

Table S1

Excluded participants per criterion for each study

Study	N_{Initial}	Excluded participants				N_{Final}
		Missing Verticality	Missing	Incorrect		
			Power Affordance	Manipulation Check	Double Participation	
1	68	1	0	0	0	67
2	229	0	0	0	0	229
3	42	1	0	0	1	40
4	58	0	0	0	0	58
5	103	2	0	0	0	101
6	67	0	1	0	0	66
7	168	0	0	9	0	159
8	166	0	0	7	0	159
9	172	0	0	0	0	172
10	100	0	0	4	0	96
11	172	0	0	0	0	172
12	134	0	0	0	0	134
13	117	0	1	0	0	116
14	136	1	0	0	0	135

Appendix SA

Actor's Behavior Manipulations

The text that differs between conditions is cited within brackets with the text used in the norm violation condition followed by the norm adherence condition. In studies that were carried out first with a Dutch and then an English sample names and cultural details were adjusted when necessary. These adjustments are cited within parentheses.

Studies 1 and 7: Work meeting (1st version)

Satisfaxion is a consultancy firm. The company has several departments that have their own specialization. Employees of the company vary widely in terms of their background, expertise, age, and position. Employees typically work by themselves in their own offices, but they also meet in each other's offices sometimes to discuss matters that arise. Today it is time for such a meeting. De Vries (Peter) enters the office of Bruinsma (John). De Vries (Peter) takes a chair, sits down, and [puts his feet on Bruinsma's (John's) conference table / crosses his legs].

Studies 2 and 6: Organizational meeting

K works for a medium-sized consultancy company that employs 20 people. Today is the Annual General Meeting of the company and everyone is expected to be present. [At 12:00 sharp the meeting organizer starts the discussion by listing the issues that concern the company. K arrives late to the meeting (12:10), walks in without knocking, and causes some commotion while getting seated / K arrives well on time (11:50), takes a seat, and gets prepared for the meeting. At 12:00 sharp the meeting organizer starts the discussion by listing the issues that concern the company].

Halfway through the meeting, K really wants some coffee. [Although it's not appropriate, K stands up and crosses through the center of the room to get to the coffee pot. He gets a cup of coffee, grabs the last few cookies leaving none left, and walks back to his seat / But to get coffee, he would have to stand up and walk to the other side of the room where the coffee pot is. Because this would not be appropriate, K decides to wait until the end of the meeting].

Towards the end of the meeting, the issue of mobile phone use comes up. The company has certain rules about using mobiles during working hours, but employees have occasionally expressed divergent opinions on this issue. [One of the employees starts explaining why he finds rules necessary and continues to do so for a few minutes. K disagrees with his colleague and interrupts him to express his opinion: "I don't see your point at all about the importance of rules, rules are there to be broken" / One of the employees starts explaining why he finds rules unnecessary and continues to do so for a few minutes. K disagrees with his colleague and waits for him to finish to express his opinion: "Thank you for pointing out the problems of some rules, but rules are there for a reason"]. Other employees also give their opinions and in the end the organizer rounds off the discussion.

[The meeting has now finished and everybody leaves the room / The meeting has now finished and everybody leaves the room while K crosses through the center of the room to get to the coffee pot. He gets a cup of coffee and a cookie, and heads back to his office].

Study 3: Political debate

Suppose that you are viewing a political debate where the main political candidates participate. At the end of the debate the journalist asks candidates to round off their speech with a few

statements that reflect their core values. Political candidate L replies: “Politicians usually follow social conventions by following the rules. [But rules are there to be broken/ And rules are there for a reason] – this is my core value. [I therefore bend the rules when I deem it necessary/ follow the rules even if I think they are unnecessary]. In my ambition to move this country forward, I will make sure that I [break those rules that prevent us from achieving/ follow all the rules that allow us to achieve] our short- and long-term goals.

Studies 4 and 8: General elections

One of the latest press releases quotes a statement made by one of the political parties’ representatives who has the ambition to become Premier in the Netherlands (Senator in the USA) in the upcoming general elections (Senate elections): “...My goal is to move the country forward and create opportunities for the young. To achieve this, I contend that we need to strengthen the existing regulations. I am convinced that what has made this country successful ever since the Golden Age (our founding fathers started the country) is that our people are prepared to [break/ follow] the rules, even when doing so is difficult. And this is also how we will resurrect ourselves from the current economic situation if my party gets to rule the country: by [bending the rules and regulations whenever necessary/ adhering to the rules and regulations as much as possible]. Rules are there [to be broken/ for a reason] – this has been the guiding principle in my life. And if my party makes it to the coalition government (And if I am elected to the Senate), I will [reconsider, and if needed, circumvent constitutional regulations/ make sure that constitutional regulations are followed] in order to protect our national interests and achieve our goals.”

Studies 5 and 14: Student elections

Participants watched a 180 sec-long film showing a student – in reality a trained actor – who was running as the Dutch representative for a European student council. In his campaign, the student had to show viewers around the university. While showing the university, the actor parked his bike in the [restricted/ allowed] area, [failed to return/ cautiously returned] his tray in the student restaurant, and [talked loudly and disturbed another student/ whispered] while presenting the student library. Below we present a snapshot of the norm violation film on the left and a snapshot of the norm adherence film on the right. The sign in the first couple of snapshots reads “bikes at the bicycle parking/ parking racks please” as translated from Dutch into English.



Studies 9, 11, 12, and 13: Work meeting (2nd version)

“Acceleration” is a consulting company. The company has several departments that have their own specialization. Employees of the company vary widely in terms of their background,

expertise, age, and position. Employees typically work by themselves in their own offices, but they sometimes meet in a conference room to discuss matters that arise.

Today John and Chris have a meeting at 12pm. They are going to discuss the development of a new project. Chris arrives [late/ well on time] for the meeting, greets John, and takes a seat. After discussing the different stages of the project, Chris summarizes his viewpoint “I am happy we set timelines and agreed on general guidelines and when it comes to the implementation of ideas, I always think that we should [be flexible/ remain stable] – we should [not blindly follow the rules, rules are there to be broken/ consistently follow the rules, rules are there for a reason]”.

Study 10: Student committee meeting

The following text appeared after the Verticality manipulation that is reported in Appendix B. Also the last statement is part of the Verticality manipulation.

... Today you are meeting with the Party Planning Committee to discuss the Christmas themed party. The meeting (was/is) supposed to start at 12:00, [but K doesn't arrive until 12:20, which means the meeting started 20 minutes late/ so K makes sure he arrives well on time to prepare for the meeting]. At every meeting coffee and cookies are provided because the meetings are sometimes lengthy. At some point K pours himself another coffee and [grabs the last four cookies on the plate, leaving none left/ grabs another cookie].

Halfway through the meeting, the issue of alcoholic drinks that will be offered during the party comes up. Last year, the committee decided that students will be able to order only certain types of alcoholic drinks. This year, however, the committee members have divergent opinions on this issue. B starts explaining why he finds the drinking restrictions [unnecessary/ necessary] and continues to do so for a few minutes. K disagrees with B [and interrupts him/ but waits for him to finish] to express his opinion: [“I don't see your point at all about the importance of drinking restrictions and rules, rules are there to be broken”/ “Thanks for pointing out the problems of drinking restrictions and rules, but rules are there for a reason”].

The discussion goes on, but at some point the meeting has to end. [You/E], as Head of the Committee, finally [say/ says] that [you/E] will consider the different opinions and announce [your/ his] decision in the next meeting.

Appendix SB

Observer's Verticality Manipulations

The text that differs between conditions is cited within brackets with the high verticality condition followed by the low verticality condition.

Studies 7, 8, and 9: Boss vs. Employee role

We would like you to imagine you are [a boss/ an employee] at a company. Read about the role below and try to vividly imagine what it would be like to be in this role (i.e., how you would feel, think, and act).

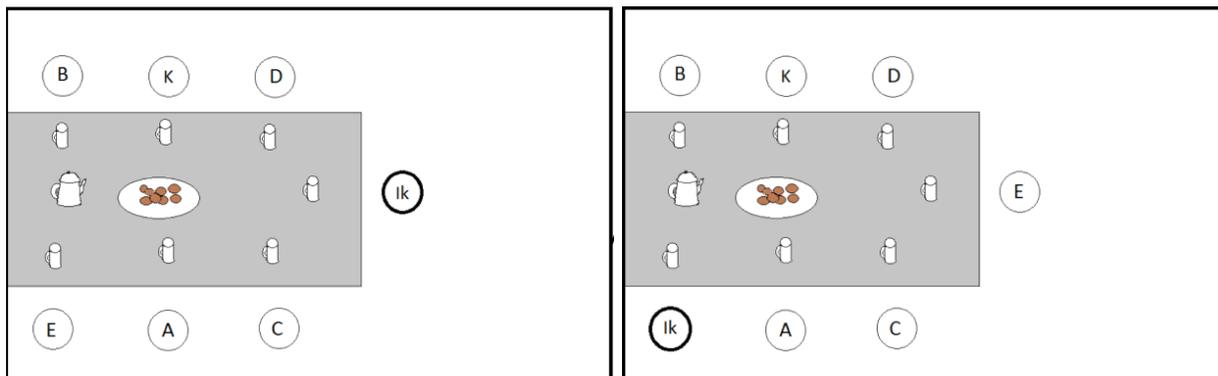
As [a boss/ an employee], you are [in charge of directing your subordinates in creating different products and managing work teams/ responsible for carrying out the orders of the boss in creating different products]. [You decide how to structure the process of creating products and the standards by which the work done by your employees is to be evaluated/ The boss decides how to structure the process of creating these products and the standards by which your work is to be evaluated]. As the [boss/ employee], you [have complete control over the instructions you give your employees/ must follow the instructions of the boss]. In addition, you [also evaluate the employees/ are evaluated by the boss] at the end of each month in a private questionnaire. This evaluation will determine the bonus reward you [give to employees/ get].

In the space provided below, please write down what you would feel, think, and act as someone in this role.

Study 10: Head vs. member of a student committee

One of the pictures below was shown to participants to allow them to visualize and imagine themselves in their high-verticality role (picture on the left) or low-verticality role (picture on the right) in the scenario (please note that "ik" means "I").

You are one of seven members of the Psychology Students' Party Planning Committee. This committee runs for one year before all its members are replaced by new students, so every student who wishes gets a chance to be on the committee. The Committee meets once every week. All of the seven members signed up voluntarily. To ensure that potential conflicts can be settled in a professional manner, one of the seven members is the Head of Committee, and, as Head of Committee, has final say over all the decisions. This year, [you were voted Head of Committee, while members A, B, C, D, E and K make up the rest of the committee/ member E was voted Head of Committee, while you and members A, B, C, D, K make up the rest of the committee].

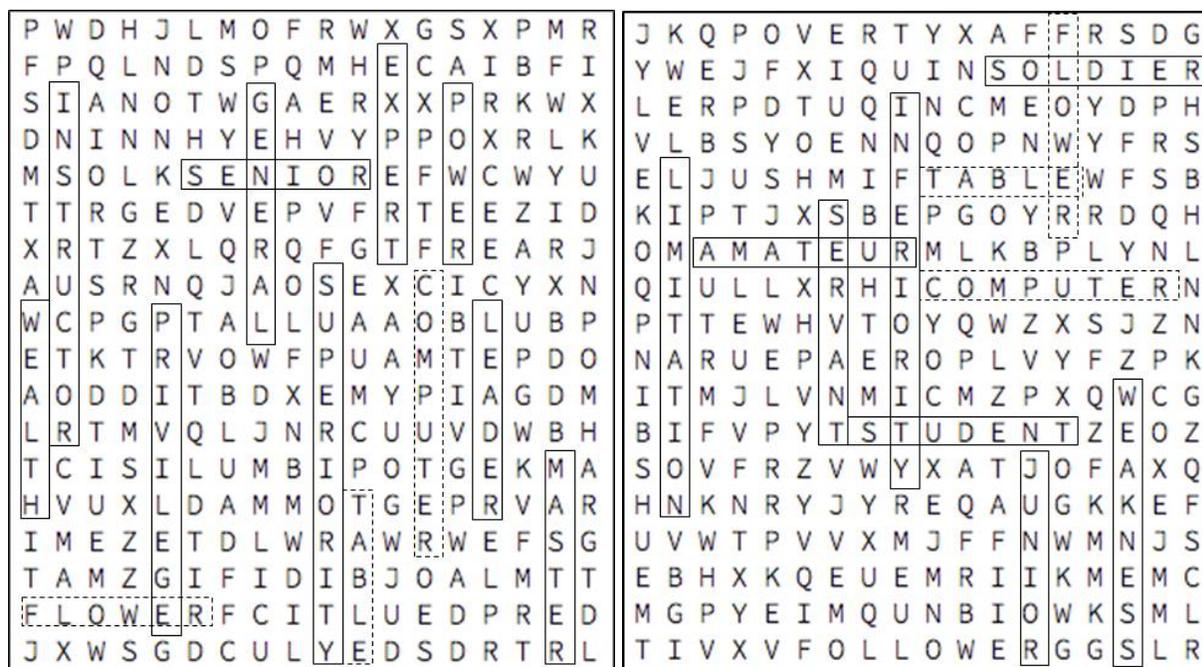


Study 11: High vs. low power experience recall

We would like to ask you to recall a particular situation in which [you had power over another individual or individuals/ someone else had power over you]. By power, we mean a situation in which [you controlled the ability of another person or persons to get something they wanted, or were in a position to evaluate those individuals/ someone had control over your ability to get something you wanted, or was in a position to evaluate you]. Try to relive this situation in your imagination. Please write the initials or given name of this person. Please describe this [high/ low] power situation - what happened, how you felt, etc.

Study 12: High vs. low dominance prime

Participants were instructed to hover over a word search puzzle and write down all the words that were highlighted. The left puzzle was shown in the high verticality condition and the right one was shown in the low verticality condition.



Study 13: High vs. low dominance experience recall

We would like to ask you to recall a particular situation in which you behaved in a [dominant/ non-dominant] way. You were a [forceful, assertive/ submissive, timid] person. [You were/ Someone else was] directing things or in charge of making decisions. You expressed yourself in a [confident and definitive/ hesitant and questioning] way. [You were making suggestions to another person or persons and they did what you wanted/ You followed another person's suggestions and you did what this person wanted].