When group boundaries are permeable, disrespected group members are motivated to invest in their personal status and hence work to leave, whereas disrespected group members presumably continue to work for the group as a means to improve their personal standing when leaving is not an option (as in Experiment 1, see also Ellemers, 1993). As expected, disrespected group members performed equally to the others in the group when the efforts they committed on behalf of the group could give them the opportunity to stay within the group. When disrespected group members were offered the possibility to leave the group when their performed on behalf of the group, they significantly outperformed their fellow *respected* group members.

Chapter 3

The Carrot and the Stick

In the third chapter of this dissertation we focused on the considerations that motivate people to exert actual efforts on behalf of the collective. Differently from the studies reported in the previous chapter, we converged more explicitly on

the behaviors and motivations of high respected group members, average respected group members, as well as disrespected (low respected) group members. The results of the previous studies provided us with the apparent impression that participants that were highly respected or completely disrespected on both dimensions behaved differently compared to participants that had been respected merely on either the individual achievement dimension or the cooperation dimension. Specifically, we had the impression that people that perceived themselves as averagely respected compared to the others in their group were the least willing to exert effort on behalf of it.

The results of the studies presented in Chapter 3 uncover new directions in research on intra-group dynamics. Specifically, by examining the operation of a *collective motive*, enhanced by higher levels of affective commitment, concurrently with an *individual motive*, induced by feelings of situational group attachment anxiety (which result in similar displays of discretionary group efforts), we showed that positive behavior in favor of the ingroup does not have to be the result of a positive attitude toward this ingroup. Moreover, in Chapter 3, evidence is provided that differences in intra-group respect solely increased group members' efforts on behalf of the group when they perceived the intra-group respect as determinative for their position within it and could be related to their membership within the group. In contrast, when the intra-group respect received was considered as non-diagnostic for the position within the group and interpreted as occasional feedback, levels of efforts on behalf of the group were not affected.

Related to the observations derived from Chapter 2, our main objective in Experiment 3 was to show that both high respected and disrespected group members enhance their efforts contributive to the group and average respected group members do not. Furthermore, we examined people's affective relation with the group. We previously specified that disrespected group members did not show a particular urge to strengthen their social ties with the group and even though outperformed all other respected group members when their efforts would result in a possibility to change their group for one another (*see Experiment 2*). Complementing, we assumed that respected group members acted out of concern with the collective. However, the results of the previous studies did not reveal which particular motivational considerations laid on the basis of both the behaviors of the respected, as well as the *dis*respected group members. Therefore, another goal of Chapter 3 was to confirm that different levels of perceived intra-group respect only affected group members' efforts on behalf of the group when they considered the respect they received as diagnostic for their position within their group. First, in Experiment 3, we orthogonally provided the participants with high, average, or low respect on self-reported behavioral episodes regarding individual achievements and cooperation. These manipulations enabled us to independently evaluate the relevance of respectively respect for individual achievements and respect for cooperation on participants' affective relation with their group and their actual efforts they contributed to it. We assumed that respected group members engagement in group efforts resulted from a sense of attachment to the group and the desire to maintain

membership in it, and therefore asked the participants to indicate their level of affective commitment with their group. By contrast, we assumed that the increased efforts disrespected group members committed on behalf of their group resulted from a concern with their psychological position within it. To be able to assess this individual motive, we asked participants to indicate the extent to which they experienced ‘situational group attachment anxiety’ which is expressed in group dependent feelings of being valued and accepted by the other ingroup members. Finally, intending to replicate disrespected group members’ motive to work on behalf of the group (*work to leave*), we asked participants to indicate their turnover intentions.

The results of Experiment 3 showed clear evidence of the predicted emergence of enhanced engagement in group efforts. In the conditions where participants had received intra-group respect differently than ‘average’, their efforts on behalf of the group were significantly higher than in the condition where the participants had received intra-group respect for their individual achievements and cooperation that equaled the other, fictitious members of the group (*i.e. the average respect condition*). These results confirmed the assumptions we derived from Chapter 2 and revealed that the emergence of increased efforts on behalf of the group can indeed be encouraged by the perception of being differently respected in comparison with the other group members. With regard to the motivational considerations that group members have when they exert effort on behalf of their group, the results of the third study were again in line with our reasoning. Higher levels of intra-group respect on either the individual achievement dimension or the cooperation dimension indeed provided evidence that group members felt more affectively committed, were less concerned with the extent to which they felt accepted and valued by others in the group (*expressed in lower levels of situational attachment anxiety*), and had less intentions to leave the group.

We conducted Experiment 4 to demonstrate our two proposed motives that caused people to engage in efforts on behalf of the group because the design of Experiment 3 did not allow us to connect our suggested considerations that encourage either respected group members (*affective commitment*) or disrespected group members to commit efforts on behalf of the collective (*situational group attachment anxiety*). Because in the previous study respect for individual achievements and respect for cooperation showed parallel effects on our dependent measures, we decided to combine these dimensions into one overall intra-group respect dimension. This resulted in a more straightforward respect dimension that perfectly suited our intentions and resulted in three levels of intra-group respect (high, average, and low). Another objective in this fourth study was to replicate the effect found in Experiment 3 that revealed that high levels as well as low levels of respect (*i.e. disrespect*) can motivate people to increase their efforts contributive to the group. Furthermore, we explored our theoretical assumption that the increased efforts on behalf of the group as demonstrated by both high respected group members and disrespected (*in contrast with the efforts average respected group members showed*) will only take place when they perceive the respected received from others in the group as

diagnostic for their position within the group (De Cremer, 2002; Jetten et al., 2002; Noel et al., 1995). And not when the intra-group respect participants received was merely considered as occasional inconsequential feedback. Therefore, we manipulated the diagnosticity of the intra-group respected from fellow group members.

The results of Experiment 4 showed that participants who had received high or average respect for their behavioral descriptions, perceived themselves as respected and showed higher feelings of affective commitment in comparison with participants who perceived themselves as disrespected (see also Branscombe et al., 2002; De Cremer, 2002, 2003; De Cremer & Tyler, 2003; Ellemers et al., 2004; Lind & Tyler, 1988; Simon & Stürmer, 2003; Tyler & Blader, 2000, 2003; Tyler & Lind, 1992). Additionally, in contrast with the respected participants, those who were disrespected showed higher levels of situational group attachment anxiety and indicated more psychological disengagement as expressed in intentions to leave the group. When focusing on the motivational basis of the engagement participants displayed on the efforts committed on behalf of the group, we found that the behavioral efforts that contribute to the group are indeed activated by two different motives. This confirms the validity of our argument that different underlying motives can evoke outwardly similar behavioral displays: Whereas respected participants were stimulated to exert more discretionary group efforts to the extent that they experienced more feelings of affective commitment with the task-group, disrespected people showed enhanced behavioral engagement in discretionary group efforts when they felt more situational group attachment anxiety (cf. Barreto & Ellemers, 2000). Thus, in Experiment 4, we successfully replicated the effect on the *actual* efforts group members committed on behalf of their group as a function of the intra-group respect received. As predicted, and similar to Experiment 3, compared to average respected group members both high and low respected participants showed enhanced effort exertion on discretionary group efforts, but only when they perceived the respect received as diagnostic and related to their position within the group (cf. De Cremer, 2002; Jetten et al., 2002, 2003; Noel et al., 1995). In the non-diagnostic condition, where it was made clear to participants that the respect received was not predictive of their ingroup position and could be regarded as occasional feedback, the effect on extra effort did not appear as predicted.

Chapter 4

Being In or Out

In Experiment 5 and Experiment 6 we specifically focused on the effects of differences in perceived intra-group respect on people's positional self-perceptions and the cognitive accessibility of their justice and fairness concerns. Our goal in both Experiment 5 and Experiment 6 was twofold. The first objective implied an examination of the impact differences in perceived intra-group respect have on the perception of being included within the group and having intra-group status. The intra-group respect manipulation used in Experiment 5 and Experiment 6 was

similar to the intra-group respect manipulation used in Experiment 4. The results of this study could eliminate the contemporary speculations about the information intra-group respect actually conveys: Communicating inclusion and intra-group status. Our second aim was to unobtrusively demonstrate the positive relation between the extent to which people perceive themselves as respected by others in their group and their alertness to procedural indicators.

The results of the studies presented in Chapter 4 are to our knowledge the first to demonstrate that differences in intra-group respect directly impact on people's perception of being included and having intra-group status within the group. Moreover, outcomes revealed that intra-group respect (*versus disrespect*) induced a subjective involvement and attachment with a group—as evident from increased levels of affective commitment—and result in enhanced cognitive accessibility of justice and fairness concerns (Lind & Tyler, 1988, 1990; Van Prooijen, Van den Bos, & Wilke, 2004, in press). Notably, it is this result in particular that offers an encouraging step forward in our insight on the effects of intra-group respect, and broadens the theoretical understanding of the resulting intra-group dynamics. A major claim by the group value theory consist the assumption that people want to understand, maintain, and improve the social bonds that exist within groups (Tyler & Lind, 1992, p. 141; see Van Prooijen, Van den Bos, & Wilke, 2004). Therefore, people are concerned about their standing in the group because a high standing within a group validates their self-identity (Festinger, 1954; Tajfel, 1978; Turner, 1979). When people feel socially connected to a particular group, they are more attentive to procedural justice because this provides them with information regarding their position within the group (*i.e. standing*). In contrast, when people have no bonds with a social group, they should logically have no specific interests in their position within it. Therefore the need to be attentive to procedural justice is of less importance. We attained a direct and unobtrusive indication of the psychological significance people attach to procedural indicators by measuring the cognitive activation of the justice and fairness construct (Van Prooijen et al., 2002, Karremans & Van Lange, in press; see also Van Prooijen, Van den Bos, & Wilke, 2004).

We discuss the results of the two studies presented in Chapter 4 together. The results of both Experiment 5—where we used newly developed, graphic measures on which people could indicate their personal position within the group—and Experiment 6—where participants could indicate their personal position on attitudinal scales—showed that intra-group respect determined how people positioned themselves in relation to the others in their group (*i.e. determined their standing*) in terms of being included and having intra-group status. Moreover, post-hoc tests revealed that the newly developed, graphic measures used in Experiment 5 differentiated more accurately between levels of inclusion and intra-group status and explained more variance than the more conventional scales we employed in Experiment 6. In turn, these more conventional measures used in Experiment 6 enabled us to demonstrate that perceived inclusion and perceived intra-group status are two related, but distinct measures to assess people's standing within their group (Van Prooijen et al., in press).

The two studies presented in Chapter 4 revealed that whereas the perception of being respected by other group members enhanced people's alertness to procedural justice as indicated by the cognitive accessibility of justice and fairness concerns (Van Prooijen, Van den Bos, & Wilke, 2002; see also Karremans & Van Lange, *in press*), the notion of being disrespected caused these concerns to become of less importance (cf. Lerner, 2003). Strengthening our predictions, we showed in Experiment 5 that the cognitive accessibility of justice and fairness was positively related to the graphic indicators of both inclusion and intra-group status. Thus, affected by the intra-group respect received from other group members, higher standing within the group in terms of being more included or having more intra-group status do make people more attentive to procedural indicators. However, the ultimate proof for the group value model claim was demonstrated in Experiment 6. In contrast to disrespected participants showed respected group members not only enhanced cognitive accessibility of justice and fairness concerns, in addition, this attentiveness was regulated by the extent to which they cared about the group and their relationship with the others in the group.

Chapter 5

The Impact of Intra-group Respect on Team Effectiveness

In Chapter 5, we validated the experimental results reported in the previous chapters using four samples of data, collected in two battalions of military field teams. We used the novel, experimental findings reported in this dissertation to reveal the underlying psychological process that relates intra-group respect to the effectiveness of teams. Specifically, intra-group respect informs people about their standing within the group in terms of being included and having status (see Chapter 4), and encourages them to exert actual efforts on behalf of the group (Chapter 2 and Chapter 3). Here we argue that these two components of people's standing within the group can increase the effectiveness of teams. Our findings confirmed the assumption that the extent to which people perceive themselves to be respected by the others in the group strengthened their notion of being included within the group. In turn—expressed in higher levels of identification with the group—these feelings of inclusion positively affected people's perspective of the efficacy of their group and their intentions to demonstrate contextual performance. It is important to note that the relation between intra-group respect, team identification and team effectiveness was not only obtained at individual (self-report) level, but was also evident from external ratings of the team's effectiveness (supervisor ratings). In addition, the results presented in Chapter 5 indicated that the more intra-group respect people receive, the higher they consider their intra-group status to be. Consequently, higher levels of perceived intra-group status also encouraged them to engage in contextual performances supportive to their group. Ultimately, the four studies presented in Chapter 5 eventuated in a conceptual model that shows that intra-group respect increases the effectiveness of teams, which eventually can contribute to the successfulness of the organization.

In more detail, the objective of the research presented in Chapter 5 was to provide a conceptual model which empirically confirmed that both perceptions of being included as well as having intra-group status as consequences of intra-respect contributed to team effectiveness. We defined team effectiveness as a total of factors that are supportive for the group and accordantly interact with each other, contributive to the group's performance. To obtain a quantitative indication of the effectiveness of teams, we concentrated on an indication of participants' perceived group efficacy and their intentions to engage in contextual performance. Notably, as we have shown in this dissertation, the perception of being disrespected also enhanced group members' efforts on behalf of the group. However, this behavior does not stem from a concern with the collective (see Experiment 2 and Experiment 4), and therefore, we did not consider this behavior as contributive to the team's effectiveness.

On the basis of two independent samples of professional soldiers in a field situation (*collected in The Netherlands and in Bosnia Herzegovina, i.e. former Yugoslavian Republic*) we tested our specified conceptual model. The results of structural modeling and comparative analyses showed that increased team-identification due to intra-group respect enhanced levels of collective efficacy and contextual performance, whereas the intra-group status communicated by respect positively affected contextual performance. Furthermore, the effect of respect on identification also predicted supervisors' ratings of team efficacy. The findings confirmed our theoretical notion that intra-group respect can induce a collective motive where increases in team effectiveness result from the subjective importance of the team for the self (*expressed in higher levels of identification*), and an individual motive where contributions to team effectiveness are based on team members' perceptions of how the self is regarded by 'the team' (*expressed in higher levels of intra-group status*). More specifically, higher levels of team identification enhanced employees' collective efficacy as well as their contextual performance. Thus, when employees perceived themselves as respected by coworkers in their team, the team subjectively became more important for the employees. As a result, they considered the team as more self-relevant and merged the team's perspective and interest with their own. Additionally, this resulted in stronger beliefs in the efficacy of the team and increased the support of the social and psychological context in which task activities take place.

Moreover, the results showed that intra-group respect increased employees' perceived intra-group status, which subsequently enhanced their willingness to engage in contextual performance. Interestingly, this particular path demonstrates that perceptions of 'how employees think they are regarded by their coworkers' impacts their willingness to support the social and psychological context within their team. In our opinion, this result revealed that the contribution employees commit on behalf of their team not necessarily arises from a concern with the collective, but can also originate from a concern with the 'self'. That is, when showing supportive attitudes and behaviors on behalf of their team, employees' rationale underneath this team promoting behavior is not only formed by the consideration 'what they can do

for the team' (collective motive), but also by the more self-centered consideration 'what the team can mean for them' (individual motive).

To conclude, our data thus show that even in situations that can be critical for the survival of the team as a collective, and for the survival of the employee—which is definitely reality for professional soldiers in teams on a military mission—these self-centered considerations still do play a role.

Hoofdstuk 7

Samenvatting en Conclusies

Hoofdstuk 2

De Paradox van de Niet-gerespecteerden

Ons doel in hoofdstuk 2 was het aantonen van de intrigerende mogelijkheid dat niet alleen de perceptie van gerespecteerd worden, maar ook de perceptie van niet gerespecteerd worden, mensen kan motiveren zich in te spannen voor de groep. Het tweede doel was het verkrijgen van meer inzicht in de motieven die aan de basis liggen van het groepsbelangdienende gedrag dat niet-gerespecteerden mogelijk kunnen vertonen. We introduceerden in dit hoofdstuk de basismanipulatie van intragroepsrespect (zie Branscombe et al., 2002) die in dit proefschrift gebruikt wordt. We baseerden het vermeende respect dat de deelnemers op informatie die zij zelf hadden verschaft op twee domeinen die belangrijk zijn voor het leveren van groepsinspanning, namelijk individuele prestaties en manier van samenwerken. De deelnemers omschreven twee gebeurtenissen uit hun eigen leven die betrekking hadden op hun individuele prestaties en manier van samenwerken, welke werden beoordeeld door de anderen in hun groep in termen van hoog of laag respect.

De resultaten van Experiment 1 en Experiment 2 toonden een nieuw perspectief van de ‘minder gewilden’ binnen sociale groepen aan. Terwijl anderen voor ons hebben aangetoond dat mensen groepsnormen in acht nemen om te laten zien dat ze hun groepslidmaatschap waard zijn, om hun positie in de groep te verbeteren, of zich te gedragen in overeenstemming met de normen en waarden van de groep om te voorkomen dat ze buitengesloten worden (Baumeister & Leary, 1995; Branscombe et al., 2002; Jetten et al., 2002; Noel et al., 1995; Zadro et al., 2004), lieten wij zien dat er nog een ander motief is. Namelijk dat verhoogde inspanning op een groepsbelangdienende taak vertoond kan worden door individuen die psychologisch afstand nemen van de groep (we zullen hier nogmaals op ingaan wanneer we Hoofdstuk 4 behandelen) en uitkijken naar mogelijkheden om de groep te verlaten.

De resultaten van het eerste experiment bevestigden onze voorspellingen. Binnen een situationele context die *collectieve* normen en waarden benadrukte, verschilde de geleverde, *echte* inspanning ten bate van de groep van niet gerespecteerde (laag respect op beide domeinen die belangrijk zijn voor het leveren van groepsinspanning) groepsleden niet significant van de echte inspanning ten bate van de groep geleverd door gerespecteerde (hoog respect op minstens een domein dat belangrijk is voor het leveren van groepsinspanning) groepsleden. In tegenstelling, binnen een situationele context die *individuele* normen en waarden benadrukte, liep de inspanning die gerespecteerde groepsleden leverden ten bate van de groep parallel aan de mate waarin ze werden gerespecteerd door hun medegroepsleden. Dus, deelnemers die hoog gerespecteerd werden op één inspanningsdomein en laag gerespecteerd werden op het andere, leverden minder inspanning ten bate van hun team in vergelijking tot deelnemers die gerespecteerd werden op beide inspanningsdomeinen. Echter, niet gerespecteerde groepsleden (laag respect op beide inspanningsdomeinen) verminderden hun niveau van inspanning ten bate van de groep niet. Zij presteerden even goed als de groepsleden in de individuele situationele context die op beide domeinen hoog respect hadden gekregen.

De uitkomsten van deze eerste studie toonden aan dat in een individuele context, niet gerespecteerde groepsleden niet *minder* inspanning ten bate van hun groep leveren in vergelijking met de inspanning van de gerespecteerde groepsleden. Dit deed ons veronderstellen dat dit gedrag werd gemotiveerd door individuele belangen en niet louter door empathie voor het collectief. Niettemin, de eerste studie leverde geen *onomstotelijke* bewijs dat niet-gerespecteerden zich niet inspanden ten bate van de groep.

In de tweede studie onderzochten we de motivationele overwegingen van de niet gerespecteerde groepsleden. Hiertoe koppelden we de inspanning die de deelnemers konden leveren ten bate van de groep aan motieven die aan de deelnemers werden voorgesteld, namelijk a) inspanning leveren om bij de groep te mogen blijven, of b) inspanning leveren om uit de groep te mogen stappen. Dus, deelnemers konden enerzijds ten bate van de groep werken om ‘in de groep te kunnen blijven’, wat betrokkenheid bij de groep representeerde, of anderzijds ten bate van de groep werken om ‘de groep te kunnen verlaten’ wat een focus op het ‘zelf’ impliceerde. Dit kon ons sluitend bewijs leveren dat verschillende motieven ten grondslag liggen aan het gedrag van gerespecteerde groepsleden en *niet* gerespecteerde groepsleden. Nadat we intragroepsrespect op dezelfde manier hadden gemanipuleerd als in Experiment 1, introduceerden we deze twee motieven. Als voorspeld toonden de resultaten van Experiment 2 aan dat in tegenstelling tot groepsleden die wel gerespecteerd werden, de niet gerespecteerde groepsleden zich vooral inspanden als dit hun een mogelijkheid verschaft om de groep te mogen verlaten. Hiermee bevestigden we ons vermoeden dat groepsleden zich in kunnen spannen ten bate van de groep gemotiveerd door individuele motieven.

Hoofdstuk 3

De Wortel en de Stok

In het derde hoofdstuk van dit proefschrift richtten we ons op de overwegingen die mensen motiveren om zich in te spannen ten bate van het collectief. Verschillend van de studies die we in het voorgaande hoofdstuk rapporteerden convergeerden we meer expliciet op de gedragingen en motivaties van zowel hoog gerespecteerde groepsleden, gemiddeld gerespecteerde groepsleden als niet (laag gerespecteerde) gerespecteerde groepsleden. De resultaten van de voorgaande studies verschaften ons de ogenschijnlijke impressie dat de deelnemers die hoog gerespecteerd of compleet niet gerespecteerd werden op beide domeinen die belangrijk zijn voor het leveren van groepsinspanning zich anders gedroegen dan deelnemers die slechts werden gerespecteerd op of het individuele inspanningsdomein of het manier van samenwerken domein. Meer specifiek hadden we de impressie dat mensen die zichzelf als gemiddeld gerespecteerd zagen in vergelijking tot de anderen in de groep het minst bereid waren om inspanning voor de groep te tonen.

De resultaten van de studies gepresenteerd in Hoofdstuk 3 leggen nieuwe richtingen in intragroepsdynamisch onderzoek bloot. Meer specifiek, door het tegelijkertijd aantonen van een collectief motief, aangespoord door hogere niveaus van affectieve betrokkenheid, en een individueel motief, veroorzaakt door gevoelens van ongerustheid over de hechtingsband met de groep (die resulteerden in een gelijke vertoning van vrijwillige inspanning ten bate van de groep), lieten we zien dat positief gedrag ten bate van de groep niet het resultaat hoeft te zijn van een positieve houding ten

opzichte van deze groep. Daarnaast wordt in Hoofdstuk 3 bewijs geleverd dat verschillen in intragroepsrespect alleen maar de, door de groepsleden geleverde inspanning ten bate van de groep, verhoogden wanneer de groepsleden het intragroepsrespect dat zij waarnamen zagen als bepalend voor hun positie binnen de groep en het intragroepsrespect konden relateren aan hun groepslidmaatschap. Echter, wanneer het ontvangen intragroepsrespect niet werd beschouwd als diagnostisch voor de positie binnen de groep, maar meer als een toevallige respons, dan werd de geleverde inspanning ten bate van de groep niet beïnvloed. Gerelateerd aan de observaties ontleend aan Hoofdstuk 2, was ons primaire doel in Experiment 3 aantonen dat zowel hoog gerespecteerden als niet-gerespecteerden hun inspanningen ten bate van de groep verhogen en gemiddeld gerespecteerden dit niet doen. Voorts bestudeerden we de affectieve relatie tussen mensen en hun groep. Eerder in dit proefschrift specificeerden we dat niet gerespecteerde groepsleden geen bijzondere dwang hadden om hun sociale banden met de groep en de andere groepsleden aan te halen ondanks dat ze meer inspanning toonden dan de andere groepsleden wanneer deze geleverde inspanning er voor kon zorgen dat ze de groep konden verwisselen voor een andere groep (zie Experiment 2). Completerend veronderstelden we dat gerespecteerde groepsleden handelden uit een bekommering met het collectief. Echter, de resultaten van de voorgaande studies lieten niet zien welke motivationele overwegingen in het bijzonder aan de basis lagen van het gedrag van zowel gerespecteerde als niet gerespecteerde groepsleden. Een bijkomend doel van Hoofdstuk 3 was het bevestigen dat verschillende niveaus van waargenomen intragroepsrespect alleen maar de inspanning van groepsleden ten bate van de groep beïnvloedden wanneer zij het respect dat zij verkregen hadden als diagnostisch voor hun positie binnen de groep beschouwden.

In hoofdstuk 3 gaven we de deelnemers hoog, gemiddeld, of laag respect voor informatie die zij zelf hadden verschaft op twee domeinen die belangrijk zijn voor het leveren van groepsinspanning, namelijk individuele prestaties en manier van samenwerken. Deze manipulaties maakten het mogelijk om de relevantie van respectievelijk respect voor individuele prestaties en respect voor de manier van samenwerken aan te tonen op de deelnemers hun affectieve relatie met hun groep en hun inspanning ten bate van de groep. We veronderstelden dat de bijdrage ten bate van de groep geleverd door gerespecteerde groepsleden de resultante is van een gevoel van verbondenheid met de groep en een verlangen om lid te blijven van deze groep. Daarom vroegen we de deelnemers om aan te geven in welke mate ze zich affectief betrokken voelden bij de groep. We veronderstelden dat de verhoogde inspanning ten bate van de groep geleverd door niet gerespecteerde groepsleden voortkwam uit hun bezorgdheid om hun psychologische positie binnen de groep. Om dit individuele motief aan te tonen vroegen we de deelnemers hun bezorgdheid betreffende hun acceptatie door anderen in de groep en de mate waarin ze graag uit de groep wilden aan te geven. De resultaten van Experiment 3 tonen een duidelijk bewijs van de voorspelde verhoogde deelname aan inspanningen ten bate van de groep. In de condities waarin deelnemers anders dan ‘gemiddeld’ intragroepsrespect hadden verkregen, waren hun inspanningen ten bate van de groep significant hoger. Deze resultaten bevestigden de veronderstellingen ontleend aan Hoofdstuk 2 en maakten duidelijk dat verhoogde inspanning ten bate van de groep inderdaad kan worden aangemoedigd door mensen duidelijk te maken dat ze verschillend worden gerespecteerd in vergelijking tot de andere leden van de groep. Als we kijken

naar de motivationele overwegingen die groepsleden hebben wanneer zij zich inspennen ten bate van de groep, lijken de resultaten van de derde studie in overeenkomst te zijn met onze redenering. Hogere niveaus van respect op hetzij het individuele prestatie domein of het domein van de manier van samenwerken zorgden ervoor dat de groepsleden zich meer affectief betrokken voelden bij de groep, zich minder zorgen maakten betreffende hun acceptatie door anderen, en dat zij minder graag uit de groep wilden.

Omdat het design van Experiment 3 het niet mogelijk maakte om de door ons voorgestelde overwegingen die gerespecteerde groepsleden (*affectieve betrokkenheid*) en niet gerespecteerde groepsleden (*bezorgdheid betreffende acceptatie door anderen in de groep*) te koppelen aan hun inspanning ten bate van de groep voerden we Experiment 4 uit. Het overeenkomstige effect dat respect voor individuele gedragingen en respect voor de manier van samenwerken had op onze afhankelijke maten deed ons besluiten om deze manipulaties samen te voegen tot één respectdimensie waarop deelnemers hoog, gemiddeld of laag konden worden geëvalueerd door hun medegroepsleden. Een tweede doel dat we in deze vierde studie hadden, was het repliceren van het effect dat we eerder hadden aangetoond in Experiment 3. Namelijk dat zowel hoge als lage respectevaluaties mensen konden motiveren om zich in te spannen ten bate van de groep. Daarnaast onderzochten we de theoretische aanname die veronderstelde dat verhoogde inspanningen ten bate van de groep alleen maar plaatsvinden als de deelnemers het hoge of lage respect dat ze hadden gekregen van hun medegroepsleden als diagnostisch ervoeren voor hun positie in de groep (De Cremer, 2002; Jetten et al., 2002; Noel et al., 1995), en niet wanneer het ontvangen intragroepsrespect slechts werd beschouwd als toevallige, inconsequente feedback. Daarom manipuleerden we de diagnosticiteit van het respect verkregen van medegroepsleden.

De resultaten van Experiment 4 toonden aan dat deelnemers die hoog of gemiddeld respect hadden ontvangen voor de twee gebeurtenissen (die betrekking hadden op hun individuele prestaties en manier van samenwerken) hogere niveaus van affectieve betrokkenheid vertoonden dan deelnemers die laag respect hadden gekregen voor de twee gebeurtenissen uit hun eigen leven (zie Branscombe et al., 2002; De Cremer, 2002, 2003, De Cremer & Tyler, 2003, Ellemers et al., 2004; Lind & Tyler, 1988; Simon & Stürmer, 2003; Tyler & Lind, 1992; Tyler & Blader, 2000, 2003). In contrast met de gerespecteerde deelnemers vertoonden degenen die niet gerespecteerd werden meer zorgen betreffende hun acceptatie door anderen en gaven aan graag weg te willen uit de groep. Kijkend naar de motivationele basis van de inspanningen die de deelnemers leverden ten bate van de groep lieten de resultaten zien dat de gedragsmatige inspanning die bijdroeg aan de groep inderdaad werd geactiveerd door twee motieven. Dit bevestigt de validiteit van ons argument dat verschillende onderliggende motieven op het oog hetzelfde gedragseffect kunnen veroorzaken: terwijl gerespecteerde groepsleden meer inspanning ten bate van de groep leverden naarmate zij zich meer affectief betrokken voelden bij de groep, spanden niet gerespecteerde deelnemers zich meer in naarmate zij zich meer zorgen maakten om hun acceptatie door de andere groepsleden (cf. Barreto & Ellemers, 2000). Dus in Experiment 4 hadden we succes met het repliceren van het effect op de *echte* inspanning die mensen leverden ten bate van de groep als een functie van het verkregen respect. Zoals we voorspelden, en net als in Experiment 3, toonden hoog gerespecteerde en niet gerespecteerde groepsleden meer inspanning ten bate van de

groep dan gemiddeld gerespecteerde groepsleden, maar alleen als zij het waargenomen respect beschouwden als diagnostisch en dus gerelateerd aan hun positie binnen de groep (cf. De Cremer, 2002; Jetten et al. 2002; 2003; Noel et al., 1995). In de niet-diagnostische conditie, waar aan de deelnemers duidelijk was gemaakt dat het respect dat zij hadden ontvangen niet diagnostisch was voor hun positie in de groep (en dus kon worden beschouwd als toevallige feedback), werd de extra inspanning ten bate van de groep niet waargenomen.

Hoofdstuk 4

Binnen of Buiten zijn

In Experiment 5 en Experiment 6 richtten we ons specifiek op de effecten van verschillen in intragroepsrespect op de waarneming van de deelnemers betreffende hun positie binnen de groep en cognitieve toegankelijkheid van rechtvaardigheids- en eerlijkheidsoverwegingen. Ons doel in deze studies was tweeledig. Het eerste doel was het aantonen van de impact die verschillen in intragroepsrespect hebben op de waarneming bij de groep te horen en status die mensen binnen de groep denken te hebben. Ons tweede doel was het aantonen van een (onbewuste) relatie tussen de mate waarin mensen zich gerespecteerd meenden en hun alertheid op procedurele indicatoren. De intragroepsrespectmanipulatie die we in Experiment 5 en Experiment 6 gebruikten was gelijk aan de manipulatie die we gebruikten in Experiment 4.

We bespreken de resultaten van de twee studies die in Hoofdstuk 4 gepresenteerd worden tegelijk. De resultaten van zowel Experiment 5 als Experiment 6 laten op zowel nieuw ontwikkelde grafische als op meer conventionele schriftelijke indicatoren zien dat intragroepsrespect de positie in relatie tot anderen, die mensen aan zich toekennen binnen de groep, determineert in termen van inclusie en intragroepsstatus. Bovendien laten posthoc toetsen zien dat onze nieuw ontwikkelde grafische indicatoren van inclusie en intragroepsstatus in Experiment 5 gevoeliger zijn en meer variantie verklaren dan de meer conventionele schriftelijke indicatoren die we gebruikten in Experiment 6. Ook konden we met deze conventionele maten aantonen dat inclusie en intragroepsstatus twee verschillende constructen zijn waarmee de positie binnen de groep kan worden vastgesteld (Van Prooijen et al., 2004). De twee studies die in Hoofdstuk 4 gepresenteerd werden, onthulden tevens dat waar de perceptie gerespecteerd te worden door andere groepsleden leidt tot een (onbewuste) verhoogde alertheid op procedurele rechtvaardigheid die wordt aangegeven door de grotere cognitieve toegankelijkheid van gedachten aan rechtvaardigheid en eerlijkheid (Van Prooijen et al., 2002; zie ook Karremans & Van Lange, in press), terwijl de ervaring niet gerespecteerd te worden deze gedachten juist minder toegankelijk maakte. Onze voorspellingen werden in Experiment 5 bekrachtigd door de resultaten die toonden dat de cognitieve toegankelijkheid van rechtvaardigheid en eerlijkheid positief gerelateerd waren aan onze grafische indicatoren van inclusie en status, wat betekent dat een betere positie binnen de groep leidt tot meer cognitieve toegankelijkheid van het rechtvaardigheidsbegrip. Hiermee bevestigen we een aanname die door het group-value model wordt gemaakt (Lind & Tyler, 1988; Tyler & Lind, 1992). In Experiment 6 toonden we aanvullend aan dat in tegenstelling tot niet gerespecteerde groepsleden, groepsleden die wel gerespecteerd werden meer cognitieve toegankelijkheid tot rechtvaardigheids- en eerlijkheidsgedachten vertoonden en dat deze toegankelijkheid

afhankelijk was van de mate waarin ze zich affectief betrokken voelden bij de anderen in hun groep (zie Lind & Tyler, 1988; Tyler & Lind, 1992)

Hoofdstuk 5

De Impact van Intragroepsrespect op Teameffectiviteit

In hoofdstuk 5 hebben we geprobeerd de experimentele resultaten die we in de voorgaande hoofdstukken hebben gerapporteerd te valideren. Hiertoe hebben we gebruikgemaakt van vier datasets afkomstig van twee bataljons militaire veldteams op twee momenten in de tijd (in Nederland en in Bosnië-Herzegovina). We hebben de nieuwe bevindingen die we eerder in dit proefschrift hebben gerapporteerd in dit hoofdstuk aangewend om meer inzicht te krijgen in het onderliggende psychologische proces dat intragroepsrespect aan de effectiviteit van teams relateert.

Meer specifiek, intragroepsrespect informeert mensen over hun positie binnen een groep in termen van inclusie en het hebben van status (zie Hoofdstuk 4), en motiveert hen om inspanning te leveren ten bate van de groep (zie Hoofdstuk 2 en Hoofdstuk 3). Op basis van deze bevindingen veronderstelden we dat deze twee componenten van de positie die mensen binnen hun groep kunnen hebben van invloed kunnen zijn op de effectiviteit van de groep. In meer detail, in Hoofdstuk 5 werd een model gepresenteerd dat een relatie legt tussen de bevindingen uit Hoofdstuk 4: intragroepsrespect leidt tot zowel het gevoel deel uit te maken van het team (weergegeven door een verhoogde identificatie met het team) als het hebben van status binnen het team, en de bevindingen uit Hoofdstuk 2 en Hoofdstuk 3: de waarneming gerespecteerd te worden, leidt tot het leveren van meer inspanning ten bate van de groep (wat bij kan dragen aan een grotere effectiviteit van het team). Omdat de prestaties van militaire teams in het veld moeilijk te meten zijn, hebben we gebruikt gemaakt van indicatoren die de deelnemers zelf moesten invullen, evenals van indicatoren die werden ingevuld door de leidinggevenden van de teams (dit leidde tot een onafhankelijke maat voor de effectiviteit van het team). De militairen in de teams werd verzocht aan te geven in welke mate ze bereid waren anderen te ondersteunen met werkzaamheden en tevens een uitspraak te doen over de doelmatigheid van hun team. De teamleiders werd gevraagd aan te geven in welke mate zij hun teams in staat achtten om een operatie succesvol af te sluiten. Ons model bleek statistisch stand te houden. De resultaten van de analyses over de vier datasets heen toonden aan dat meer intragroepsrespect leidt tot een sterker idee status te hebben binnen het team, wat vervolgens leidde tot een grotere bereidheid tot het ondersteunen van andere militairen in hetzelfde team. Tevens toonden de resultaten aan dat meer intragroepsrespect leidde tot meer identificatie met het team, wat vervolgens leidde tot groter vertrouwen in de doelmatigheid van het team en tevens uitmondde in meer bereidheid tot het ondersteunen van de medeteamgenoten. Als laatste toonden de resultaten van de analyses aan dat intragroepsrespect leidt tot meer identificatie met het team, hetgeen vervolgens een positieve relatie vertoonde met het oordeel van de leidinggevenden betreffende de mate waarin zij hun teams in staat achtten om een operatie succesvol af te sluiten.

Endnotes

Chapter 2

¹ In principle, it should be possible to examine whether different considerations covary with behavioral displays in different cells of the design, however, due to restricted within-cell variances, no reliable correlations can be observed.

² We subjected the three injustice-related Dutch words and the matching neutral Dutch words to a similar analysis. Although this yielded a significant difference for one of the word pairs ($p < .001$), no reliable effects of the experimental manipulations were obtained.

Chapter 3

¹ Branscombe et al. (2002) orthogonally manipulated perceived intra-group respect and group prestige. These authors showed that disrespected members (versus respected members) of a prestigious group were more willing to donate extra time for a voluntary group task when this might improve their *personal* image. This provides evidence of an individual motive. However, this effect only appeared within the prestigious group and not within the devalued group, suggesting that the attractiveness of the group is an alternative explanation for this effect. Furthermore, the authors provided no information about the underlying process to show willingness to donate extra time for the voluntary group task. This makes it unclear if people acted with concerns to themselves or to their group. Moreover, because the task focused on the *willingness* to donate extra time to the subsequent and voluntarily group task to improve both the personal image and the status of the group, no information was gained regarding the *actual* time participants substantially would exert on the voluntarily group task within the donated extra time, or the intensity of participants exertion, causing that these measures cannot be interpreted as actual exertion.

² Due to their normative character, engagement in mandatory group efforts is perceived as an obligatory requirement to function within a group. As a result, people will see engagement in mandatory behaviors as restricted by external control mechanisms, causing these mandatory behaviors to be unrelated to people's motivation. By contrast, engagement in discretionary group efforts is voluntary and consequently more motivationally driven (Tyler & Blader, 2000, 2003).

Chapter 4

¹ We explicitly emphasize that our focus in the current contribution is directed at the cognitive accessibility of justice and fairness concerns, which indicates the activation of the justice and fairness construct unobtrusively. This measure, in our view, has no direct relation with the levels of satisfaction people experience caused by the procedure used or treatment received, or people's evaluation of the procedure or treatment.

2 Participants' perceptual positions of themselves in relation to the others in the group, expressed in the diagrams (see Appendix: Sample question 1), were subjected to a Kruskal-Wallis test, $\chi^2(2,98) = 50.34, p < .001$, followed by Mann-Whitney tests (the high respect condition significantly differed from the average respect condition, $Z = -3.21, p < .001$, and the average respect condition significantly differed from the low respect condition, $Z = -5.33, p < .001$). This justified the reported subjection of the cognitive representation of inclusion to an analysis of variance (ANOVA).

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Curriculum Vitae

Ed Sleenbos was born in Delft, The Netherlands, on February 6, 1974. After his high-school period from 1986 until 1993 (*Athenaeum β*) at 't Loo Voorburg, he began studying Psychology at Leiden University. In 1998 he graduated in both Social and Organizational Psychology and Organizational Education and Training and started to work as a lecturer at Ichthus College Rotterdam. In 1999, he briefly worked as a research supporting staff-member at the department of Social and Organizational Psychology of Leiden University before he became a PhD. student in that same department. The research presented in this PhD. dissertation was conducted at this department between February 2000 and June 2004.

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