Social exclusion: put into context
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Appendix

Supplemental Material Chapter 2

Besides the variables reported in the main article, understanding and justification were measured among actors and targets, for exploratory purposes. In Study 2.1 (Table S2.1), actors indicated how understanding they perceived targets would be ("To what extent do you think Barry understands if he cannot play along in the second round?") and their own justification of the exclusion ("To what extent do you think it is justified if you decide Barry cannot play along in the second round?"). In Study 2.2 (Table S2.2), we measured these variables both among actors and targets. For actors we removed the phrase "To what extent" to make the questions more direct and closer to those answered by the targets. Targets indicated how understanding they were of the exclusion ("I understand I cannot play along in the second round.") and whether they though it was justified they were excluded ("I think it is justified that the group decided I could not play along in the second round."). In Study 2.3 (Table S2.3), we rephrased the question assessing justification among actors to be even more direct ("Do you think it is justified to decide that Barry cannot play along in the second round?"). All other items were identical to those used in Study 2.2. All items were answered on a 7-point Likert scale (1 = *Not at all*, 7 = *Completely*).

Table S2.1

T-test Results for Understanding and Justification Between the Prospective Member and Current Member Condition (Study 2.1)

		Prospective member	Current member	Statistics		
		Mean (SD)	Mean (SD)	t	p	d
Actors	Understanding	4.83 (1.11)	4.49 (1.03)	1.42	.159	0.32
	Justification	4.80 (1.32)	3.90 (1.61)	2.74	.008	0.61

Table S2.2

T-test Results for Understanding and Justification Between the Prospective Member and Current Member Condition (Study 2.2)

		Prospective member	Current member	Statistics		
		Mean (SD)	Mean (SD)	t	p	d
Actors	Understanding	5.08 (1.23)	4.82 (1.04)	1.01	.316	0.23
	Justification	4.49 (1.79)	3.92 (1.71)	1.40	.166	0.32
Targets	Understanding	6.08 (0.97)	6.03 (1.39)	0.20	.843	0.05
	Justification	5.53(1.47)	5.63 (1.56)	-0.29	.775	0.07

Table S2.3

T-test Results for Understanding and Justification Between the Prospective Member and Current Member Condition (Study 2.3)

		Prospective member	Current member	Statistics		
		Mean (SD)	Mean (SD)	t	p	d
Actors	Understanding	4.44 (1.23)	3.33 (1.38)	3.79	<.001	0.85
	Justification	4.24 (1.53)	2.38 (1.65)	5.23	<.001	1.17
Targets	Understanding	4.37 (1.95)	3.37 (1.73)	2.40	.019	0.54
	Justification	3.07 (1.35)	2.79 (1.56)	0.87	.389	0.19

Supplemental Material Chapter 3

Study 3.1: Full Scenario

Low-performance Condition. "Imagine you hear about the initiative of some of your friends to start a football team to compete in a local tournament. It is really important for your friends to win the tournament and the associated prize money. You decide to join them, as you want to be part of the team.

You have never played football before, and at the first training you find out that all your friends are really experienced and competitive. Every time you get the ball something goes wrong, and your team members are sighing, and they are clearly annoyed by the fact that you are so bad at it. They have to run fast and work hard to try to repair your mistakes. After the training your friends are exhausted and annoyed by the fact that you are ruining their chances of winning the tournament next week. Winning the tournament is very important for them. You know that everyone is disappointed in you, and thinks you are a burden to the team.

Think about how you would feel if it had been you who experienced this at the first training. Then you experience the following at the tournament."

Equal Performance Control Condition. "Imagine you hear about the initiative of some of your friends to start a football team to compete in a local tournament. It is really important for your friends to win the tournament and the associated prize money. You decide to join them, as you want to be part of the team.

You have been playing football for a long time, and at the first training you find out that all your friends are really experienced and competitive. Every time you get the ball it goes well, and your team members are supportive, and clearly glad that you are so good at it. You do your share and your team members can count on you. After the training your friends are pleased by the fact that you are improving their chances of winning the tournament next week. Winning the tournament is very important for them. You know that everyone is happy with you and thinks you are a nice addition to the team.

Think about how you would feel if it had been you who experienced this at the first training. Then you experience the following at the tournament."

Exclusion Condition. "The next week you play in the tournament, and you notice in every game that your team members do not involve you in the game at all. Every time they

have a chance to give you the ball, they choose to give it to someone else. You are clearly excluded from the team."

        Inclusion Condition. "The next week you play in the tournament, and you notice in every game that your team members really involve you in the game. Every time they have a chance to give you the ball, they choose to give it to you. You are clearly included in the team."

Study 3.3

Exploratory Analyses. The distress measure used in the current study consisted of 5 items, one measuring guilt, three measuring negative affect, and one measuring burdensomeness to the rest of the group. Although the high Cronbach's alfa (α = .94, throughout three studies) is a strong indication that these 5 items measure the same construct, in this exploratory analysis we looked at these three measures separately. Three independent *t*-tests explored whether low-performers who chose to leave vs. stay in the group differed in how guilty they felt while they were part of the group (i.e., prior to making the choice to stay/leave the group). Differences in negative affect and experienced burdensomeness are also reported.

Guilt, Negative Affect, and Burdensomeness. Low-performers that eventually chose to leave the group had felt more guilty while they were still part of the group (*M* = 5.69, *SD* = 1.19) than those who chose to stay in the group, (*M* = 4.65, *SD* = 1.69), *t*(58) = 2.69, *p* = .009, *d* = 0.72. The differences between the two groups in negative affect were marginally significant, indicating that those who would choose to leave experienced marginally more negative affect (*M* = 4.81, *SD* = 0.91) than those who would choose to stay in the group, (*M* = 4.30, *SD* = 1.31), *t*(58) = 1.68, *p* = .099, *d* = 0.45. Similarly, participants that would later choose to leave felt marginally more burdensome while part of the group (*M* = 5.54, *SD* = 1.36) than those who would choose to stay in the group, (*M* = 4.85, *SD* = 1.71), *t*(58) = 1.68, *p* = .099, *d* = 0.44.

Discussion. The exploratory analyses that compared low-performers who chose to leave the group with those who chose to stay, demonstrated differences in how these participants had experienced underperformance in the group. Low-performers who would eventually leave the group had experienced stronger feelings of guilt while they were still part of the group than those who eventually stayed. This suggests guilt may be an important motivation for leaving a group. Guilt-proneness of a person may then be an important predictor of whether they are likely to leave the group or not when they underperform. This would be in line with recent research demonstrating that guilt-prone individuals are more strongly inclined to avoid situations in which they incur costs on others (Wiltermuth & Cohen, 2014). However, it must be noted that the single guilt-item used in this exploratory analysis may not provide the most robust measurement of guilt. Future research can consider to

employ a multi-item guilt-scale to specifically address the role of guilt or guilt-proneness in the underperforming group members' desire to stay or leave their groups.