Preferred Working Styles by the Regulatory Modes of Locomotion and Assessment

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Abstract

We conducted a study to explore the effect of suggestive and directive working styles on regulatory modes. Kruglanski and colleagues (2000) distinguish two manners of approaching goals: locomotion and assessment motivational orientations. Locomotion is described as a desire to move from state to state quickly, while assessment is concerned with comparing alternatives and choosing the "right" one. Autocratic and democratic conditions' scripts were created by the example of "forceful" and "advisory" leadership described in the study of Kruglanski and colleagues (2007). Subjects participated in a word anagram task, after which they completed a short questionnaire about their feelings such as satisfaction, effectiveness, and enjoyment, and filled in the Regulatory Mode Questionnaire (RMQ; Kruglanski et al., 2000). We hypothesized that locomotors would experience higher regulatory fit in the directive condition while assessors would experience higher regulatory fit in the suggestive condition. Assessors were expected to write more words and spend more time on the task compared to locomotors. We did not find support for these hypotheses and further research needs to be executed to know the reasons. Note that assessment orientation was evoked by the democratic condition and the results should be interpreted with caution.

Keywords: regulatory modes, fit, autocratic and democratic, suggestive and directive, leadership styles, working styles.

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The intangible force of motivation in the right contexts is what has gotten humanity so far in many areas of life. As on a societal level, motivation also guides on an individual level and paves a person's life in a certain direction. Even though the direction is important, the manner one moves in that direction can be far-reaching by promoting or impeding the sense of "fit". The motivational tendencies we are guided by can result in different inclinations of work or certain tasks. One way to explain this can be by the regulatory mode theory by Higgins (2000). It captures two regulatory modes which are locomotion and assessment. Since these are different approaches to reach goals, one of them might be more useful depending on the task. Locomotion is a motivational impulse to meet goals quickly and move on to other tasks, whereas assessment penchant is about critical thinking, for example, about which goals to choose. Nevertheless, what would happen if these personal leanings would match the environment that is often out of one's control? Depending on how good of a match is assembled between the external factors and the internal factors, the regulatory fit might be formed which in turn produces positive outcomes such as feelings of effectiveness and satisfaction (Avnet & Higgins, 2003; Stevenson & Hicks, 2016; Benjamin & Flynn, 2006). So, this can result in different preferences for tasks and work environments; or the other way around: the situational context can conduct whether the sense of fit is reached or not. In occupation, leaders have great power to create the work environment and therefore influence how employees feel.

In this research, we explore how social cues that correspond either with locomotion or assessment modes, elicit positive outcomes when coinciding with personal motivation tendencies. It has been found that the job satisfaction increased when the regulatory mode was consistent with the supervisor's attitude – either "forceful" or "advisory" relating to autocratic or democratic leadership styles (Kruglanski et al, 2007.). People scoring high on locomotion

mode experienced more regulatory fit with autocratic leaders in their workplace while high assessors - with democratic leaders. This gives an insight into what type of environment makes which people feel successful and motivated at work. Nevertheless, it is reasonable to assume that the same applies in approaching other tasks in life besides occupation. Finding out which approach, either more directive or suggestive, suits who better in other areas of life might suggest ways to help people thrive or choose a more fulfilling way to engage in tasks themselves to flourish.

Self-regulatory modes: locomotion and assessment

Kruglanski and colleagues (2000) describe locomotion and assessment as self-regulatory functions which activate a manner in which one approaches a situation at hand. Locomotion is more concerned with moving from state to state and accomplishing a goal, while assessment is involved in choosing the end state and weighing alternatives to get there. High locomotors are focused on progress, so they choose attainable goals and desire to engage immediately and quickly when moving through tasks. High assessors are dedicated to learning what is the right thing to do, finding errors, when choosing a goal, they emphasize the value of a goal instead of the expectancy of attainability. An evaluation of choices and commitment of resources to cultivate the action are independent and both needed to succeed in complex tasks or create an optimal gain. However, pure assessment is linked with accuracy and the desire to choose; to choose, assessors must analyze and compare a lot of information, so they take longer to complete a task. This is the opposite for locomotion orientation; It is associated with action and fast goal-pursuit. In short, while assessors think, locomotors do.

Locomotion and assessment in relation to leadership styles

Kruglanski et al. (2000) speculated that predominating locomotors would prefer autocratic leadership, minimal debate, and few or no alternatives to choose from, maximum activity and incline for legitimate power. Assessors, on the other hand, would lean toward

democratic leadership, participatory decision-making processes, and informational power or expertise. Indeed, Kruglanski and colleagues (2007) found greater job satisfaction provided regulatory fit with their supervisors' influence strategies, "forceful" strategies fitting high locomotors, and "advisory" strategies fitting high assessors. The study offers that a fit between an employee's regulatory orientation and their manager's influence style increases job satisfaction while a non-fit can decrease satisfaction. Provided a regulatory fit, people are more persistent and involved in what they do. Since the means of goal pursuit can be determined by other people, especially in an organizational setting, regulatory fit or non-fit is an intrapersonal experience. In the study, they used five social powers which relate to autocratic and democratic leadership styles and in the paper were referred to as "forceful" and "advisory" respectively. Researchers discovered that locomotion was positively correlated to coercive and legitimate power while the assessment was not; and expert, referent, and reward were positively correlated with assessment orientation and not locomotion. Likewise, locomotion positively correlated with a "forceful" power base and assessment with an "advisory" power base. They also examined locomotion and assessment in relation to the directive (related to "forceful"), participative (related to "advisory"), achievement-oriented, and supportive leadership strategies. Confirming their hypothesis, results reveal locomotion to be positively correlated with "directive" strategic style, whereas assessment with "participative" strategies. Neither self-regulative mode was correlated with "supportive" leadership and both were positively correlated with "achievement" strategic style. Findings imply that social influence strategies can affect life satisfaction through self-regulation interactions and that social influence will be effective as long as it is in agreement with personal motivational tendencies.

Studies on outcomes provided a match between external and internal factors persistently shows to be positive. When one pursues their goals in accordance with their

regulatory mode, they are more satisfied with the outcome of decisions made during the process because of a sense of fit. (Avnet & Higgins, 2003). In the study, participants were induced with either locomotion or assessment orientations and randomly allocated to either a full evaluation strategy condition, which fits an assessment orientation, or elimination strategy condition, which suits a locomotive mode. Results showed that subjects were willing to pay more money for a chosen product when the choice strategy they used was fitting to the regulatory orientation they were induced with, which confirms the hypothesis that in the case of choice strategy fit, the outcome value increases. Avnet and Higgins (2003) conclude that value from fit can be transferred to the outcome value. More broadly, the study by Stevenson and Hicks (2016) shows that happiness is positively correlated with the decisional fit which occurs when people apply their preferred thinking style to the decisions they have to make. I ntuitive thinkers tend to choose an intuitive decision style while rational thinkers prefer rational decision making which is shown to create positive affect by means of regulatory fit.

The present study

Consistently literature provides evidence for the value transferred from the fit (Kuglanski et al., 2007; Avnet & Higgins, 2003; Stevenson and Hicks, 2016; Benjamin & Flynn, 2006). Since locomotors are movement driven, their motivation stems from moving forward in a direct manner, achieving goals at a quick pace, they will sense fit in an environment, where the goal is clear, they know what to do and they are able to do it quickly (Kruglanski et al., 2000). Perceived important decision-making, on the other hand, might throw them off, while in this kind of environment a high assessor would thrive. Their righteous nature draws them to scrutinous analysis and careful furtherance on tasks. On these grounds, we hypothesize that in our study, locomotors would experience more positive outcomes of working on a cognitive task when it is presented in a way that leaves them with less autonomy, clear instructions, and a reminder of the time limit, whereas the assessors

would feel more satisfied perceiving a choice to be made in an advisory condition (choosing their way around a task). The task participants will engage in, is a word anagram task which simply represents an activity to undertake. The choice condition will most likely elevate the experience of fit for high assessors, but not high locomotors, and the confined condition will most likely enhance the experience of fit for high locomotors but not high assessors. Additionally, since assessors are motivated by the "right thing to do", we speculate that instructions will encourage them to put more effort into the task, so spend more time on the word anagram task as well as look and find for more words compared to locomotors.

Hypothesis 1. High locomotors will experience more positive outcomes in an autocratic type of working style.

Hypothesis 2. High assessors will experience more positive outcomes in a democratic type of working style.

Hypothesis 3. Assessment is positively associated with writing down more words and spending more time in the anagram task, whereas locomotion is not directly associated with the number of words and time spent.

Methods

Participants

We recruited 99 (female = 79; male = 19; non-binary = 1) international students of the University of Groningen. The participants were first-year psychology students and were between 18 and 33 years old (M=19.82; SD= 2.33). The only prerequisite for participating was that people were asked to show up for the study awake and alert. Participating was voluntary and in exchange for 0.5 course credits.

Procedure, design, and materials

We used a laboratory with five rooms, each of them had a computer. Two rooms on the left were meant for condition 1 and two rooms on the right - for condition 2. The middle room was used by the researcher. Scripts for different condition manipulations were created based on the descriptions of autocratic and democratic conditions in the study of Kruglanski and colleagues (2007). Keywords guided the leaders in instructing the participants about the task (see **Appendix**).

We invited the participants to come to the laboratory for psychological research at the faculty of Psychology in Groningen. The participants were randomly assigned to one of two conditions - authoritarian leader condition or democratic leader condition. The study was administered by four different researchers (all female, aged 21-22). The one present at the laboratory at a given time played the role of both the directive and advisory leader in the specific condition and handled every participant on an individual basis. The difference between the two conditions is characterized by either making choices yourself or choices that are being made for you. To create this distinction in reality there were multiple steps to manipulations in both conditions.

Our study was experimental, manipulating the conditions assigned to the participants. We used a between-subjects design, namely two conditions for the type of leadership (authoritarian vs democratic) and two orientations (locomotion vs assessment). The independent variables were the types of leadership conditions and orientations. The dependent variables were the level of satisfaction and effectiveness of the participants.

Condition 1 was the authoritarian condition. The leader followed the authoritarian script. In this condition, there were multiple components to the manipulation. The first component was the leader choosing the room the participant was going to be in. The second component was choosing the condition for the participant on the computer, while the participant watched the leader make the choice for them. The leader chose between the numbers 1, 3, 4, 5, and 6. The numbers represented a different version of the task. In reality, all those numbers led to the same task, the participant only thought they were getting a certain version. The leader told the participants about their task and told them they could receive points for each correct answer, and if they ended among our top performers they would receive extra course credits. They were also told that the items varied in difficulty. Both statements were untrue and part of the manipulation. Encouragement of keeping the time in mind was expressed.

Condition 2 was the democratic condition. The leader, in this condition, used the democratic script. First, the leader on the forehand chose task number 2, so the participant would not see that a choice was made for them when entering the room. The participants in this condition were also allowed to choose their room themselves after the leader told them so. The next component is another choice: the leader explained the task, telling them that they could make a choice between hard or easy anagrams. The easy anagrams would give them 1 point per correct answer while the hard anagrams would give them two. In truth, there was no difference between the easy and hard choices. They were also told they would receive extra

course credits if they made it to the top performers, which was also a manipulation. Encouragement of choosing wisely was expressed.

The goal of both conditions was for the participants to complete a word anagram task. The word anagram task consists of six items in total. After this task, the participants completed a short questionnaire about their feelings of satisfaction, effectiveness, enjoyment, the difficulty of the task, an evaluation of the leader, and their personal importance of a good performance. Finally, they filled in the Regulatory Mode Questionnaire (RMQ; Kruglanski et al., 2000), which assesses individual differences in locomotion ($\alpha = 0.745$) and assessment ($\alpha = 0.703$) orientations. On average, the participants spent 17,9 minutes in the room to complete the whole study.

Results

Preliminary analysis

To start our analysis we concentrated on the assumptions check. The assumptions of normality, linearity and homoscedasticity were assessed. Concerning the assumption of normality, we examined the variables of locomotion, assessment, and log time average. Using the Shapiro Wilk test, we found out that locomotion scores were not normally distributed with W(99)= 0.973, p= 0.041. Additionally, the Shapiro-Wilk test indicated that assessment scores were normally distributed ($W(99)= 0.986$, $p=0.40$). Nevertheless, we reported evidence of non -normality for the variable representing average time spent on the task ($W(99)= 0.932$, $p <0.001$). The scores were skewed because of a clear starting point (0) therefore the logarithm function was needed for the analysis. We also examined the assumption of homoscedasticity by using Levene's test. For the Assessment scores ($F=0.062$, $p=0.804$) and the Locomotion scores ($F=0.160$, $p=0.690$), we concluded that the homoscedasticity assumption was met. The assumption of homogeneity of variances was met both for the assessment and locomotion variables ($p>0.05$), as well as the linearity assumption which was checked with the Q-Q plots. While running the analysis, we observed an effect of the conditions on the assessment and locomotion scores. Participants assigned to the democratic condition scored significantly higher on assessment scores compared to locomotion scores ($F(1)= 6.975$, $p<0.05$). Figure 1 illustrates this. Thus, being assigned to the democratic condition might have elicited an assessment orientation. Therefore, we must interpret the next results with caution, and with this thought in mind.

Hypothesis testing

This experiment aimed to investigate the effect of regulatory fit by assessing whether a leadership style matches individuals' regulatory orientations. Hypotheses were drawn up.

When we take the first and second hypotheses together, our first expectation was that assessors would feel more effective, satisfied, and happy with a democratic leader, whereas locomotors would feel more effective, satisfied, and happy with an authoritarian leader. In other words, if these hypotheses are found in the results, regulatory fit can be inferred. We also hypothesized that assessors would write down more words and spend more time on the anagram task compared to the locomotors. Our dependent variables involved the level of satisfaction, effectiveness, enjoyment, and importance regarding the task as measures that relate to regulatory fit. Cronbach's alpha was high enough to summarize the measures as one "regulatory fit" variable (α=0.759). One important point is that for all the results found, we controlled the variables of gender and condition.

Concerning the first hypothesis, no significant results were discovered. Indeed, we speculated that participants categorized as assessors would feel more satisfied with a democratic leader. Our results suggest that no difference exists between the level of satisfaction of an assessor in condition 1 or 2 ($F(1, 88)=2.110$, $p=0.150$). Additionally, we found the same result regarding the variable locomotor ($F(1, 88)=0.025$, $p=0.876$). It was not statistically significant, thus there exists no statistical difference between the level of satisfaction of a participant who is locomotor in the democratic or the authoritarian condition ($F(1)=0.024$, $p=0.876$). We conclude that taking into account these regulatory fit scores, no difference was found between the regulatory orientations and the leadership style. However, one interesting finding emerged: we found evidence that a higher score on the variable locomotion increased the variable of Regulatory Fit significantly ($F(1)=7.306$, $p<0.05$). In other words, the task might have been more suited to locomotors overall, independent of the condition they were in. We also postulated that locomotors would prefer the absence of choice whereas assessors would prefer the presence of choice, which was not supported because

there were no distinct regulatory fit experience scores.

We also hypothesized that assessors, due to their focus to do the "right" thing, will write down more words compared to locomotors. We found no results that were statistically significant between the number of words written by participants high in locomotion or assessment regulatory mode ($F(1)=0.245$, $p=0.622$). Another hypothesis concerned the time spent on the word anagram task. We posited that assessors, due to their high involvement, will spend more time on the tasks compared to locomotors. Contrary to our speculation, the data suggest that there exists no evidence of a difference between locomotors and assessors in terms of the amount of time they spent on a task ($F(1)= 0.679$, $p=0.412$). However, when we focused on the variable "LogTimeAvg", we identified that when this variable increases, the scores on Regulatory Fit increase as well. The results were significant ($F(1)=4.121$, $p<0.05$). In other words, people that genuinely enjoyed the task thus had a high score on regulatory fit, spent more time on the task.

Exploratory analyses

In general, we did not find any significant results supporting our hypotheses. Therefore, we decided to look into more details at our data set, and additional findings were discovered. Indeed, we manipulated the variable "condition" (democratic VS authoritarian) and found that this manipulation had an influence on the participants. First of all, we looked at the condition of the participants and the time spent on the word anagram task. Interestingly, participants assigned to the "authoritarian" condition spent significantly less time on the task ($M = 4.25$, $SD = 0.253$) compared to participants allocated to the "democratic" condition ($M = 4.54$, $SD = 0.244$). In other words, the difference between the two conditions is significant regarding the average time spent ($F(1)=4.427$, $p<0.05$).

Discussion

In this study, we researched whether the findings of Kruglanski and colleagues (2007) would apply to tasks other than professional work. We explored whether the sense of fit is going to be promoted by the directive environment for high locomotors and a suggestive one for high assessors in a word anagram task. In addition, we hypothesized that due to the righteous nature of assessment motivation (Kruglanski et al, 2000), high assessors would exert more effort by writing down more words as well as spending more time on the task.

Hypotheses were not supported by the data gathered from first-year psychology students. We found no evidence of elevated regulatory fit experience for locomotors in the autocratic condition compared to the democratic condition as well as for assessors in the democratic condition compared to the autocratic one. Locomotors were not recorded to be more satisfied, effective, enjoyed, and happy in the autocratic condition than the ones in the democratic condition. Likewise, assessors did not display more satisfaction, effectiveness, enjoyment, and happiness in the "advisory" condition than in the "forceful" condition. Furthermore, opposite to our expectations, assessors did not demonstrate greater effort exhibition than locomotors. The difference between the number of words written by people regulating themselves in an assessing manner and locomotive manner was non-significant just as the time spent on the task.

We found no evidence of the effect of suggestive, or directive leader-created environment on people's experience of regulatory fit, contrary to what researchers have previously found (Kruglanski et al., 2007). Nevertheless, results should be interpreted with caution as we observed the condition directly influence the independent variable of motivational orientation. The results were unintentionally manipulated and therefore, are not necessarily meaningful. Yet, results of exploratory analyses show that regulatory fit variable associated with locomotion as well as time spent on the task. The prolonged time spent could

be explained by the liking of the word anagram game. The study by Stevenson and Hicks (2016) revealed that happiness was more positively correlated with intuitive thinking than with rational thinking. Thinking styles could be logically equated to regulatory modes, intuitive thinking would go hand in hand with locomotion and rational thinking style would relate to assessment regulatory mode. Regarding the Big Five, locomotors seem to be more extroverted and conscientious while assessors are more neurotic and may display greater emotional variability as well as focus on self-evaluation (Kruglanski et al., 2000). The emotional variability of assessors explains why, in general, reaching a happy, enjoyed, or satisfied state could be so much more difficult for them. As assessors are critical and precise, there might be subtle environmental particularities than needs to be in place to match them. They may need more help to reach regulatory fit while locomotors are in general more at peace with tasks focusing on the end-goal. This should be considered when conducting such studies and perhaps offered a happiness scale beforehand to observe the change in their state after the condition is presented. However, if it is possible to take on locomotive orientation and diminish the perfectionism inside, one might become happier and flourish while progressing through life intuitively rather than taking every step of their way so seriously (Stevenson & Hicks, 2016). On the other hand, the word anagram task could have simply fitted locomotion more than assessment, or the leader script of the democratic condition might have deadened the fun by eliciting performance anxiety.

Limitations and future directions

It is unknown what was conveyed by our manipulation. Although it did not work as intended, it could be regarded as too weak at least for the effect on fit to arise. This could be one of the explanations for the disparity between our findings and the literature mentioned above. Perhaps, the task itself was not personally important enough even though the reward was offered. The incentive of additional 0.3 credits on the condition of being among the top-

performing students might have been regarded as too small or the goal as irrelevant or unattainable. Automatically the task would lose the potential for providing positive outcomes. A sense of an achievable goal could be raised by a clear criterion when it would be reached, such as a precise number of correct answers or a definite period that they should complete the task in. A different game that grants more fun should not change the results since the activity itself does not matter as we were trying to generalize the findings of Kruglanski and colleagues (2007) to other, more general tasks. To provide relevance to the students and switch the study up even further an idea could be to administer two different online ways (quizzes) to learn relevant course information and see how well they perform after a series of practices and survey out which of the two they experience greater regulatory fit. Since the Covid-19 outbreak, the University of Groningen offered an online learning tool for the courses that have multiple choice exams as an additional assignment. This is one of the spaces to explore the regulatory fit theory.

Nonetheless, the democratic condition showed to have an impact on the participant's motivational orientation scores: participants assigned to the democratic condition scored significantly higher on the assessment mode than on locomotion. The manipulation of the democratic leadership condition elicited assessment orientation. One reason for this could be the population examined. Students belonging to a university can be seen as in general vastly compliant and meticulous to meet expectations. Such intent can be too strong for the manipulation to work as intended. A suggestion for future studies is to study a broader sample as well as make it an online survey to receive more applicants. Otherwise, further research needs to be executed to understand the reasons for the theory of regulatory fit not applying to the student population. It could be helpful to observe which wording starts to go overboard to manipulate the motivational orientation. For example, to be one of the best-performing students might have been too stimulating for a scholar.

Another point to consider is the categorization of the regulatory orientations. We classified one as an assessor if they scored higher on assessment than on locomotion and vice versa. However, one of the modes is not necessarily prominent only because they scored one or two points higher than on the other mode. Just as we formulated our hypotheses, the literature also speaks about and focuses on the markedly locomotive or assessing people. Possibly there is a middle position and his should be taken into account by either excluding participants without one strong motivational tendency or having a separate division for the moderate locomotion and assessment tendencies. A level of a suggestive-directive external factor matter since low assessors might not desire to take on the responsibility of a very important decision, however, maybe they would like to be trusted and regarded within smaller matters. Perhaps a low locomotive would not yearn to only follow the orders but would enjoy being included in a brainstorming session even if their ideas are not developed further. Establishing the "in-between" would bring out a more realistic view of motivated behavior.

Since we observe that the condition starts to manipulate the independent variable, it can be questioned whether a regulatory mode is even a stable trait. Even though Benjamin & Flynn (2006) suggest that a match between the leadership style and the subordinates' motivational orientations, might bring out motivational benefits and greater leader evaluation, they also observe that motivational orientation can be manipulated. They propose that regulatory modes can be changed through the right priming. This is what our data suggests: we provided students with the right priming in the democratic condition to evoke assessment motivation. This is a recommendation for more longitudinal observational studies in different settings and occasions to see if one is significantly more prominent than the other orientation. A related proposition would be to research the ergodicity of regulatory orientations. In the case of non-ergodicity intraindividual analysis should be applied to gain a valid perspective on the matter (Molenaar & Campbell, 2009). Internal worlds are dynamic and deviate with

time which explains different outcomes when interacting with the same or similar environments. To know whether motivational orientation is a person-specific process would be valuable for acknowledging the importance of personal deviations on different occasions or could lead to a more balanced theory besides the two extremes. People shifting in their motivational tendencies is favorable since it reveals a person's adaptability to the environment. It might be interesting to study who is more easily adaptable and what effects of regulatory fit can they reach. Even though, we all seek fit with our environments, especially the ones we can control, happiness and satisfaction are subjective matters and are brought by personally meaningful goals, activities, people, and environments. However, meaning can change once one's desire is fulfilled, to illustrate, they might want to connect deeply on a Wednesday and on a Friday, they already would rather have a small talk with a stranger. Similarly, they might like to be a leader on a Wednesday and on a Friday, they would rather be led. These internal fluctuations are complex and desire fulfilment is only one example. People deviate in their preferences and can be affected by different outside factors differently, depending on the day. Then, fit would not only be a subjective sense based on a match between external factors and internal tendencies but could also be time-bound as internal attractions shift changing the outcomes of the interactions with the outside world.

Conclusions

The data obtained from psychology students do not provide significant results concerning our hypotheses. We found no evidence that democratic condition promoted a sense of fit for the assessors as well as autocratic condition elevated regulatory fit for the locomotors. Assessors did not spend significantly more amount of time on the task and did not write more words compared to locomotors. Even though the suggestive condition was strong enough to elicit the assessment orientation, this condition does not provide enough material to achieve a significant difference in the sense of fit for assessors compared to

locomotors. The cause for such results remains unclear and requires further research to understand which wording overstimulates the student. Regulatory fit correlated with locomotion and the time spent on the task which could imply that assessment mode could signify difficulties in reaching a happy state. However, these results are to be taken with a grain of salt as in general, the study is inconclusive. Suggestions such as including a category for the moderate level of motivational tendencies, studying a broader sample, and having the study online should be considered. All in all, as our study shows, a democratic condition triggered an assessment regulation which implies that people can shift in their regulatory modes depending on their environment and this could be the focus of further studies on the regulatory mode theory. Preference for working styles could shift not only depending on the environment but also on internal deviations and interplay within a person. We all seek fit, and happiness could be brought by different things to different people.

Appendix

Scripts for the 2 conditions

Democratic condition

"Welcome!

Thanks for participating in this study. You will get a seat in one of the rooms here.

Your goal is to complete a word anagram task. **You may choose between two different tasks: 1) an easier one that earns one point** for every correct solution and 2) **a harder one that earns two points for every correct solution.** You will receive a bonus of 0.3 additional SONA credits if you are among the top performers, so **choose** your task wisely. Finally, when you are done with the tasks, two more questionnaires will follow on the screen. After that, you are done and you can call me.

Good luck!"

Authoritarian condition

"Welcome!

Thanks for participating in this study. **I would want you to take place in this room.**

Your goal is to complete a word anagram from **a list of different versions. I am going to choose your version when we enter the room.** For every correct solution you find, you will receive one point. The items vary in difficulty - **you will start with easier ones and then move on to more difficult ones.** You will receive a bonus of 0.3 additional SONA credits if you are among the top performers, **so don't forget about the time limit you have**. Finally, when you are done with the tasks, two more questionnaires will follow on the screen. After that, you are done and you can call me.

Good luck!"

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Tables and figures

Table 1

ANOVA Omnibus tests

	SS	df	F	p	η^2p
Model	228.7713	10	2.65059	0.007	0.231
LogTimeAvg	51.5427	1	4.12054	0.045	0.046
AsScore	30.0912	1	2.40561	0.124	0.054
LocScore	91.3874	1	7.30589	0.008	0.075
CONDITION	-4.55e−13	0	NaN	NaN	0.002
Gender	28.6726	1	2.29221	0.134	0.080
AsScore ✻ CONDITION	26.3971	1	2.11029	0.150	0.024
LocScore ✻ CONDITION	0.3065	1	0.02450	0.876	0.000
AsScore ✻ LocScore	0.0158	1	0.00126	0.972	0.000
CONDITION ✻ Gender	0.3581	1	0.02863	0.866	0.000
Residuals	1100.7681	88			
Total	1329.5394	96			

Note. Dependent variable = Regfit; Shapiro Wilk: Locomotion (α = 0.745) and Assessment (α = 0.703)

Table 2

ANOVA Omnibus tests

	SS	df	F	p	η^2p
Model	1798.1	6	0.672	0.672	0.042
LocScore	392.3	1	0.717	0.399	0.006
AsScore	78.9	1	0.144	0.705	0.010
CONDITION	405.0	1	0.741	0.392	0.008
Gender	201.6	2	0.184	0.832	0.005
LocScore ✻ AsScore	720.3	1	1.317	0.254	0.014
Residuals	50306.9	92			
Total	69400.3	99			

Note. Dependent variable = WordsTotal

Table 3

ANOVA Omnibus tests

	SS	df	F	p	η^2p
Model	2.9685	6	1.2686	0.280	0.076
LocScore	0.2383	1	0.5311	0.468	0.004
AsScore	0.0127	1	0.0282	0.867	0.012
CONDITION	1.8570	1	4.1383	0.045	0.043
Gender	0.3795	2	0.4229	0.656	0.010
LocScore ✻ AsScore	0.4811	1	1.0720	0.303	0.012
Residuals	41.2830	92			
Total	205.3804	99			

Note. Dependent variable = LogTimeAV

Table 4

One-Way ANOVA (Fisher's)

	F	df1	df2	p
LocScore	0.499	1	97	0.482
AsScore	6.924	1	97	0.010
LogTimeAvg	4.888	1	97	0.029
RegFit	0.363	1	97	0.548
WordsTot	1.041	1	97	0.310

Note. Grouping variable = Condition

Figure 1

Interaction of Assessment and Locomotion

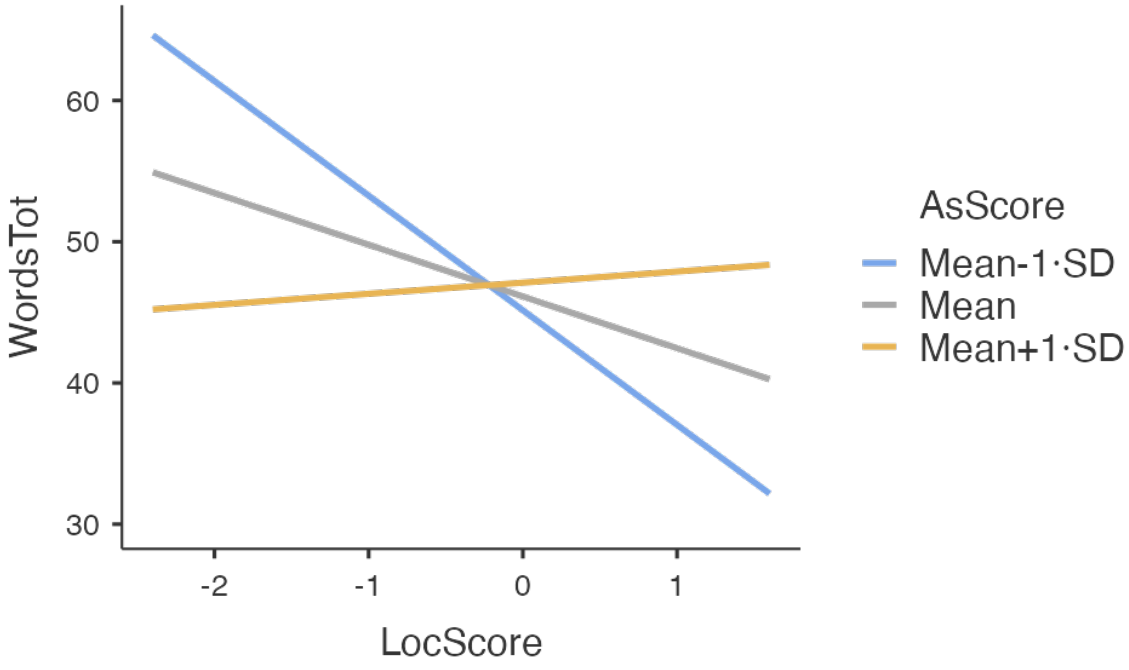

Figure 2

Interaction of Locomotion and assessment

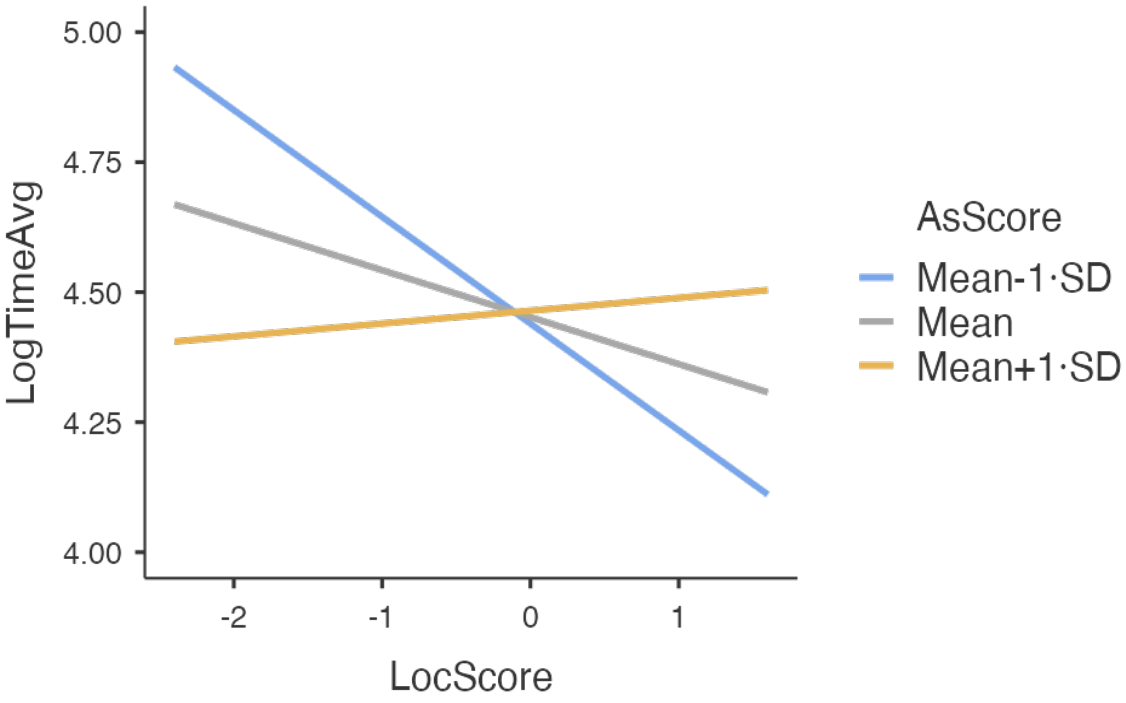

Figure 3

Difference in time spent in the 2 conditions

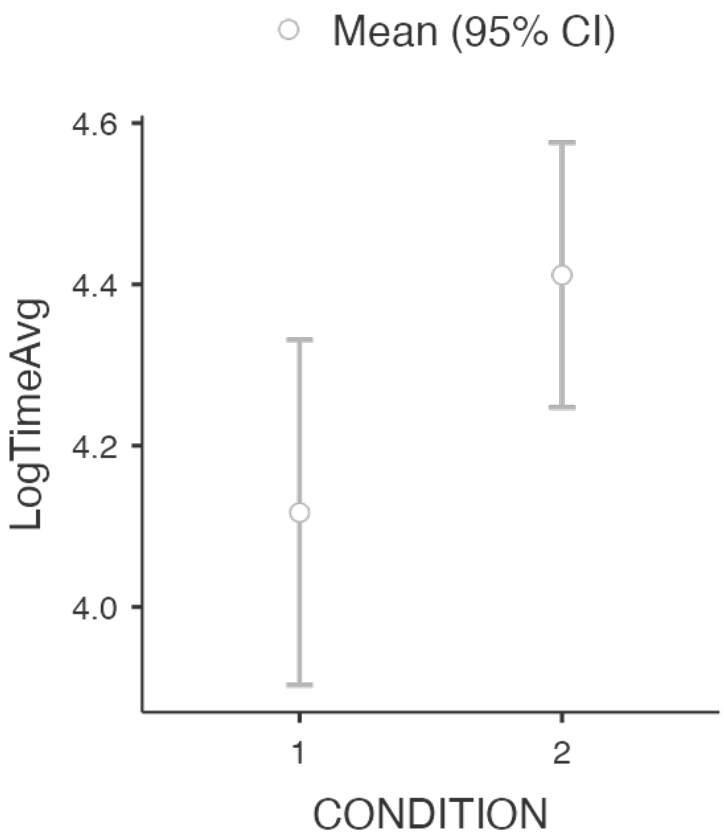

Figure 4

Difference in assessment scores in the 2 conditions

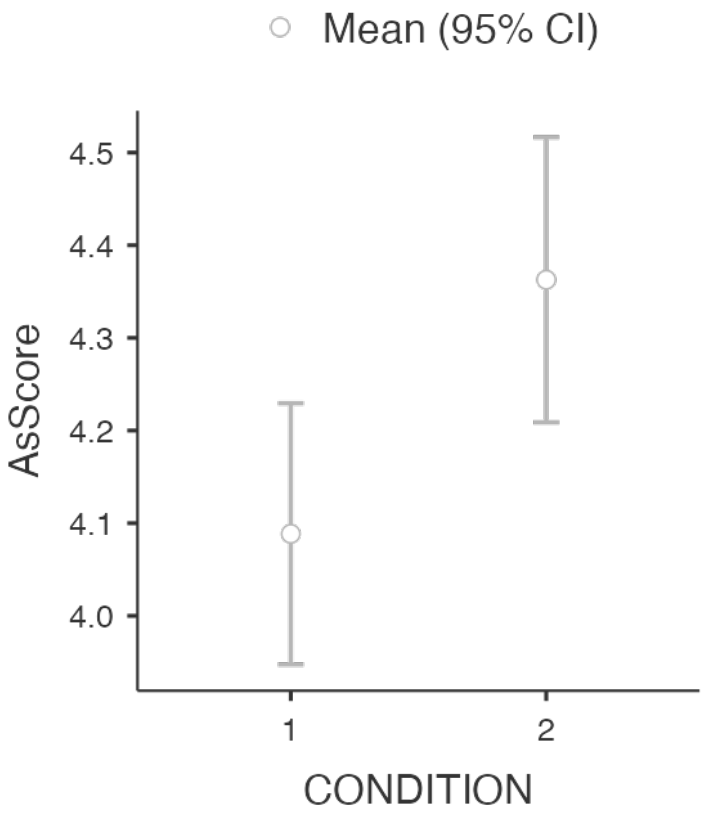

Figure 5

Difference in locomotion scores in the 2 conditions