SUPPORTING INFORMATION

Losing Face and Sinking Costs: Experimental Evidence on the Judgment of Political and Military Leaders

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(in press at International Organization)
A Appendix: Comparison of Sample Populations

Figure 6: Comparison of Sample Distributions Pictured here are distribution for the Leader and Control samples for Age, Education Level, Socio-Economic Status, and scores on the Cognitive Reflection Task and Wechsler Adult Intelligence Scale. Outliers are labeled as blue dots (●).
B Appendix: Leadership Scales

Objective Leadership Scale
Composite of the following questions ($\alpha = .80$):

1. “How many people do you manage?”
2. “How many people are subordinate to you?”
3. “What is the maximum number of people that you have managed?”
4. “What is the maximum number of people that have been subordinate to you?”

Subjective Power Position Scale
Composite of the following questions ($\alpha = .91$):

1. “How much power do you have at work?”
2. “I can punish or reward subordinates”
3. “My opinion is accorded considerable respect/attention”
4. “I am expected to motivate my subordinates”
5. “I supervise subordinates and evaluate or correct their work as necessary.”

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126 Items were square-root transformed to reduce skewness.
Appendix: Essay Instructions for Study 1

Status Threat Condition

We’d now like to ask you to use your imagination. The goal is to imagine the situation described below as vividly, and in as much detail, as possible.

Think about your present position at work. Now think about the possibility that you could potentially LOSE STATUS (prestige and/or social standing) in the eyes of your fellow group members (i.e., peers/colleagues). Focus on a situation where you feel a real possibility of losing status within the group (e.g., about a 50% chance of losing status) but have not actually lost status yet.

For example, in the field of academia, a professor filling this out might imagine losing status when the failed results of a major research project are revealed.

Please describe a real possibility for how you could lose status in your group — what would happen, how you would feel, etc. — in as much detail as possible. (Please spend about 3-5 minutes writing).

Please write honestly and without self-censoring. All your responses are confidential, not traceable to you individually and never reported with identifying information.

Status Gain Condition

We’d now like to ask you to use your imagination. The goal is to imagine the situation described below as vividly, and in as much detail, as possible.

Think about your present position at work. Now think about the possibility that you could potentially GAIN STATUS (prestige and/or social standing) in the eyes of your fellow group members (i.e., peers/colleagues). Focus on a situation where you feel a real possibility of gaining status within the group (e.g., about a 50% chance of gaining status) but have not actually gained status yet. For example, in the field of academia, a professor filling this out might imagine gaining status when a major research experiment reveals ground-breaking new data that will be published.

Please describe a real possibility for how you could gain status in your group — what would happen, how you would feel, etc. — in as much detail as possible. (Please spend about 3-5 minutes writing)

Please write honestly and without self-censoring. All your responses are confidential, not traceable to you individually and never reported with identifying information.
Neutral Condition

We’d now like to ask you to use your imagination. The goal is to imagine the situation described below as vividly, and in as much detail, as possible.

Think about your present position at work. Now imagine an AVERAGE, NORMAL, TYPICAL WORKDAY in the future. Please describe this average, normal, typical workday — what would happen, how you would feel, etc. — in as much detail as possible. (Please spend about 3-5 minutes writing)

Please write honestly and without self-censoring. All your responses are confidential, not traceable to you individually and never reported with identifying information.
Appendix: Island Game Instructions

Figure 7: Screen Capture of Island Game Task

Introduction
In this next part of the experiment, you are going to participate in a task called the “Strategy Game.” The grand prize in Strategy Game is $200 cash.

Strategy Game focuses on a piece of territory that is controlled by two players, each represented by a color. Your color is green, so the territory marked in green is yours. The other player’s color is brown, so any territory colored brown is controlled by the other player, and not controlled by you.

You will start with a certain number of units. These units can be used in two ways. First, they can be allocated in order to capture more territory. Second, they can be redeemed for cash at the rate of $1 for 10 units. Whenever you like, you may end the game and trade in your remaining units for real money (paid at the end of the experiment).

To start with, each player, green and brown, has control of 50% of the territory. Strategy Game is divided into a number of “rounds.” Each round consists of 1 turn by each of the two players. For each turn, you will be able to decide between two options:
1. Walk away
2. Continue fighting

If you choose (1) and “walk away,” the game will end and you will receive the amount of money that corresponds to the number of units that you still possess (10 units = $1.00).

Allocating Units
If you choose (2) “continue fighting,” you will then be asked how many units you would like to invest (“allocate”) in this turn to try to capture more territory. The outcome for each particular turn - how much territory is captured - is partly a function of the number of units allocated, but other factors are important as well. You may allocate a minimum of 1 unit, and a maximum of 15 units (or however many you have left, if you have less than 15 units available). For example, if you have only 5 units left, you may allocate a maximum of 5 units in that turn.

The images of the soldiers that will appear on the right of the screen are visual representations of your “units available.” Green soldiers represent those still available to you, while gray soldiers represents units that you have used or lost already.

After you select the number of units to invest in your turn, you will be taken to a screen showing you the outcome for your turn. After this screen, your turn for that Round is complete, and the other player will take their turn. After each turn, the computer will inform you what percentage of territory has changed hands, and what the current balance of territory is for each player.

In Strategy Game, there are two ways to win money. The first is via your units. These are redeemable for cash at the rate described above (10 units = $1.00). The second way to win money is to gain total control of island. If you gain control of the island, you win the grand prize, which is $200 cash.
Appendix: Escalation by Status Condition

Figure 8: Escalation by Status Condition
### F Appendix: Leadership Models with Control Variables

#### Table 2: Leadership and Status models. DV: Resources expended in “Island Game.” Models 1-4 are either (a) OLS or (b) Generalized Linear Models (GLM). Models 5-8 are either (a) OLS or (b) GLMs in which outliers “rounds played” are dropped. Variations in the sample size are due to missingness in the objective and subjective authority scales.
Appendix: Leadership Models with No Control Variables

Table 3: Leadership and Status models with No Controls. DV: Resources expended in “Island Game.” Models 1-3 are either (a) OLS or (b) Generalized Linear Models (GLM).