



# Kent Academic Repository

**Leader, Tirza, Abrams, Dominic, Rutland, Adam and Benbow, A. (2009)**  
***An experimental test of the impact of Black role model messages: Research to inform the REACH role model programme.*** Technical report. Department for Communities and Local Government

## Downloaded from

<https://kar.kent.ac.uk/22418/> The University of Kent's Academic Repository KAR

## The version of record is available from

<http://www.communities.gov.uk/publications/communities/reachmessagestechnical>

## This document version

Publisher pdf

## DOI for this version

## Licence for this version

CC BY (Attribution)

## Additional information

ISBN 978 1 4098 1646 1

## Versions of research works

### Versions of Record

If this version is the version of record, it is the same as the published version available on the publisher's web site. Cite as the published version.

### Author Accepted Manuscripts

If this document is identified as the Author Accepted Manuscript it is the version after peer review but before type setting, copy editing or publisher branding. Cite as Surname, Initial. (Year) 'Title of article'. To be published in *Title of Journal*, Volume and issue numbers [peer-reviewed accepted version]. Available at: DOI or URL (Accessed: date).

## Enquiries

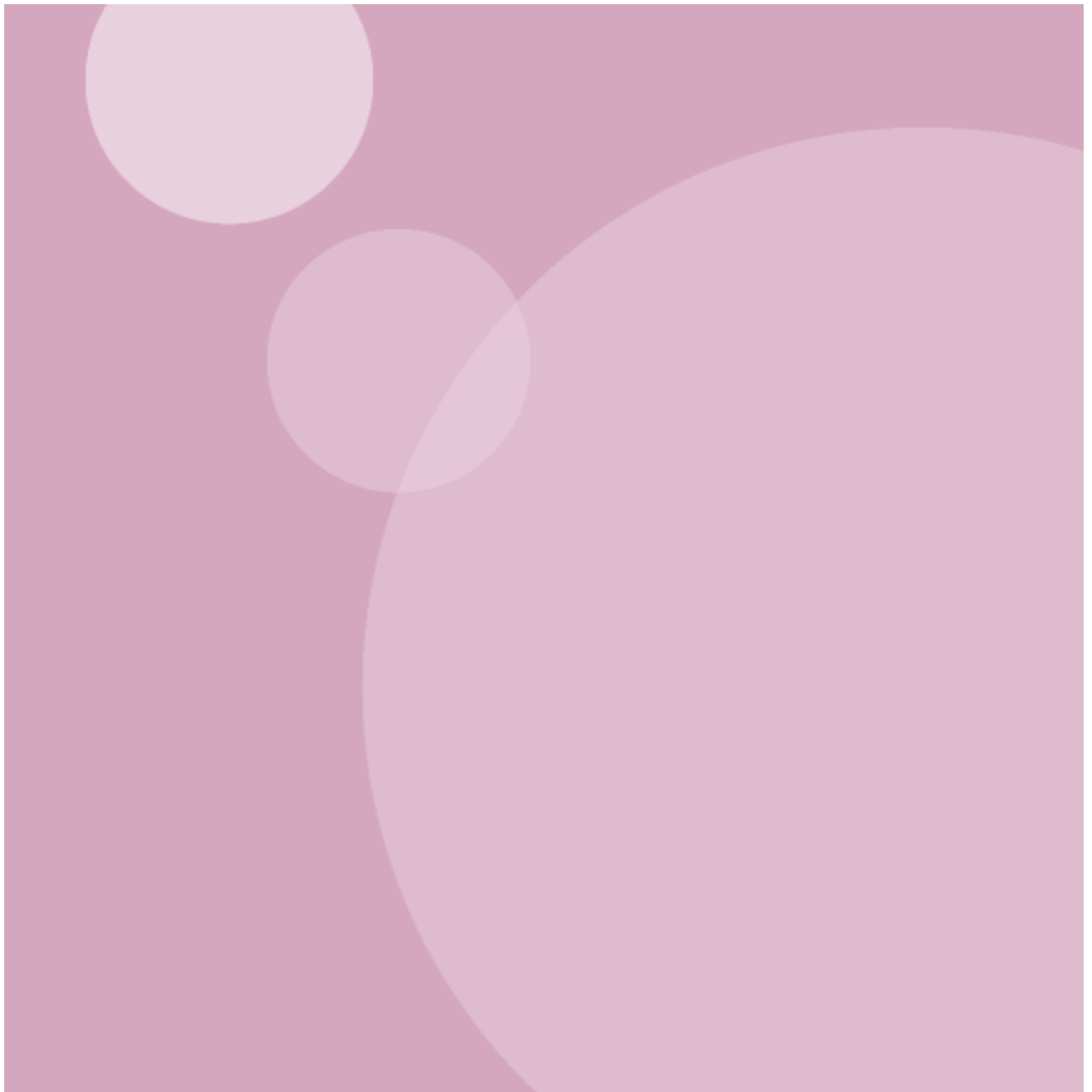
If you have questions about this document contact [ResearchSupport@kent.ac.uk](mailto:ResearchSupport@kent.ac.uk). Please include the URL of the record in KAR. If you believe that your, or a third party's rights have been compromised through this document please see our [Take Down policy](https://www.kent.ac.uk/guides/kar-the-kent-academic-repository#policies) (available from <https://www.kent.ac.uk/guides/kar-the-kent-academic-repository#policies>).



# An experimental test of the impact of Black role model messages:

Research to inform the REACH role model programme

## Technical report



# An experimental test of the impact of Black role model messages:

Research to inform the REACH role model programme

## Technical report

Tirza Leader, Dominic Abrams, & Adam Rutland  
Research Associate: Alison Benbow  
Centre for the Study of Group Processes, University of Kent

Department for Communities and Local Government  
**July 2009**

The findings in this report are those of the authors and do not necessarily represent those of the Department for Communities and Local Government.

**Copyright in the contents, the cover, the design and the typographical arrangement rests with the Crown. This document/publication is value added. If you wish to re-use this material, please apply for a Click-Use Licence for value added material at [www.opsi.gov.uk/click-use/system/online/pLogin.asp](http://www.opsi.gov.uk/click-use/system/online/pLogin.asp)**

Alternatively applications can be sent to:  
Office of Public Sector Information  
Information Policy Team  
Kew  
Richmond upon Thames  
Surrey TW9 4DU

E-mail: [licensing@opsi.gov.uk](mailto:licensing@opsi.gov.uk)

This publication has been approved by Ministers and has official status. The contents of this publication may be reproduced free of charge in any format or medium for the purposes of private research and study or for internal circulation within an organisation. This is subject to the contents being reproduced accurately and not in a way that implies official status. Any publisher wishing to reproduce the content of this publication must not use or replicate the logo or replicate the official version's style and appearance, including the design, and must not present their publication as being an official publication as this may confuse the public. The reproduced material must be acknowledged as Crown Copyright and the title of the publication specified.

Any other use of the contents of this publication would require a copyright licence. Further information can be obtained from [www.opsi.gov.uk](http://www.opsi.gov.uk)

Department for Communities and Local Government  
Eland House  
Bressenden Place  
London SW1E 5DU  
Telephone : 020 7944 4400  
Website : [www.communities.gov.uk](http://www.communities.gov.uk)

© Queen's Printer and Controller of Her Majesty's Stationery Office, 2009

Further copies are available online via the Communities and Local Government website : [www.communities.gov.uk](http://www.communities.gov.uk)

ISBN : 978 1 4098 1646 1

# Executive Summary

These are the main findings, conclusions and recommendations from an experimental study of the impact of different types of Black male role model on Black and non-Black school children and on young Black men. This project involved the participation of over 1420 people from across London.

The research programme aimed to address the following questions.

*Does hearing about role models have any impact on Black boys and young men?*

*If so, which qualities should the role model communicate in their messages in order to effectively reach and inspire people, as well as challenge negative stereotypes?*

*Are there any unexpected or unintended negative consequences of these particular messages from role models?*

Four sets of participants each heard a recording of one of four types of role model relating their life experience (either overcoming significant or modest hurdles) and achievements (in either material or social-moral areas of their lives). They then answered questions about their views of the role model presented in that vignette. Along with a fifth set of participants (baseline control – who did not hear about any role model vignettes), they then answered questions about their self-image, stereotypes about Black men, their job aspirations and any role models they had already. School age children were revisited a month later to determine what, if anything, they remembered about the role models and to identify any longer-term effects of the messages.

## Key Findings and Recommendations

- *Role Model Impact:* It is clear that a role model who has achieved in a material domain makes a strong positive impression and is someone the Black boys and young men would like to emulate. In general, role models who achieved in a more social-moral domain are viewed as likeable but this does not appear to translate into being inspiring, or someone the Black boys or young men want to emulate, to the same degree as the materialistic role models. Instead, Black boys and young men consistently reported the materialistic role models as being more competent and as someone they would like to emulate.<sup>1</sup> In terms of social psychological theory, this perhaps suggests that the materialistic outcome is detected easily by the peripheral route to persuasion and thus has the most immediate, if not necessarily the deepest impact. Therefore *the REACH role models could include concrete material achievements in their discussions with Black youth as a way of reinforcing the 'value' of the role models.*

---

<sup>1</sup> Throughout the document effects of scale of achievement have been reported. However, these effects are not as consistent as those for type of success and we therefore do not feel confident about making clear recommendations about this dimension.

- *Differences between Boys and Young Men:* Hearing about role models seems to have different effects for Black boys and young men. The evidence shows that the role models have greater potential to influence and inspire Black boys than young Black men, perhaps because the self-concepts of Black boys are still in a more formative period. However, debriefing discussions also indicated that the young men were enthusiastic and positive about the programme as a whole but would value practical help towards pursuing careers rather than just hearing about role models. There are a couple implications in terms of social psychological theory. First, the Black young men may feel threatened when they compare their own success to the successful role models. Second, the Black young men may not be as influenced by the peripheral information provided by the role models, but instead would prefer more practical information that would be provided through a central route of persuasion. This suggests that REACH role models may want to *include materials with specific practical advice in order to engage the Black young men*. However, whether or not this tactic would work has not been tested, and therefore *role models should be advised that their work may have a greater impact on Black boys*.
- *Self-image and Community Role Models:* Counter to stereotypical beliefs Black boys and young men had very positive self-images<sup>2</sup>. Hearing about the role models positively affects Black boys' self image for skilfulness and cleverness. Additionally, Black boys and young men report having heard of or meeting people similar to the role models. Both of these findings are potentially positive. *The REACH role models could capitalise on these potential benefits, perhaps by explicitly asking Black boys to think about people they know or who have met who are like the role model*. This might encourage them to make contact with these people and follow their example, as well as provide a boost to their self-image.
- *Stereotype Reinforcement:* Among young men (and Black girls), hearing about role models compared with not hearing about a role model reinforces the perception that others view Black men in a less positive light on some dimensions. The most likely reason for this effect is that learning about an impressive role model created a contrast against existing negative stereotypes which therefore reminded the participants about that stereotype. In terms of social psychological theory, this is an issue of whether people compare themselves with the 'group prototype' or an 'individual exemplar'<sup>3</sup>, and whether they either assimilate to, or contrast themselves with, each. It will be important for the REACH role models to be aware of these effects. There is a risk that young men may be adversely affected by being reminded about negative expectations, in which case this effect needs to be addressed directly. The REACH programme will need to be careful to show clearly how

---

<sup>2</sup> In fact, Black boys had higher levels of self-esteem than White boys.

<sup>3</sup> The group prototype is an average example of the group, whereas the individual exemplar represents specific instances of contact with a member of that group. In this case, if people compare themselves to a group prototype for Black men, becoming like an exemplary role model may seem impossible. However, if people compare themselves to an individual exemplar, than an exemplary role model may simply join this list as a new individual exemplar.

the role model provides an example of how to get past those stereotypes. *We recommend a follow up experiment to test strategies for countering potential negative stereotype reinforcement.*

- *Social Comparisons:* It is clear that the Black male role models were most attractive and impressive to the Black male participants than to the other participants in this experiment. In terms of social psychological theory, this suggests that the Black male role models were seen to be more prototypical of the Black males' ingroup than the other participants' ingroups. There were no *negative* effects of the role models on White boys, and only a few negative effects of the role models on Black girls (specifically, it reinforced some negative stereotypes of Black men). It is also clear that spontaneously mentioned role models are generally of the same race and gender as the participant. This means that although the role models can potentially have beneficial impacts on Black males, it should not be assumed they will have the same relevance or potential impact on others. Therefore, we recommend that, *if role models are likely to be addressing broader audiences, attention should be paid to ways of connecting to other groups who are present in the same situations as Black males.* However, Black boys and young men thought the role models were more similar to White men than Black men. In terms of social psychological theory, this suggests that whilst the prototypicality of the Black ingroup was present to some degree it may be that they see 'success' as more prototypical of White men. Social psychological theory indicates that people are more strongly persuaded by others who they view as highly prototypical for their ingroups. This evidence suggests more could be done to strengthen how prototypical role models are perceived to be. Therefore, we recommend that, *further research should be undertaken to establish how to increase the perceived prototypicality of successful Black role models.*
- *Effects One Month Later:* Follow-up information was collected about a month later for school-aged children. Effects of having seen these role models wore off within four weeks for Black boys and approximately a third or fewer recalled particular details of the role model they had seen. This may be due to the experimental nature of the contact between the role model information and the participants. Nonetheless, Black boys reported remembering more things about the role models with material achievements than the others, confirming that the type of role model does make a difference to how long any effects might last. Although the experimental manipulations were fairly subtle and brief, this highlights that *the initial presentation of a role model should emphasise things that may be more memorable, such as material achievements.* It also suggests that *a brief encounter with a role model is not likely to have a sustained effect.* Social psychological theory and research suggests that simple repetition improves familiarity the content as well as improves general liking. For role model information to have a sustained impact it is likely to be most effective if information can be refreshed or added by repeating exposure to the role models; however, this needs to be tested.
- *Career Aspirations:* The role aspirations of Black boys and young men focus mainly on popular roles (actor, athlete) that are rarely achievable for most

people. The one noticeable exception to this is that both groups consistently showed interest in business people. Therefore, it is suggested that the REACH role models find ways to *broaden young Black people's spectrum of role aspirations* and to *show routes* for entering achievable professions, like going into business.

- *Other Ethnic/Gender Groups:* If the REACH programme is effective for young Black males, it would be useful to evaluate whether a comparable programme would be effective for other groups that may need similar support and guidance. These groups, including White boys and girls, and Black girls might benefit from additional role models who are more similar in background to themselves. *Where relevant, it would be useful to explore ways to deliver role modelling programmes to additional groups.*
- *Future Examination of Role Models:* Further experimental work is required to test specific dynamics of how to link Black boys' and men's aspirations to what they see and learn from the role models. These tests were outside the parameters of the present work but we recommend that *further systematic quantitative evaluation is conducted to ensure future development of the REACH programme is as effective as possible and to learn from the presence or absence of effects of the programme.*

#### *Recommendations for Future Research*

These recommendations are pulled directly out of the key findings. Therefore, for more detail please see previous section. This research addresses a number of key questions but also points to further areas of investigation that would add to the evidence base from which to develop effective policy and programme delivery. These include:

- Where relevant, it would be useful to explore ways to deliver role modelling programmes to additional groups.
- Further research should be undertaken to establish how to increase the perceived prototypicality of successful Black role models.
- A follow up experiment is needed to test strategies for countering potential stereotype reinforcement with Black young men and Black girls.
- Further systematic quantitative evaluation is recommended to ensure future development of the REACH programme is as effective as possible and to learn from the presence or absence of effects of the programme.



## Report Summary

### *Manipulation Check*

- All participants differentiated clearly between the different types of role model, particularly in terms of the type of success they had achieved.

### *Background Variables*

- *Self-efficacy*: Black boys with a higher sense of self-efficacy (i.e., perceived ability to achieve goals) generally felt more positive towards the role models, were more likely to spontaneously choose a businessman for a role model, thought they could do more of the careers listed in the questionnaire and tended to have a more positive self-image generally. Black young men who had a lower sense of self-efficacy thought others would see White men as more enviable and successful.
- *Self-esteem*: Black boys who had higher self-esteem thought they could do more of the careers listed in the questionnaire and tended to have a more positive self-image generally.
- *Socio-economic Status*: Black boys with lower socio-economic status were more likely to choose a Black role model. Black boys with higher socio-economic status were more likely to admire a role model who they felt had overcome significant hurdles (i.e., a large scale of achievement).

### *How did participants view the role models?*

- All of the role models were generally considered to be positive examples of Black men; they were judged to be very happy, likeable, inspirational, interesting, and someone to be proud of. However, both Black boys and young men did not think that the role models were very similar to themselves.
- The Black boys, and, to a lesser degree, young men wanted to be most like role models that had not experienced many hardships and were able to achieve success in terms of material goods such as money, cars, and homes. The Black boys and young men who heard about a role model with these qualities rated him as being more similar to White men than those who saw any of the other role models.
- Both the Black boys and the young men responded more positively to the role models who described their success in terms of material rewards than to the role models who described their success in terms of being able to give to others (social-moral).
- Black boys who heard about social-moral role models thought they would be viewed by other people as generally warmer and kinder, but less clever, skilful and successful than materialistic role models. Black young men who heard about role models with social-moral success thought they would be perceived

by other people as generally kinder, but less competitive than role models with material success.

- The White boys evaluated the role models less positively on all of the measures than Black boys (although still not negatively). However, like Black boys, White boys liked the materialistic role models more than the social-moral role models.
- The Black girls evaluated the role models roughly as positively on all of the measures as the Black boys. However, Black girls wanted to emulate the materialistic role model more than the social-moral role model only when the scale of achievement was small. Conversely, when scale of achievement was large, the Black girls wanted to emulate the role model with social-moral success more than the role model with materialistic success.
- Compared with Black boys and Black girls, fewer White boys had met someone similar to the role models, although a large proportion of all three groups had heard of someone like the role models.
- When asked about the role models a month later, Black boys still reported liking the role models and enjoying their stories. Black boys reported remembering the materialistic role models best and this seems consistent with the finding that these role models made the strongest impression.
- A month later Black boys also reported having actually met or heard about people who were similar to the materialistic role model more than the social-moral role models.

*Do the role models affect perceptions of how participants perceive that others view Black men in general?*

- Unexpectedly, compared with those who did not see any role models, Black young men who heard a role model vignette thought that other people's perceptions of Black men in general would be *less* positive in a number of areas. They thought that most people would view Black men as less warm, less clever, less respected and more disliked than those who were did not hear about any role model vignette.
- Overall, Black boys believed that most people perceive Black men in general positively. Additionally, a month later this positive stereotyping of Black men had increased on a number of dimensions. Irrespective of the individual role model they had heard, Black boys thought others would see Black men as warmer, more skilful, more popular, more successful and more admirable than they did when they were first asked.
- Overall, Black girls thought that, in general, most people view Black men positively. However, those who heard about a role model tended to think others would see Black men less positively than those who had not. Generally, however, these negative effects were less evident when social-moral role models were presented.

- Overall, compared with Black boys, White boys thought others would perceive Black men fairly neutrally and this was not affected by hearing about a role model.

*Do the role models affect how participants see themselves?*

- Overall, Black boys rated themselves very positively on all self-evaluation measures (the extent to which they describe themselves as warm, clever, skilful, popular, successful, competitive and kind). While White boys and Black girls also have very positive self-stereotypes, compared with Black boys, White boys reported feeling less skilful, popular and successful, and Black girls felt less popular and competitive.
- Black boys who heard a role model vignette viewed themselves as cleverer and more skilful than those who had not. However, this did not apply to other qualities such as warmth or successfulness. Similarly, White boys felt that they were more skilful and popular if they heard about a role model than if they did not.

*Do the role models affect career aspirations?*

- When asked to indicate the extent to which they were interested in pursuing a range of career options, the Black boys expressed the greatest desire to become an athlete, actor and IT specialist. Black boys were least interested in becoming a shop assistant or van driver.
- As with Black boys, Black men expressed the greatest desire to be an athlete, actor, and IT specialist and the least desire to be a shop assistant or van driver. The occupation of 'soldier' also received very low levels of interest amongst Black young men.
- When asked which careers they could pursue if they wanted to, they felt that becoming an athlete or IT specialist was the most feasible. The Black boys also felt it would be possible to be an actor whereas the men also felt it was possible to be a shop assistant. Importantly, the Black boys felt it would be least feasible to become a teacher, social worker, or van driver whereas the men felt it was least feasible to become a politician, doctor, or writer.
- Hearing about the role models had no impact on these current career aspirations or expectations.
- Compared with White boys, Black boys showed a higher degree of interest in nearly all of the careers listed in the questionnaire, including actor, athlete, doctor, IT specialist, musician, politician and social worker. Compared with Black girls, Black boys were less interested in becoming an actor, doctor, musician or social worker.
- In terms of perceived ability to pursue the careers listed, Black boys were less confident in their ability to be soldier or van driver compared with White boys

and less confident in their ability to become an actor, doctor or musician than Black girls.

*Who do participants cite as their own role models?*

- The majority of Black boys and young men who participated in this study (76% and 68% respectively) stated that they had a role model.
- The commonly cited characteristics of role models that were named spontaneously by both Black boys and Black young men were that they were young, Black, male and famous. However, a quarter (26%) of Black boys and a fifth (16%) of Black young men reported having White role models.
- Black boys also tended to cite an athlete whereas the young men tended to cite a business person. However, one month later, Black boys were more likely to select a business person (17% vs. 26%) and less likely to select an athlete (44% vs. 32%).
- Black boys who heard about a role model with materialistic success were more likely to choose older role models than those who heard about role models with social-moral success.
- Black men who heard about a role model were more likely to cite a famous role model than those who had not heard about any role model. Those who heard a role model with a large scale of achievement were more likely to name a businessman as their current role model than those who heard about a role model with a small scale of achievement.
- When thinking of their own role models, the top two reasons both Black boys and Black young men gave for admiring them was because they had attained material success (56% and 31% respectively) and because the role model was seen to be inspiring (46% and 23%). A further 23% of Black boys and 14% of Black men chose role models because they saw themselves as being similar to the person. It is interesting to note that whilst a majority of Black boys and young men had a Black role model (66% for both) only few listed this as a reason for admiring the role model (9% and 11%).
- Religion, general kindness and intelligence were not particularly common characteristics of the role models chosen by either the Black boys or the Black men. Having a large scale of achievement (e.g., started from nothing) was also amongst the least commonly cited reasons that Black boys gave for choosing their current role model. Being a leader was the least commonly cited characteristic amongst Black young men.
- Similar to Black boys, the most common characteristics of spontaneously named role models amongst White boys were that they were young, White, male and famous (athletes being most commonly cited) who they admired for obtaining material success.

- For Black girls the most likely characteristics of these spontaneously named role models were that they were young, Black, female and famous. Actors and business people were the most commonly cited professions of their current role models (22% and 21% respectively). As with other groups, the most common reason for choosing a role model was because of their perceived material success.

*With whom do participants compare their own abilities and personality?*

- The proportion of Black boys and young men who compare themselves with White men is much lower than the proportion that compares themselves to Black men. This is despite many having White friends ( $M = 3.62$  and  $M = 3.07$ ) and a proportion who spontaneously cite White role models (26% and 16%).
- White boys were more likely to make comparisons with White men and Black girls were more likely to make comparisons with Black women.

*From where do participants get their news and information?*

- For the school-aged groups television news and family were the primary source of news.
- For Black young men television news and newspapers were the primary source of news.
- All groups reported finding out much less from radio news and other places (e.g., billboards).

## **CONTENTS**

	Pgs.
List of Tables	14
List of Appendices	19
<b>Chapter 1 Introduction: Background and Objectives</b>	<b>21</b>
<b>Chapter 2 Outline of the Research Design</b>	<b>26</b>
<b>Chapter 3 Effect of the Different Vignettes on Black Boys' Responses</b>	<b>43</b>
<b>Chapter 4 Effect of the Different Vignettes on White Boys' and Black Girls' Responses</b>	<b>82</b>
<b>Chapter 5 Effect of the Different Vignettes on Black Young Men's Responses</b>	<b>119</b>
<b>Chapter 6 Conclusions and Recommendations</b>	<b>144</b>
<b>Appendices</b>	<b>138</b>

## LIST OF TABLES

	page
<b>Chapter 2 : Outline of Research Design</b>	
1. Demographic characteristics (age, ethnicity, and socio-economic status, testing location) of school-aged sample.	37
2. Demographic characteristics (age, ethnicity, and socio-economic status, testing location) of young men sample.	39
<b>Chapter 3 : Effect of the Different Vignettes on Black Boys' Responses</b>	
3. Demographic characteristics (ethnicity, school year, socio-economic status, and school denomination) of black boys across vignette.	44
4. Reported Means for Background Variables (socio-economic status, self-esteem, self-efficacy, ethnic identification, and inter-ethnic contact) of Black boys.	46
5. Means of the scale of achievement (how easy was it for person X to get where he is today) for each vignette.	47
6. Means of the type of success (how important are other people to X, how important is to be rich to X, and how important is it to be famous to X) for each vignette in cases where there were significant differences between vignettes.	48
7. Frequencies of the evaluation of the role model (have you ever met anyone like X, have you ever heard about someone like X) for each vignette. Percentages are those Black boys who answered the question, within each vignettes.	51
8. Means of the evaluation of the role model (how much do you want to be like X, how much could you be like X, how do you feel about person X, do you think you will remember this story, would you tell this story to a friend, and how similar is X to White men) for each vignette in cases where there were significant differences between vignettes.	53
9. Means of the evaluation of the role model (warmth, clever, skilful, successful, kind, pity, and happy) for each vignette in cases where there were significant differences between vignettes.	55
10. Mean report of perceived stereotypes of Black men, White men, Black women, White women across all role models for Black boys.	58
11. Means of the perceived White men stereotype (warm, clever, envy and successful) for each vignette in cases where there were significant differences between vignettes.	59
12. Means of the perceived White women stereotype (clever) for each	60

vignette in cases where there were significant differences between vignettes.	
13. Self-stereotype means (clever and skilful) for each vignette in cases where there were significant differences between vignettes.	62
14. Mean report of career interest and ability to work in a career for Black boys.	65
15. Mean career interest in being a soldier and mean belief in ability to become an IT specialist, electrician and van driver for each vignette in cases where there were significant differences between vignettes.	66
16. Frequencies of demographic characteristics of spontaneously generated role models for Black boys for Q45 'please tick all the boxes that describe your role model.'	69
17. Professions and ethnicity provided in open-ended question 'please write down what this person does' for the spontaneously cited role models of Black boys.	70
18. Frequencies for why Black boys chose their spontaneously cited role model.	72
19. Frequencies of comparison of self to others groups of people on cleverness, personality, skilfulness, and opportunity by Black boys.	74
20. Media usage of Black boys.	75
21. Means of the reported levels of memory of the role model at Time 2 for Black boys.	77
22. Frequencies of accurate recall of the role models by Black boys for each vignette.	78
23. Mean responses of whether or not Black boys would tell someone about the role models at Time 1 and whether or not the Black boys did tell someone about the role models at Time 2 across vignettes.	79
24. Frequencies of meeting/hearing about the role models after Time 2 for each vignette.	80

#### **Chapter 4 : Effect of the Different Vignettes on White Boys' and Black Girls' Responses**

25. Demographic characteristics (age, ethnicity, and socio-economic status) for White boys in the school aged sample across vignette.	84
26. Demographic characteristics (age, ethnicity, and socio-economic status) for Black girls of school aged sample across vignette.	86
27. Reported Means for Background Variables (socio-economic status, self-esteem, self-efficacy, ethnic identification, and inter-ethnic contact) of White boys and Black girls.	87
28. Means of the scale of achievement (how easy was it for person X to get where X is today) for White boys and Black girls for each vignette.	88



29. Means of the type of success (how important are other people to X, How important is to be rich to X, and how important is it to be famous to X) for each vignette in cases where there were significant differences between vignettes for White boys and Black girls.	90
30. Frequencies of the evaluation of the role model (have you ever met anyone like X, have you ever heard about someone like X) for White boys for each vignette.	92
31. Means of the evaluation of the role model (how much do you want to be like X, how much could you be like X, how do you feel about person X, do you think you will remember this story, would you tell this story to a friend, and how similar is X to White men) for each vignette in cases where there were significant differences between vignettes for White boys.	94
32. Frequencies of the evaluation of the role model (have you ever met anyone like X, have you ever heard about someone like X) for Black girls for each vignette.	95
33. Means of the evaluation of the role model (how similar is X to you, how much do you want to be like X, and how similar is X to White men) for each vignette in cases where there were significant differences between vignettes for Black girls.	96
34. Means of the evaluation of the role model (warmth, clever, skilful, successful, kind, pity, and happy) for each vignette in cases where there were significant differences between vignettes for White boys.	88
35. Means of the evaluation of the role model (clever, fear, envy, and dislike) for each vignette in cases where there were significant differences between vignettes for Black girls.	100
36. Mean report of perceived stereotypes of Black men across all role models for Black boys, White boys and Black girls.	102
37. Means of the evaluation of Black men (clever, popular, envy, successful and dislike) for each vignette in cases where there were significant differences between vignettes for Black girls.	104
38. Mean report of self-stereotypes across all role models for Black boys, White boys and Black girls.	105
39. Self-stereotype means (clever and skilful) for each vignette in cases where there were significant differences between vignettes for White boys.	106
40. Mean report of career interest for Black boys, White boys and Black girls.	108
41. Mean report of ability to pursue a career for Black boys, White boys and Black girls.	109
42. Frequencies of demographic characteristics of spontaneously generated role models for Black boys, White boys and Black girls.	111
43. Professions and ethnicity provided in open-ended question 'please write down what this person does' for the self-generated role models of White boys.	112
44. Frequencies for why Black boys, White boys and Black girls chose their	114

self-generated role model.

45. Frequencies of comparison of self to others groups of people on cleverness, personality, skilfulness, and opportunity for White boys.	116
46. Frequencies of comparison of self to others groups of people on cleverness, personality, skilfulness, and opportunity for Black girls.	117
47. Media usage of White boys and Black girls.	118

## Chapter 5: Effect of the Different Vignettes on Black Young Men's Responses

48. Demographic characteristics (age, ethnicity, and socio-economic status, education level and testing location of Black young men across vignette.	120
49. Reported Means for Background Variables (socio-economic status, self-esteem, self-efficacy, ethnic identification, and inter-ethnic contact) for Black young men.	121
50. Means of the type of success (how important are other people to X, and how important is it to be famous to X) for each vignette.	123
51. Frequencies of the evaluation of the role model (have you ever met anyone like X, have you ever heard about someone like X) for each vignette for Black young men.	125
52. Means of the evaluation of the role model (how similar is X to White men, how much do you want to be like X, and how much could you be like X) for each vignette in cases where there were significant differences between vignettes for Black young men.	126
53. Means of the evaluation of the role model (popular, kind, fear, dislike) for each vignette in cases where there were significant differences between vignettes for Black young men.	128
54. Mean report of perceived stereotypes of Black men, White men, Black women, White women across all role models for Black young men.	130
55. Means of the perceived Black men stereotype (warm, clever, respect and dislike) for each vignette in cases where there were significant differences between vignettes for Black young men.	132
56. Mean report of career interest and ability to work in a career for Black young men.	135
57. Frequencies of demographic characteristics of spontaneously generated role models for Black young men.	137
58. Professions and ethnicity provided in open-ended question 'please write down what this person does' for the spontaneously cited role models of Black young men.	139
59. Frequencies for why Black young men chose their spontaneously cited role model.	140
60. Frequencies of comparison of self to others groups of people on	142

cleverness, personality, skilfulness, and opportunity by Black young men.

61. Media usage of Black young men.

143

## **LIST OF APPENDICES**

### **Chapter 2: Outline of Research Design**

- A: School-Aged Questionnaire
- B: Letter of Introduction to School/Organisation
- C: Parent Letter and Opt-out Form For School-aged Sample
- D: Young Men Informed Consent
- E: Debriefing for School-aged and Young Men Samples
- F: New Measure Items in Time 2 Questionnaire

### **Chapter 3: Effect of the Different Vignettes on Black Boys' Responses**

- G: Socio-economic Status Descriptives for Black Boys
- H: Manipulation Checks on Scale of Achievement and Type of Outcome Questions for Black Boys
- I: Effects of the Different Vignettes on Judgements about the Role Models for Black Boys
- J: Effects of the Different Vignettes on Ratings of Other Social Groups on the Stereotype Dimensions for Black Boys
- K: Effects of the Different Vignettes on Reported Self-stereotype for Black Boys
- L: Effects of the Different Vignettes on Reported Career Aspirations for Black Boys
- M: Effects of the Different Vignettes on Spontaneously Cited Role Models for Black Boys
- N: Role Model Names of Spontaneously Cited Role Models for Black Boys
- O: Comparison Choices for Black Boys
- P: Effects of the Different Vignettes on Time 2 Recall of the Role Model for Black Boys
- Q: Effects of the Different Vignettes on Time 2 of the Role Model Judgements for Black Boys
- R: Effects of the Different Vignettes on Time 2 of Black Men Stereotype for Black Boys
- S: Effects of the Different Vignettes on Time 2 of Self-stereotypes for Black Boys
- T: Effects of the Different Vignettes on Time 2 of Career Aspirations for Black Boys
- U: Effects of the Different Vignettes on Time 2 of Spontaneously Cited Role Models for Black Boys

## Chapter 4: Effect of the Different Vignettes on White Boys' and Black Girls' Responses

V: Socio-economic Status Descriptives for White Boys and Black Girls

W: T-test Comparison between Black Boy and White Boy Samples

X: T-test Comparison between Black Boy and Black Girl Samples

Y: Manipulation Checks on Scale of Achievement and Type of Outcome Questions for White Boys and Black Girls

Z: Effects of the Different Vignettes on Judgements about the Role Models for White boys and Black Girls

AA: Effects of the Different Vignettes on Ratings of Other Social Groups on the Stereotype Dimensions for White Boys and Black Girls

BB: Effects of the Different Vignettes on Reported Self-stereotypes for White Boys and Black Girls

CC: Effects of the Different Vignettes on Career Aspirations for White Boys and Black Girls

DD: Frequencies of Professions and Ethnicities provided in Open-ended Questions and Role Model Names of Spontaneously Cited Role Models for Black girls

EE: Effects of the Different Vignettes on Spontaneously Cited Role Models for White Boys

FF: Role Model Names of Spontaneously Cited Role Models for White Boys

GG: Comparison Choices for White Boys and Black Girls

## Chapter 5: Effect of the Different Vignettes on Black Young Men's Responses

HH: Socio-economic Status Descriptives for Black Young Men

II: Manipulation Checks on Scale of Achievement and Type of Outcome Questions for Black Young Men

JJ: Effects of the Different Vignettes on Judgements about the Role Models for Black Young Men

KK: Effects of the Different Vignettes on Ratings of Other Social Groups on the Stereotype Dimensions for Black Young Men

LL: Effects of the Different Vignettes on Reported Self-stereotype and Career Aspirations for Black Young Men

MM: Effects of the Different Vignettes on Spontaneously Cited Role Models for Black Young Men

NN: Role Model Names of Spontaneously Cited Role Models for Black Young Men

OO: Comparison Choices for Black Young Men

## Chapter 1

# Introduction

## Background and Objectives

### Policy Context and Background

The REACH programme aims to raise the aspirations and achievement of Black boys and young Black men and to challenge negative stereotypes. It is independent of, but was commissioned and is supported by, the Government. The REACH report<sup>4</sup>, published in August 2007, made five recommendations on how to achieve its aims:

- The Government should introduce a structured national role model programme for Black boys and young Black men.
- Voluntary and Community Sector organisations working to support Black boys and young Black men are encouraged to form Black-led Consortia, supported by the Government.
- The Government should construct a national framework for family-school partnerships, ensuring that the needs of Black families are integral to the framework.
- Ofsted, the Department for Children, Schools and Families (DCSF) and relevant field forces should take urgent steps to strengthen existing systems to ensure that a) Ofsted effectively and consistently reports on schools' delivery of their race equality duties and b) relevant field forces challenge and support schools in their delivery of those duties.
- Communities and Local Government (CLG) should appoint a taskforce (with a time-limited remit) that will drive forward the delivery of the REACH recommendations, within the wider achievement agenda for Black boys and young Black men, reporting to a Ministerial Board.

The Government response to the REACH report<sup>5</sup> was published in December 2007. In the Government response, it was announced that CLG would launch the role modelling programme. This began with the search for 20 national role models to inspire Black boys and young Black men to aim higher, challenge the negative portrayal of Black boys and young Black men in the media, and help the recruitment and utilisation of positive Black male role models at a local level. The recruitment campaign was launched in July 2008, and the 20 national role models were announced in December of that year. Amongst a programme of activities including engagement with national and local media, the 20 national role models will use a REACH website to post their biographies, podcasts and messages. The programme

---

<sup>4</sup> The full report can be found at: <http://www.communities.gov.uk/documents/communities/pdf/reach-report.pdf>

<sup>5</sup> The Government's response can be found at: <http://www.communities.gov.uk/documents/communities/pdf/575441.pdf>

of REACH activities for the national role models is scheduled to run for at least three years.

In order to feed into the development of communication strategies for the REACH role model programme, CLG wished to build on the lessons outlined in the 2007 literature review entitled *Getting the message across: Media campaigns to reduce racial discrimination and prejudice*<sup>6</sup>. This review was commissioned to increase the understanding of how to effectively communicate anti-prejudice messages. It found that lessons from social psychology literature could be used to identify promising practice in the design of campaigns and can help to ensure more effective communications, in particular mitigating the risk of creating unintended negative impacts on attitudes. The report provided recommendations on how to design, implement and evaluate the effectiveness of awareness campaigns, and included recommendations to test messages with target audiences prior to launching.

## Summary of Psychological Role Model Literature

The social psychological literature points to some promising lessons in the design of effective role modelling campaigns, in particular mitigating the risk of creating unintended negative impacts on attitudes (e.g. Lane, & Gibbons, 2007). For example, research suggests that effective role models are those perceived to be prototypical (e.g. in this case, where role models are seen as distinctively representative of Black males). This suggests that role models can be particularly effective if they present some stereotypical features that are seen as typical of their own group.

Additionally, other social psychological research suggests that role models can act as a stereotype threat by activating a fear of conforming to a threatening stereotype (e.g. Huguet, & Régner, 2007; McIntyre et al., 2005). For example, role models that emphasise one characteristic (e.g. athleticism, artistic ability), but not another (e.g. intelligence) may activate a negative stereotype of Black boys as poor academic achievers and this may threaten later career achievement.

Finally, social psychological research also suggests that role models may work through a peripheral route of persuasion (e.g. Chen & Chaiken, 1999). If this occurs, then physical attractiveness, similarity of the role model to self and the perceived credibility of the role model are likely to be key factors. This literature provides many points to consider when designing messages for role models within the REACH programme.

## Objectives and Research Questions

The proposed research sought (a) to identify the most effective messages to challenge negative stereotypes amongst Black boys and Black young men; and (b) to identify any possible negative effects. This research drew on the social

---

<sup>6</sup>*Getting the message across: Media campaigns to reduce racial discrimination and prejudice*  
<http://www.communities.gov.uk/documents/communities/doc/623921.doc>  
(full report) or <http://www.communities.gov.uk/publications/communities/summary1>  
(summary)

psychology of prejudice and stereotyping that suggests that people's attitudes and stereotypes can be changed from watching others (e.g. Bandura, 1986, Karunanayake & Nauta, 2004; Leaper, 2000; Tatum, 2004).

There were two overall objectives for this research:

1. To help identify the types of messages that are most effective at challenging negative stereotypes about Black boys and Black young men; and,
2. To identify any potential negative effects or unintended consequences of particular messages amongst Black boys and Black young men and other peer groups.

In addition to the overall objectives which underpinned the entire study, there were a number of subsidiary research questions:

- a. How do Black male youths react to different messages (i.e. how effective or otherwise are certain types of stories)?
- b. Do different types of young people (i.e. socio-economic background, self-esteem, self-efficacy, ethnic identity, social contact) respond differently to messages?
- c. What are current attitudes towards stereotypes (both positive and negative aspects)?
- d. What kinds of role models do Black male youths cite spontaneously, and why?
- e. How are aspirations, attitudes towards self, attitudes towards stereotypes, and the role models young people spontaneously cite affected, if at all, hearing different messages?
- f. What are the main determinants of changes in Black male youths' aspirations, attitudes towards self, attitudes towards stereotypes, and the role models young people spontaneously cite (i.e. socio-economic background, self-esteem, self-efficacy, ethnic identity, social contact)?
- g. What are the longer-term effects on Black male youths of different messages in terms of their aspirations, attitudes towards self, attitudes towards stereotypes, and the role models young people cite spontaneously?
- h. Is there a mismatch between the desire to pursue different types of careers (e.g. athlete, musician, doctor, teacher etc.) and Black male youths' belief that this is possible?
- i. What sources of information do Black male youths use? (This will be useful information for role models and the organisation taking forward the programme when planning media activities.)

In order to address these objectives, four role model vignettes were created, each emphasising different characteristics or messages, which were then tested among 156 Black young men (aged 16-26) and 1,046 school-aged children (aged 11-15)



from across London<sup>7</sup>. These messages varied the scale of role model achievement (SA), and the emphasis on either social-moral success or materialistic success (MM).

By addressing these objectives, this research has generated practical guidelines and recommendations that can directly inform the work of the REACH role models and feed into the long-term communication strategy of organisations involved in the delivery of the REACH programme. In addition, it provides insights into some of the more effective ways of challenging stereotypes amongst Black boys and Black young men that can be used by government and other relevant bodies to help develop policy.

## **Scope of the Report**

The analyses presented in this report represent an extensive inspection of the data and aim to:

- highlight the overall pattern of responses to the role models;
- highlight statistically reliable differences, where observed; and
- provide sufficient detail for readers to consider implications and understand the overall patterns in the data.

## **Summary of the Chapters**

### **Chapter 2: Outline of the Research Design**

Provides a framework of the research design, measures and methodology used, sample characteristics, and the analytic strategy.

### **Chapter 3: Effect of the Different Vignettes on Black Boy's Responses**

Describes the effects of the role models on Black boys' responses to different types of messages, and outlines Black boys' self-stereotypes and career aspirations. The effects of role model messages on school-aged children over time will also be discussed.

### **Chapter 4: Effect of the Different Vignettes on White Boy and Black Girl's Responses**

Describes the effects of the role models on White boys and Black girls' responses to stereotype information of Black men, and White boys' and Black girls' self-stereotypes and career aspirations. Additionally, it compares White boys' and Black girls' responses to the different measures to those of Black boys.

---

<sup>7</sup> Data for school-aged children was collected at two different time points.

**Chapter 5: Effect of the Different Vignettes on Young Men's Responses**

Describes the effects of the role models on Black young men's responses to stereotype information of Black men, and Black young men's self-stereotypes and career aspirations.

**Chapter 6: Conclusions and Recommendations**

Summarises the main findings of the report and makes recommendations based on the findings for the REACH programme role models.

## Chapter 2

# Outline of the Research Design

Participants listened to and read<sup>8</sup> a vignette that emphasised different role model characteristics. Participants were then asked to complete a questionnaire measuring perceptions and attitudes, as well as a range of questions about their own self-perceptions and background. Measures were chosen in order to address the primary objectives of the research project. A control group was also included who did not hear any of the vignettes, but who were asked to complete the questionnaire.

The study was designed to collect information on groups of particular interest to the REACH programme. This included data for 1,046 school-aged children (aged 11-15) which was collected in schools and colleges across London that had a reasonably high concentration of Black youth (children from all ethnic groups were included in the study). Data were collected between 6 November and 16 December 2008. The study also collected data from 156 Black young men aged 16-26 from a variety of institutions and organisations including colleges, a local Job Centre, a leisure centre and support agencies between 11 November and 12 December 2008.

For the school-aged children, data were collected at two different time points – first in November and then (after 3-4 weeks) in December, when the questionnaire was administered again. The purpose of these analyses was to:

- assess how Black boys differed from other ethnic and gender groups in their response to the vignettes;
- identify whether some messages lead to unintended negative consequences for children from other ethnic groups. This would have both serious consequences for the other children, and could affect the positive influence of the role models on Black boys (e.g. if Black boys' peers make fun of them for liking the role model, or disparage the idea that the Black boys could achieve the same success as the role models); and
- identify whether messages had any longer-term effects.

Data were collected for Black young men at only one time point. Collecting data at a second time point would not have been feasible as the Black young men's responses were not collected in consistently structured settings that allowed easy access for return visits. In order to collect follow-up data for this sample, the Black young men would have had to provide contact information and could not have been guaranteed anonymity.

---

<sup>8</sup> For brevity, throughout this report we describe this two-part method as “heard a role model”.

## Pilot Summary

A pilot study was first conducted in September 2008 in order to test the delivery and effectiveness of the role model vignettes, and whether or not measurement items performed satisfactorily. Specifically, the purpose of the pilot study was to test:

- whether or not the dimensional features could be manipulated in a systematic and meaningful way;
- whether or not an emphasis on the role model's race in the vignettes would affect reactions to the role model;
- whether or not the measurement format and items performed satisfactorily with the population of interest; and
- whether or not it would be possible to collect a large enough sample of young male participants in the available locations.

After examining a sample of anonymised role model applications, three dimensional features of particular relevance to the REACH programme's objectives were selected. These dimensional features were:

- *Scale of Achievement* (whether or not the role model overcame significant or moderate difficulties in obtaining his current level of success);
- *Story Focus* (whether the role model emphasized the *process* of how he obtained his current level of success, or the *outcomes* of his current level of success); and
- *Type of Success* (whether the role model emphasized material success, or focused on social or moral success such as being able to help others).

These dimensional features were chosen because it was thought that they could draw on known social psychological phenomena that suggests that people's attitudes and stereotypes can be changed from observing others (e.g., Bandura, 1986; Karunanayake & Nauta, 2004; Leaper, 2000; Tatum, 2004) , as well as being grounded in the policy initiative. Some examples of how the dimensional features were drawn from the social psychological literature are below:

According to the social psychological literature, it was expected that participants would respond more favourably to the dimensional features that were perceived to be more prototypical (i.e. distinctively representative of Black males; Lane & Gibbons, 2007). For example, if Black youths believe that it is very difficult for Black men to become successful, then role models who emphasise a large scale of achievement may be rated more favourably because having to overcome such difficulties is seen to be more typical of the Black male experience. Thus, role models who focus on this dimensional feature may have greater influence on changing stereotypes.

Additionally, according to the literature, it was expected that participants would respond more favourably to the dimensional features that were perceived to work through a peripheral route to persuasion (e.g. are perceived to be more attractive, similar to participants, and credible) than through the central route of persuasion (e.g., provides detailed information that requires careful scrutiny; Chen & Chaiken, 1999). For example, if Black youth believe that making a lot of money is an attractive outcome, then role models who emphasise materialistic success may be rated more favourably and may have greater influence on changing stereotypes.

Finally, according to the literature, it was expected that participants would respond more favourably to the dimensional features that did not activate stereotype threat (i.e. they activate a fear of conforming to a threatening stereotype; Huguet & Regner, 2007; McIntyre et al., 2005). For example, if Black youth feel that they can not achieve success in the same area as the role model, then role models who emphasise only the outcome of their success (e.g. their job), but not the other interests (i.e., parts of the story) that led to that career choice, may be rated less favourably and may have less influence on changing stereotypes.

These three dimensional features formed the basis of eight role model vignettes that were tested among 14 Black young men (age:  $M = 18.75$ ,  $SD = 2.01$ <sup>9</sup>) from an FE college in London and 209 school-aged boys (age:  $M = 12.67$ ,  $SD = 0.65$ ) from a predominantly Black boys' school in London.<sup>10</sup> For the young men sample, participants listened to and read about all eight vignettes, then completed a questionnaire asking them to evaluate the different role models. For the school-age sample, children listened to and read about four randomly assigned vignettes during a class session, then completed a questionnaire asking them to evaluate the different messages.

#### Pilot Conclusions and Recommendations:

- The dimensional features were manipulated successfully. However, the story focus dimension (process/outcome) was shown to be too closely related to both scale of achievement and type of success (social-moral/materialistic) dimensions. Additionally, it was suspected that the participants were 'filling in the gaps' of the role models stories based on the information conveyed by the other dimensional features. Therefore, it was recommended that the story focus dimension not be included in the main design.

---

<sup>9</sup> Throughout the report  $M$  stands for mean and  $SD$  stands for standard deviation.  $SD$  is interpreted as the dispersion of the answers in a dataset around the mean. For example, a very low  $SD$  indicates that the data points are very close to the mean, suggesting that respondents answered the question similarly, whilst a very high  $SD$  indicates that the data points range across many different values, suggesting that respondents did not answer the question similarly.

<sup>10</sup> For the school-aged sample, 130 (62%) participants were Black, 25 (12%) participants were White and 52 (25%) participants were from other ethnic groups. Two (1%) participants left this question blank and were excluded from the analysis.

- Further emphasising the role model's race in the vignettes by having the role model allude to his ethnicity rather than simply being identified as Black by the researcher led non-Black participants to respond more favourably to the role models. Therefore, it was recommended that this had important implications and should be further explored in the main design. However, this issue was not included in the main design because the CLG thought it would be clear in the real-life initiative that the role models were Black.
- Participants did not have any problems with the measurement format and the items performed satisfactorily. Therefore, no major changes to the approach were recommended.
- Many of the participants' self-generated role models were not represented by the careers or interests included in the vignettes. It was recommended that career paths in the vignettes were changed to reflect this. Also, it was recommended that an additional dimensional feature be added: prototypical interest (i.e. whether or not the role model participated in a hobby outside their career that reflected the participants' reported interests) in order to reflect the role models that the pilot sample generated. However, this issue was not included in the main design.
- In the FE college that was visited, it was possible to collect data from fourteen participants during the day. This suggested that it should be possible to collect a large enough sample across the period of data collection for the main design.

## Summary of Main Design

After the initial pilot, the recommendations to drop the story focus (i.e. process/outcome) dimensional feature, and to change role model career paths to reflect Black youths' reported interests, were adopted. This led to four role model vignettes being redrafted and constructed on the basis of detailed consultation with the REACH policy team and CLG research advisors. The two remaining dimensional features used for the vignettes were:

- *Scale of Achievement* (SA; whether or not the role model had overcome significant difficulties in obtaining his current level of success); and
- *Type of Success* (MM; whether the role model emphasized material achievements or focused on achievement in the social or moral domain, such as helping others).

Again, these dimensional features were chosen because it was thought that they could draw on known social psychological phenomena that have been shown to predict effective role model messages, as well as being grounded in the policy initiative.

The four role model vignettes were:

1. Large Scale of Achievement, Social-Moral Success (LSA/Moral)

**This is Robert's story:** I am from a Black family. My father left home when I was about 10 years old and I do think I suffered from not having a male role model. I was trouble in class and a pain to my mum. In school, one thing I was good at was science and it really helped that my teachers often pushed me to keep studying. I worked hard and was able to find work in a hospital. I then trained to become a doctor. The hard work paid off and every move up the ranks taught me more about myself. I learned there are many ways to be successful but the truest and most honest form of respect a person can get is to be valued by other people as you help your community.

2. Large Scale of Achievement, Material Success (LSA/Material)

**This is Michael's story:** As a kid, we didn't have much money, so I helped my family by doing part-time work after school. I left school and joined the army. I was successful in the army where I was the only Black service man in my unit and was awarded several medals. After the end of my service, I was able to take the skills and hard work that I learned in the army to successfully finish a degree at Uni and became an IT professional, working with computers and computer programmes, in London. Working with computers brings me money that I never would have imagined for myself as a kid. My story shows no matter where you come from, you can succeed and do well for yourself.

3. Small Scale of Achievement, Social-Moral Success (SSA/Moral)

**This is David's story:** I'm a Black man and have been lucky to have a good life and a great family. But my school experiences were generally bad. I decided I needed a trade and was interested in becoming an electrician, and in the end I got an apprenticeship. I am now working for an electrical company, as a supervisor, but I'm still carrying on learning by getting more qualifications as an electrician. These experiences that I have gained in life's journey can not be wasted and I feel most serious about sharing my knowledge and life with as many young adults as possible in the hope that they will know that it is never too late to make the right choices in life.

4. Small Scale of Achievement, Material Success (SSA/Material)

**This is Steve's story:** I am Black and have three brothers and sisters. When I was a kid, we didn't have to worry about money as both my parents had good jobs. If people had low expectations of me, I never allowed them to affect me and I worked hard in school, getting seven GCSEs and three A levels. So I applied to University and got a place to study for a degree. After that I did more training and started working as a social worker. Though parts of this journey may have been hard it is all worth it in the end when I look at my nice car, and the good home that I was able to get for myself.

Participants were divided into five sets, four of which were each presented with one of these vignettes. The fifth set was a control group (referred to in this report as 'Baseline Control group') which was not presented with a vignette. These participants simply filled out the questionnaire.

## Measures for Main Design

Measures were chosen in order to address the primary objectives of the research project; specifically, to (1) identify role model messages that (2) challenge stereotypes of Black men but (3) do not have unintended consequences. These included:

- 1) Asking participants to make judgements about the role models and others' view of the role models.
- 2) Asking participants to complete stereotype ratings of different ethnic and gender groups.
- 3) Measures to assess participants' self-concept and social comparisons.

Additional measures were included to address secondary objectives and to provide detailed demographic information about the sample. Most items were measured using a five-point intensity scale; a few were checklists or open ended items that were content coded later. The questionnaire for the schools sample is in Appendix A.<sup>11</sup> Question numbers have been given in the following discussion for easier reference.

### Questions about the Role Models

Based on the prior pilot research, measures were used to record participants' *direct evaluations* of the role model along the manipulated dimensions (i.e. SA and MM; see questions 2-5). The purpose of the series of questions was to determine whether or not participants accurately differentiated between the vignettes. Specifically, participants were asked on a five-point scale (1 'not at all' – 5 'very'):

- How easy do you think it was for X to get to where he is today? (measured SA)
- For X, how important are other people? (measured socio-moral component of MM)
- For X, how important is it to become rich? (measured material component of MM)

---

<sup>11</sup> The school-aged questionnaire and young adult questionnaire did not differ very much. The main differences involved wording that was school or age specific. For example, asking about the parents' social economic status in the school-aged sample, rather than asking about the participants' social economic status as was done for the young adult sample. Additionally, language in some measures was made simpler for the use of younger participants (e.g., instead of 'admire' used 'look up to', instead of 'pity' used 'feel sorry for'). However, besides these changes measures were used as originally written.



Participants were asked to make *judgements about the role models* (questions 1, 6-8, and 10-19). The purpose of the series of questions was to establish what participants thought about the role models and how they responded to them. Specifically, participants were asked on a five-point scale (1 'not at all' – 5 'very/extremely'):

- How much they liked the role model
- The extent to which they felt that they could be like the role model
- Their pride in the role model
- Their perceived similarity of the role model to themselves/Black men generally/White men generally
- How memorable, inspiring and interesting they found the role model
- Whether they would tell the role model's story to someone else
- Whether or not they had met anyone like the role model
- Who their own role models were

Additionally, participants were asked about *others' views of the role model* on a range of stereotypical dimensions (question 9). The purpose of the series of questions was to establish how participants thought others would stereotype the different role models. Specifically, based upon Fiske et al's (2002) Stereotype Content Model<sup>12</sup>, participants were asked on a five-point scale (1 'not at all' – 5 'extremely') the extent to which others would view the role models as warm, kind, skilful, clever, deserving of respect, envious, pitiful, fearful, competitive and successful.

## Questions about Stereotypes

Participants' perceptions of *other people's stereotype ratings* of Black men, White men, Black women and White women generally were also measured (questions 20-23). The purpose of the series of questions was to determine how participants thought others would stereotype these groups and whether or not the stereotypes were reduced after hearing about the role models. Specifically, based upon Fiske et al's (2002) Stereotype Content Model, participants were asked on a five-point scale (1 'not at all' – 5 'extremely') the extent to which others would view Black men and White men as warm, kind, skilful, popular, clever, competitive, successful, admirable, enviable, pitiful, dislikeable and deserving of respect and fear, and Black women and White women as warm, clever, skilful, dislikeable and deserving of respect.

## Questions about Self

- Demographics

Demographic information (i.e. ethnicity, age, gender, place of birth) was collected for all participants (questions 48 and 52). Additionally, for the school-aged sample, *social-economic status* (question 53) was included (coded with the four-digit International Standard Classification of Occupation (ISCO, 1988) and then mapped with Ganzeboom et al.'s (1992) International Socio-economic Index of Occupational Status. This scheme produces a continuum which is divided into

---

<sup>12</sup> Fiske et al.'s (2002) stereotype Content measure has also been used for the National Survey of Prejudice (Abrams & Houston, 2005) and National Survey on Ageism (Ray, Sharp & Abrams, 2006).

four categories that are labelled: White Collar High Skills, White Collar Low Skills, Blue Collar High Skills and Blue Collar Low Skills. To this we added a fifth category, Unemployed. For the young men sample, the self-coded NS-SEC was used (question 54) for socio-economic status.

- Self-esteem and Self-efficacy

Measures of the participants' *self-esteem* (question 30) and *self-efficacy* (question 31) were included. The purpose of these questions was to establish the participants' self-image (especially Black males), and whether or not a positive or negative self-image is a determinant for changing attitudes towards stereotypes. Specifically, to measure self-esteem, participants were shown the Rosenberg (1979) Global Self-esteem Scale and asked on a five-point scale (1 'not at all true' – 5 'always true') whether or not they felt good about themselves. To measure self-efficacy, participants were shown a subscale of Verkuyten and Nekuee's (1999) Mastery and Satisfaction Scale and asked on a five-point scale (1 'strongly disagree' – 5 'strongly agree') whether or not they have control over their actions. These scores were then computed into mean score of self-esteem and self-efficacy.

- Inter-ethnic Contact

The questionnaire also included measurement of *inter-ethnic contact* (questions 24-29). The purpose was to establish participants' level of inter-ethnic contact and whether or not high or low levels of inter-ethnic contact are a determinant for changing attitudes towards stereotypes. Specifically, participants were shown Turner, Hewstone and Voci's (2007) Inter-ethnic Contact Scale and asked about the number of Black, White and Other racial category friends they have, and how often they spend time with these friends. These scores were then computed into mean score of contact for Black, White and Other racial category friends.

- Ethnic Identification

Measurement of participants' *ethnic identification* (question 49) was included. The purpose of this series of questions was to evaluate how strongly participants identified with their ethnic category and whether or not a positive or negative self-image is a determinant for changing attitudes towards stereotypes. Specifically, participants were shown the Phinney (1992) Multigroup Ethnic Identity Measure and asked on a five-point scale (1 'strongly disagree' – 5 'strongly agree') to affirm their commitment to their ethnic identity. A subscale of Luhtanen and Crocker's (1992) Collective Self-Esteem Scale assessed the importance of ethnic identity for the participants. These scores were then computed into two mean scores of ethnic identification: commitment to ethnic identity and importance of ethnic identity.

- Self-stereotypes

Participants were also asked to rate to what extent *self-stereotype dimensions* described themselves (question 32). The purpose of this series of questions was to establish participants' self-image (especially Black males), and whether or not role models affected these stereotypical self-images. Specifically based upon Fiske et al.'s (2002) Stereotype Content Model, participants were asked on a five-point scale (1 'not at all' – 5 'extremely') how others would view them as warm, kind, skilful, clever, competitive and successful.

- Ethnic Social Comparisons

Participants were asked to make *ethnic social comparisons* between themselves and others (questions 33-40). The purpose of this series of questions was to evaluate the usefulness of the role models by taking into account participants' (especially Black males) likelihood of comparing themselves to people similar to the role models (i.e. Black men). Specifically, participants were asked to identify significant others (i.e. Black men, White men, Black women, White women, other men, other women) they would compare themselves to in terms of evaluating their own cleverness, personality, skill and life opportunities. They were also asked to clarify whether these comparison people were family members, friends, people at school or others.

- Career Aspirations

Measures of participants' *career aspirations* (questions 41-42) were also included. The purpose of these analyses was to determine what, if any, differences there were between participants' career aspirations and their belief in their ability to obtain various different careers, and to establish whether or not the role models affected these views. Specifically, participants were asked on a five-point scale (1 'not at all' – 5 'very') how much they would like to, and how likely felt it was that they could they be a doctor, mechanic, IT specialist, social worker, electrician, writer, soldier, athlete, musician, politician, actor/actress, teacher, shop assistant and van driver.

- Spontaneously Cited Role Models

Participants were asked to describe a *spontaneously cited role model* (questions 43-47). The purpose of this series of questions was to determine who participants (especially Black males) were already using as role models and whether or not hearing the different vignettes influenced the type of role models participants

spontaneously cited. Specifically, participants were asked to name someone they have as a role model, to describe this person and what he/she does, and to explain why this person is a role model.

## Methodology of Main Design

CLG identified schools (for the school-aged sample) and organisations (for the young men sample) in London<sup>13</sup> with a high concentration of Black youth that were interested in participating in the current project. Letters providing background information for the study, including the goals and methodology, were then sent to the schools and organisations by the University of Kent researchers (see Appendix B).

The research design and methodology were approved by the Ethics Committee of the Psychology Department at the University of Kent, which concluded that the materials did not cover potentially sensitive or upsetting information and took a reasonable amount of time to complete. In the school-aged sample, *in loco parentis* consent was obtained from the schools. Additionally, parents were provided with a letter seeking their permission to allow their children to undertake the investigation (Appendix C). In the Black young men sample, participants were asked to complete an informed consent (Appendix D). Participation was entirely voluntary on behalf of the participants and any participant had the possibility to withdraw from the study at any time before, during or after the study without giving a reason and without negative consequences. Finally, a complaints procedure was in place that participants could follow if they were unhappy with the way this research had been conducted.

Data were collected from the schools and organisations by researchers from the University of Kent. All researchers had a minimum qualification of a BSc in psychology and had approved Criminal Records Bureau (CRB) checks before entering organisations or schools with minor populations. School samples were collected in class during school, whereas the young adult sample was collected in small groups approached throughout the day at the various participating organisations.

Participants who heard about vignettes from both the young men and school-aged samples were asked to read along whilst a digital recording of a Black man was played. The same 'reader' was used for all of the vignettes in both the young men and school-aged samples. All participants in the same class/group read and heard about the same role model and role models were randomly assigned to classes/groups. Participants were then instructed to answer the questions about the role model they had just heard, about specific racial and gender groups, and about themselves. Participants were then debriefed (i.e. told about the full implications of the study including hypotheses and other methodological groups) and asked if they had any questions. Researchers then used the remaining time of the class to answer questions and discuss the project with the school-aged sample. With the young adult

---

<sup>13</sup> It was suggested that data be collected from another location besides London (i.e., Birmingham). However, adding another dimension to the study (i.e., location) would have required a much larger sample size or fewer dimensional features in the main design to compensate for this added complexity.

sample, researchers discussed the project following completion of the questionnaire. Finally, participants were given a summary of the project with the researcher contact information in case they had any questions later or wanted to withdraw their data (see Appendix E).

For the school-aged sample, information was collected a second time three-four weeks later. Participants who heard about vignettes were asked whether or not they remembered information about the role model. All participants were also asked to answer questions about themselves that may be expected to change if hearing about role models had a long-term effect. Whenever possible the same researcher collected data in the same class that was previously visited.

## Sample Characteristics of Main Design

The current sample is very rare in that it includes a very large sample of young Black men and boys. It is important to note that this is not a representative sample and should not be over-generalized to the rest of the Black or youth populations. Instead this sample was collected specifically to examine the effect of role models on Black youths' aspirations and stereotypes.

### 1) School-aged

*Overall Sample.* 1,045 pupils, from the school years seven to eleven, took part in this part of the data collection. Of these, 776 (74%) were male and 236 (22%) were female (3% of the sample had missing data on gender). Ages ranged from 11-15 ( $M = 12.69$ ,  $SD = 1.25$ ; 3% of the sample had missing data on age).

The school-aged sample was collected throughout 6 – 19 November 2008 for time 1 and 1 – 16 December 2008 for time 2 from six schools based in London: three non-denominational schools and three faith schools (two Roman Catholic, one Church of England). These schools were chosen for having relatively high proportions of Black pupils. They included single and mixed-sex schools.

Of these participants, 80% were born in the UK, 16% were born outside the UK, 1% stated they did not know where they were born and 3% of participants did not answer this question. Pupils came from a variety of ethnic backgrounds, though half (49%) were Black or Mixed White and Black (see Table 1 for a breakdown of ethnicity, age, socio-economic status, and test location).

Table 1. Demographic characteristics (age, ethnicity, and socio-economic status, testing location) of school-aged sample.

Demographic Characteristics		Number in Sample	Percentage of Sample
<b>Ethnicity</b>			
	Black African	260	25
	Black Caribbean	94	9
	Black other	63	6
	White British	144	14
	White Irish	45	4
	White Other	93	9
	Bangladeshi	18	2
	Indian	68	6
	Pakistani	17	2
	Chinese	6	1
	Asian Other	39	4
	Mixed White and Black African	41	4
	Mixed White and Black Caribbean	47	4
	Mixed White and Asian	33	3
	Mixed Other	16	1
	Other	3	< 0.4
	Not stated	58	6
<b>School Year</b>			
	7	299	29
	8	224	21
	9	286	27
	10	132	13
	11	71	7
	Not stated	33	3
<b>Gender</b>			
	Male	776	74
	Female	236	23
	Not stated	33	3
<b>Socio-Economic Status</b>			
	Unemployed	28	3
	Blue Collar Low Skill	184	18
	Blue Collar High Skill	319	30
	White Collar Low Skill	199	19
	White Collar High Skill	55	5
	Insufficient information provided <sup>14</sup>	260	25
<b>Location</b>			
	Faith school	732	70
	Non-denominational school	313	30
<b>Total number of participants</b>		<b>1,045</b>	<b>100</b>

<sup>14</sup> Of the missing information for socio-economic status, 133 (13% of total sample) participants were able to say that at least one of their parents was employed but could not provide enough information about the employment to be classified or used in later analyses.

To ensure adequate statistical power, participants were assigned into three broader ethnic categories: Black (all participants who stated Black heritage including Black mixed race individuals), White (i.e. White British, White Irish, or White other), and other ethnic categories (i.e. Bangladeshi, Indian, Pakistani, Chinese, Asian Other, Mixed other, and other). Participants with missing data on the ethnic group membership question were excluded from the analyses.

*Black Sample.* The Black category consisted of 505 participants; 364 (72%) were male and 132 (26%) were female (2% had missing data). Ages ranged from 11-15 ( $M = 12.69$ ,  $SD = 1.30$ ; 6% had missing data).

*White Sample.* The White category consisted of 282 participants; 239 (85%) were male and 40 (14%) were female (1% had missing data). Ages ranged from 11-15 ( $M = 12.70$ ,  $SD = 1.26$ ; 3% had missing data).

*“Other” Sample.* The “Other” category consisted of 200 participants; 138 (69%) were male and 58 (29%) were female (2% had missing data). Ages ranged from 11-15 ( $M = 12.94$ ,  $SD = 1.19$ ; 2% had missing data).

## 2) Young Men

The young men sample consisted of 154 young men and was collected throughout 11 November – 12 December 2008 from three FE Colleges, one Job Centre, three support agencies, and one leisure centre, all based in London. Ages ranged from 16 – 26 ( $M = 18.39$ ,  $SD = 2.26$ ). Of these 57% described themselves as born in the UK, 38% as born somewhere else, and eight (5%) did not answer this question. Almost half (46%) of young men were Black African (see Table 2 for a breakdown of ethnicity, age, socio-economic status, and test location).

Table 2. Demographic characteristics (age, ethnicity, and socio-economic status, testing location) of young men sample.

Demographic Characteristics	Number in Sample	Percentage of Sample
<b>Ethnicity</b>		
Black Caribbean	39	25
Black African	71	46
Mixed White and Black Caribbean	8	5
Mixed White and Black African	8	5
Black Other	28	19
<b>Age</b>		
16 – 19	123	80
20 – 23	23	16
24 – 26	8	4
<b>Socio-Economic Status</b>		
Managerial and professional occupations	43	28
Intermediate occupations	9	6
Small employers and own account workers	17	11
Lower supervisory and technical occupations	6	4
Semi-routine and routine occupations	39	25
Unemployed	20	13
Not stated	20	13
<b>Education Level</b>		
GCSE/equivalent	74	48
A/AS-levels	36	23
University Degree	4	3
Other Qualification	15	10
None of these	18	12
Not stated	7	4
<b>Location</b>		
FE Colleges	117	76
Other locations	37	24
<b>Total number of Participants</b>	<b>154</b>	<b>100</b>



## Analyses for Main Design

The purpose of the main analyses was to examine whether or not hearing about any of the four role model vignettes had an effect on Black boys' and Black young men's stereotypes of Black men and on their own self-perceptions. Specifically, we investigated the following:

- Does hearing about a role model message lead to a different response from not hearing about a role model?
- Does hearing about role models with large-scale achievements have different effects on Black boys and Black young men than hearing about role models with a smaller scale of achievement?
- Does hearing about role models who describe social-moral success have different effects on Black boys and Black young men than hearing about to role models with material success?
- Is the effect of hearing about any one role model different from hearing about other role models or from not hearing about a role model?

The following analyses were conducted to allow the specific examination of these questions.

The main analyses were multivariate analyses of covariance (manova) on blocks of variables (i.e. judgements about the role models, others' view of the role models, other people's stereotype ratings, self-stereotypes, ethnic social comparisons, career aspirations and self-generated role models). For this report, vignettes were treated as a double factor with a 2 X 2 level design: Scale of Achievement (Small, Large) X Type of Success (Material, Social-Moral), with the control group dropped when direct evaluations and ratings of the role models are analyzed (control participants had no vignettes to evaluate). These analyses answer the questions about whether or not the role models differ from each other.

When the control group was present, vignettes were treated as a double factor with the addition of control as a 2 X 2 + 1 design: Scale of Achievement (Small, Large) X Type of Success (Material, Social-Moral) X Control. These analyses are included in the appendices.<sup>15</sup> All reported differences are statistically reliable (i.e.  $p^{16} < .05$  or smaller). These analyses answer the questions about whether or not hearing about the role models differs from not hearing about any role model.

Additionally, one of the goals of this study is to answer the question 'Do different types of young people respond differently to messages?' In order to answer this,

---

<sup>15</sup> Appendix G-u for Black boys, Appendix V-GG for comparisons between Black and White boys, Black girls and White girls, Appendix HH-OO for young Black men.

<sup>16</sup> The test of significance ( $p$ ) determines whether or not a difference is detected when there is actually no difference. A  $p < .05$  or smaller is seen to be an acceptable parameter that the difference detected is a real difference. In the appendices, statistics that are significant at the  $p < .05$  level will be highlighted in light blue.

background variables (i.e. social-economic status, self-esteem, self-efficacy, ethnic identification, and interethnic contact) were used as covariates.<sup>17</sup> Inclusion of these variables allows us to account, statistically, for their effects when assessing the impact of the role models. The effects of these covariates are reported when they are statistically significant and thus bear on the outcomes of interest.

### *Specific Analyses for School-aged Sample*

For the school-aged children, data were collected at two different periods of time in order to test whether or not the effects of the role models persist over time. Specifically, the purpose of the Time 1 data collection was to test whether the dimensional features of the role models (i.e. Large or Small SA, and social-moral versus material success MM), affected various outcomes compared with the baseline control in which no vignettes were presented. The purpose of the Time 2 collection of data was to see which if any effects of the role model were long-lasting<sup>18</sup>.

Therefore, additional analyses were conducted to examine the effects of the role models over time. Specifically, stability of responses to each measure over time were assessed through a 2 X 5 repeated measures multivariate analysis of variance (to identify any mean changes over time): Time (1, 2) X Vignette (Control, LSA/Material, LSA/Moral, SSA/Material, SSA/Moral). The purpose of these analyses was to first determine if any of the role models had an effect over time. For any sets of measures on which we detected substantial variation over time or significant change over time, more detailed analyses were undertaken to investigate whether effects of vignettes at Time 1 had changed at Time 2, and whether the changes were predictable from other background variables.

Given the appointment of Barack Obama during the period of this research, whether or not there were any marked changes in the spontaneously named role models between Time 1 and Time 2 was also inspected. Significant change across these times would indicate whether any effects of the manipulations may have been overwhelmed by other external events, which might reduce any lasting effects.

Additionally, the data from non-Black participants (i.e. White, Asian as well as students from Other ethnic backgrounds) were analysed. The purpose of these analyses was to:

- assess how Black boys differed from other ethnic and gender groups in their response to the vignettes; and
- investigate whether or not there were positive/negative effects on the children. Such effects could have implications for how the role models are received by Black boys. For example, if Black boys' peers make fun of the role model, or

---

<sup>17</sup> A covariate is a variable that may explain the relationship between two things. For example, we would expect that Black boys with higher self-esteem will rate themselves as being very popular in the self-stereotype measure. In assessing whether Black boys who watch role model 'A' feel that they are more popular, we would want to take account of the fact that different boys had a different 'baseline' level of self-esteem, which might affect how they rate their own popularity. This is done statistically by including self-esteem as a covariate.

<sup>18</sup> See Appendix F for the measures that were added to the questionnaire for Time 2 for the purpose of seeing whether or not the school-aged sample remembered details about the role models.

disparage the idea that the Black boys could achieve the same success as the role model.

Therefore, within the school-aged sample, effects of vignettes were inspected in two ways: first focusing only on Black boys, and second, comparing Black boys to White boys and Black girls. These two groups were chosen for analysis because they were the largest discrete groups (plus there was a particular policy interest in White boys).<sup>19</sup> These comparisons are not available for the young adult analyses, as this sample only included Black men.

---

<sup>19</sup> It was originally intended to include other comparison groups (White girls and Asian boys). However, there were not enough participants in these groups to conduct meaningful analyses. Additionally, the category of Asian was too broad to be meaningful as it included individuals who were from very diverse backgrounds (Indian, Bangladeshi, Arab, and Chinese).

## Chapter 3

# Effect of the Different Vignettes on Black Boys' Responses

The purpose of the school-aged sample was to maximise the data collected for a population group that is of particular interest to the REACH programme (i.e. Black boys).

The purpose of these analyses is to identify the most effective way of delivering messages from role models to Black boys, and identifying any possible negative effects.

The sample consisted of 364 Black boys from six schools based in London. Ages ranged from 11 – 15 ( $M = 12.63$ ,  $SD = 1.24$ ). Table 3 shows a breakdown of ethnicity, school year, test location and socio-economic status for the vignettes and control group<sup>20</sup>.

---

<sup>20</sup> There are no theoretical reasons to expect differences between participants of these particular school years (i.e., 7-11); therefore this characteristic is not accounted for in the analyses. However, it is possible that participants from different socio-economic backgrounds may respond differently to role models. Therefore, as seen in the next section, this characteristic is controlled for statistically in the following analyses.

Table 3. Demographic characteristics (ethnicity, school year, socio-economic status, and school denomination) of black boys across vignette.

Demographic Characteristics	Role Model Vignettes									
	LSA/Mat		LSA/Mor		SSA/Mat		SSA/Mor		Control	
	%	<i>n</i> <sup>21</sup>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
<b>Ethnicity</b>										
Black Caribbean	21	18	20	16	14	10	11	8	21	12
Black African	45	39	45	36	52	36	61	45	56	31
Mixed White and Black Caribbean	12	10	11	9	10	7	7	5	9	5
Mixed White and Black African	8	7	14	11	12	8	10	7	5	3
Black Other	14	12	10	8	12	8	11	8	9	5
<b>School Year</b>										
7	26	22	49	39	19	13	60	43	18	10
8	28	24	9	7	22	15	15	11	38	21
9	31	27	26	21	29	20	9	7	32	18
10	15	13	12	10	14	10	7	5	12	7
11	.	.	4	3	16	11	9	7	.	.
<b>School Denomination</b>										
Religious	74	64	84	67	93	64	90	66	71	40
Non-denominational	26	22	16	13	7	5	10	7	29	16
<b>Socio-Economic Status</b>										
Unemployed	2	2	6	5	.	.	1	1	2	1
Blue Collar Low Skill	22	19	14	11	15	10	10	7	14	8
Blue Collar High Skill	28	24	31	25	33	23	34	25	30	17
White Collar Low Skill	13	11	23	18	16	11	14	10	20	11
White Collar High Skill	7	6	6	5	10	7	8	6	11	6
Not stated	28	24	20	16	26	18	33	24	23	13
<b>Total Participants</b>	100	<b>86</b>	100	<b>80</b>	100	<b>69</b>	100	<b>73</b>	100	<b>56</b>

*Throughout the remainder of this document, only significant differences between vignettes ( $p < .05$ ) will be discussed and tables of means for each vignette will be presented when there was a significant difference in responses to different vignettes.*

<sup>21</sup> Throughout, *n* stands for the number of participants in the sample that provided an answer to the questions.

## Summary of Background Variables

### *Summary*

These variables describe participant's socio-economic status, self-image, ethnic identification and inter-ethnic contact. Because these may have a general influence on reactions to the role models, differences in these factors are controlled for in all later analyses.

The Black boys in this project were more likely to come from a Blue Collar socio-economic background, than from a White Collar background. They tended to rate their self-esteem very highly, and had high levels of self-efficacy. They were likely to see their ethnic identity as important and felt committed to it, and were most likely to have Black friends, followed by White friends and then friends from Other ethnic groups.

One of the goals of the REACH project is to promote positive self images and raise aspirations amongst Black boys. In order to accomplish this it is important to first establish the baseline levels of different characteristics that could influence their responses to the role models. After being presented with the role model, Black boys were asked to answer questions about their self-esteem (e.g. personal worth), self-efficacy (e.g. ability to achieve goals), how much they identify with their ethnic group (i.e., Commitment to Ethnic Identity – whether or not one feels positively towards one's ethnic identity, and Importance of Ethnic Identity – whether or not ethnic identity is part of how one defines oneself) and about the number of friends they have who are Black, White and from other ethnic categories<sup>22</sup>.

Nearly half (46%) of the Black boys who took part in this study were from a blue collar socio-economic background, with nearly a third (31%) of Black boys overall coming from a blue collar, high skills background.<sup>23</sup> They tended to have positive self-esteem and feelings of self-efficacy, saw their ethnic identity as important and felt committed to it. They were most likely to have Black friends, followed by White friends and friends from other ethnic groups.

---

<sup>22</sup> See Appendix A, question 53 for socio-economic status, question 30 for self-esteem, question 31 for self-efficacy, question 49 for ethnic identification, and questions 24-29 for inter-ethnic contact.

<sup>23</sup> A more detailed table of social-economic status factors for Black boys collected during the project can be found in Appendix G.

Table 4. Reported means for background variables of Black boys.

Independent variables	<i>n</i>	<i>M</i> <sup>24</sup>	<i>SD</i>
Socio-economic status <sup>25</sup>	269	49.0	18.5
Self-esteem	358	3.92	0.68
Self-efficacy	349	3.79	0.66
Ethnic Identification			
Commitment to ethnic identity	289	3.38	1.41
Importance of ethnic identity	296	3.05	0.93
Inter-ethnic contact			
Black Friends	361	4.48	0.86
White Friends	361	3.62	1.08
Other group Friends	359	3.40	1.11

These measures are used in later analyses as covariates in order to control for baseline differences when assessing the effect of the role model vignettes on the outcomes of interest.

## Manipulation Checks on Scale of Achievement and Type of Success Questions

### *Summary*

The role models presented had either large or small scale achievements and this was within either a material or social-moral domain. The purpose of these analyses is to see whether or not the Black boys correctly identified the differences between the different role models.

These findings suggest the manipulation of both scale of achievement (SA) and social-moral or materialistic (MM) success had affects on judgments of the role model. Role models with a large SA were perceived to have not had an easy time getting where they were today. Generally, materialistic role models were seen to value other people less and money or fame more than social-moral role models.

<sup>24</sup> As stated in Chapter 2, throughout the document *M* stands for sample mean, and *SD* stands for standard deviation. See Chapter 2 for an explanation of standard deviation.

<sup>25</sup> Despite being used as a continuous measure of categorical data, some researchers have extrapolated the final coding for this measure into simplistic categorical quartiles. These are defined as blue collar, low skill, blue collar-high skill, white collar, low skill and white collar, high skill. As the mean from the continuous measure (which runs from 16-90) is 49, this suggests that the average amount of Black boys fall within the second quartile: Blue collar-low skill. The difference between this score and the frequencies reported earlier (e.g., that the majority, 31%, were blue collar, high skill) highlight the problems with using a scale that has multiple levels of interpretation.

Scale of Achievement (SA) was measured using one item: “How easy do you think it was for person X to get where he is today?” (see Appendix A, question 2). A large scale of achievement was defined in the study as an individual who had experienced hardships in his youth (e.g. from a single parent home, low socio-economic background) to become successful as an adult. A small scale of achievement was defined in the study as an individual who had not experienced the same degree of hardship as a youth (e.g. both parents, financially comfortable background) to become successful as an adult.

Type of Success (MM) was measured with three items: “For person X, how important are other people?”, “For person X, how important is it to become rich?” and “For person X, how important is it to become famous?” (see Appendix A, questions 3-5). MM was defined as either being concerned with social-moral success (e.g. friends and family, good of the community, helping others) or being concerned with materialistic success (e.g. money or fame).

The purpose of these analyses is to see whether or not Black boys correctly identified the differences between the different vignettes. Tables of the multivariate analyses of variance can be found in Appendix H.

### 1) Scale of Achievement

Overall, Black boys felt that it had not been easy for the role models to get where they were today. ( $M = 2.19$ ,  $SD = 0.98$ ). However, Black boys did think that it was slightly easier for the role models with a Small SA, than for role models with a Large SA (see Table 5 for means of each vignette).

Table 5. Means of the scale of achievement for each vignette.

Scale of Achievement Measure	Vignette	$M$	$SD$	$N$	95% Confidence Interval <sup>26</sup>	
					Lower	Upper
Q2. How easy was it for person X to get where he is today? (1 'not at all' – 5 'very')	LSA/MAT	2.04	0.91	84	1.827	2.244
	LSA/MOR	2.06	0.86	80	1.849	2.276
	SSA/MAT	2.46	1.28	69	2.234	2.694
	SSA/MOR	2.29	0.80	72	2.067	2.517

### 2) Type of Success

Overall, Black boys felt that other people were important to the role models ( $M = 3.77$ ,  $SD = 1.08$ ), that the role models felt it was important to be rich ( $M = 3.31$ ,  $SD = 1.17$ ), but not that the role models felt it was important to be famous ( $M = 2.29$ ,  $SD = 1.17$ ).

However, Black boys did think that other people were less important to materialistic role models (especially the SSA/Material), and that money was more important to them, than to social-moral role models. Additionally, they

<sup>26</sup> The confidence interval provides the estimated range in which one would expect to find the population mean. The larger the confidence interval the more uncertain the estimation of the population mean.



thought that the Large SA/Material role model felt being famous was more important than did the Small SA/Moral role model (see Table 6 for means of each vignette).

Table 6. Means of the type of success for each vignette.

Type of Success Measure	Vignette	<i>M</i>	<i>SD</i>	<i>n</i>	95% Confidence Interval	
					Lower	Upper
Q3. How important are other people to X? (1 'not at all' – 5 'very')	LSA/MAT	3.82	0.95	84	3.612	4.031
	LSA/MOR	4.05	1.08	80	3.835	4.265
	SSA/MAT	3.00	1.10	69	2.769	3.231
	SSA/MOR	4.18	0.74	72	3.954	4.407
Q4. How important is to be rich to X? (1 'not at all' – 5 'very')	LSA/MAT	3.42	1.19	84	3.170	3.663
	LSA/MOR	3.15	1.30	80	2.898	3.402
	SSA/MAT	3.70	1.06	69	3.424	3.967
	SSA/MOR	2.99	0.97	72	2.720	3.252
Q5. How important is it to be famous to X? (1 'not at all' – 5 'very')	LSA/MAT	2.48	1.29	84	2.226	2.726
	LSA/MOR	2.33	1.07	80	2.069	2.581
	SSA/MAT	2.32	1.27	69	2.043	2.594
	SSA/MOR	2.00	0.99	72	1.730	2.270

## Effects of the Different Vignettes on Judgements about the Role Models

### *Summary*

The purpose of this series of questions was to establish how Black boys evaluate the vignettes and believe others would judge the different role models on a range of stereotype dimensions.

Black boys with a higher sense of self-efficacy generally felt more positive towards the role models. However, those who had more contact with White friends generally felt less positive towards the role models.

Most of the Black boys had heard of or met someone similar to the role models, but were most likely to have met someone like the small scale of achievement, materialistic role model (SSA/Material).

The Black boys evaluated the role models positively but wanted to and thought they could emulate the materialistic role models more than the social-moral role models, liked and were prouder of the materialistic role models, and thought they were happier and more memorable.

Black boys thought others would regard the role models positively, but that the materialistic role models would be seen as cleverer, more successful, skilful (especially the LSA/Material) and less pitiable. However, Black boys thought the SSA/Moral role model would be seen to be warmer than the other role models and that the social-moral role models would be seen to be kinder than the materialistic role models.

All Black boys were asked to rate the role model on a series of measures (i.e. how happy they think he is, pride in the role model's story, similarity to self, whether they would like to meet him, want to be like him, could be like him, whether they find him inspiring or interesting, remember him, how similar he is to other Black men or other White men, whether they would tell friends about him, heard about and met someone like him; see Appendix A, questions 1, 6-8, 10-19). Black boys are also asked to judge how most other people might think about the role model (i.e. whether they would be seen as warm and friendly, clever, skilful, popular, successful, competitive, kind, be looked up to, respected, feared, envied, and pitied; see Appendix A, question 9).

The purpose of the series of questions was to establish what Black boys believe other people think about the role models and how Black boys respond to the role models. Tables of the multinomial logistic regressions and multivariate analyses of covariance can be found in Appendix I. The findings in this section are broken down by individual items.

Of interest is the question 'Do different types of young people respond differently to messages?' In order to answer this, background variables (i.e. social-economic status, self-esteem, self-efficacy, ethnic identification, and interethnic contact) were

used as covariates. Inclusion of these variables allows us to account, statistically, for their effects when assessing the impact of the role models. The effects of these covariates are reported when they are statistically significant and thus bear on the outcomes of interest (see Appendix I.1-2). The background variables found to covary with judgements of the role models were:

- **Self Efficacy:** Black boys with higher self-efficacy were more likely to have heard of someone like the role model they saw, thought the role models were happier ( $r_{(293)} = .133, p = .023$ ), more inspiring ( $r_{(292)} = .147, p = .012$ )<sup>27</sup>, were more likely to tell a friend about the role models ( $r_{(291)} = .118, p = .045$ ), admired the role models more ( $r_{(289)} = .134, p = .022$ ), and thought the role models were not someone to fear ( $r_{(291)} = -.115, p = .049$ ).
- **Group Contact:** Black boys who had more contact with White friends thought the role models were not happy ( $r_{(306)} = -.144, p = .012$ ), did not want to be like the role model ( $r_{(305)} = -.133, p = .020$ ), did not think they could be like the role model ( $r_{(306)} = -.144, p = .012$ ) and thought others would see the role models as warm ( $r_{(300)} = .115, p = .047$ ) but not enviable ( $r_{(302)} = -.170, p = .003$ ).

### 1) Evaluation of the Role Model

The purpose of this series of questions was to establish how Black boys evaluate the role models.

*Ever Met Someone Like the Role Model.* Out of the 305 Black boys that answered this question, 62 % (188) had met someone like the role models. Black boys are more likely to have met someone like the SSA/Material role model compared with the other role models (see Appendix I.1 for analyses, and Table 7 for frequencies).

*Heard About Someone Like the Role Model.* Out of the 303 Black boys that answered this question, 75% (228) had heard about someone like the role models. While Table 7 shows small differences between the vignettes, there was in fact no effect of vignette on whether or not Black boys had heard about someone like the role models (see Appendix I.1).

---

<sup>27</sup> Throughout, ‘*r*’ refers to a statistical analysis that describes the relationship between two things. The closer *r* is to ‘1’ the stronger the relationship. If *r* is positive this means that as one thing becomes stronger the other thing becomes stronger. If *r* is negative this means that as one thing becomes stronger the other thing becomes weaker. Additionally, as has already been defined, the test of significance (*p*) determines whether or not a difference is detected when there is actually no difference. A  $p < .05$  or smaller is seen to be an acceptable parameter that the difference detected is a real difference.

**Table 7. Frequencies of the evaluation of the role model for each vignette. Percentages are those Black boys who answered the question 'yes' within each vignette.**

Evaluation of Role Model		Vignette				Total Answered Yes
		LSA/ MAT	LSA/ MOR	SSA/ MAT	SSA/ MOR	
Q19 (a). Have you ever met someone like X?	Number Yes	51	40	57	40	188
	Percent Yes	59	51	85	55	62
<i>Base: Black boys who answered 'yes' (305)</i>						
Q19 (b). Have you ever heard about someone like X?	Number Yes	62	61	52	53	228
	Percent Yes	72	77	79	74	75
<i>Base: Black boys who answered 'yes' (303)</i>						

Evaluations of the role models (from 1 'not at all' to 5 'very') were fairly positive on most aspects, being rated as:

- likeable ( $M = 3.82$ ,  $SD = 0.89$ );
- happy ( $M = 4.27$ ,  $SD = 0.93$ );
- inspirational ( $M = 3.65$ ,  $SD = 1.23$ );
- interesting ( $M = 3.38$ ,  $SD = 1.17$ );
- memorable ( $M = 3.03$ ,  $SD = 1.24$ );
- someone to be proud of ( $M = 4.20$ ,  $SD = 0.92$ );
- someone they may like to meet ( $M = 3.13$ ,  $SD = 1.22$ );
- someone they would like to ( $M = 3.00$ ,  $SD = 1.30$ ) and could ( $M = 3.41$ ,  $SD = 1.24$ ) emulate;
- not very similar to themselves ( $M = 2.44$ ,  $SD = 1.14$ );
- similar to other Black men ( $M = 3.20$ ,  $SD = 1.06$ ) and to a lesser degree similar to White men ( $M = 2.72$ ,  $SD = 1.20$ ); and
- someone they may tell a friend about ( $M = 2.85$ ,  $SD = 1.25$ ).

However, there were differences between the vignettes in terms of how much the Black boys liked the role models, thought they were happy, were proud of them, wanted to and felt they could emulate them, thought they were similar to White men, would remember their story, and would tell a friend about them. While Table 8 sets out cases where there are significant differences between individual vignettes, additional analyses also showed broader differences related to the type of role model (see Appendix I.3-5). Specifically:

- Likeable: Black boys liked the materialistic role models more than the social-moral role models.
- Someone to be proud of: Black boys were prouder of the materialistic role models than the social-moral role models.
- Similarity to White men: Black boys thought the small scale of achievement (especially the SSA/Material) role models were more similar to White men than the large scale of achievement role models.
- Happy: Black boys thought the materialistic role models were happier than the social-moral role models and that the large scale of achievement role models were happier than the small scale of achievement role models.
- Wanted to Emulate: Black boys wanted to emulate the materialistic role models more than the social-moral role models.
- Could Emulate: Black boys thought they could emulate the small scale of achievement role models more than the large scale of achievement role models.
- Memorable: Black boys thought they would better remember the materialistic role models than the social-moral role models.
- Tell a Friend: Black boys thought they would be more likely to tell a friend about the materialistic role models than the social-moral role models.

Table 8. Means of the evaluation of the role model for each vignette in cases where there were significant differences between vignettes.

Evaluation of the Role Model	Vignettes	<i>M</i>	<i>SD</i>	<i>n</i>	95% Confidence Interval	
					Lower	Upper
Q1. Do you like X? (1 'not at all' – 5 'a lot')	LSA/MAT	4.00	0.74	49	3.811	4.324
	LSA/MOR	3.60	0.91	42	3.318	3.848
	SSA/MAT	3.90	0.98	40	3.593	4.148
	SSA/MOR	3.73	0.77	37	3.401	3.971
Q6. How proud are you of X? (1 'not at all' – 5 'extremely')	LSA/MAT	4.43	.645	49	4.235	4.768
	LSA/MOR	4.02	1.02	42	3.737	4.287
	SSA/MAT	4.27	0.99	40	3.935	4.510
	SSA/MOR	4.05	0.88	37	3.732	4.324
Q11. How similar is X to White men? (1 'not at all' – 5 'very')	LSA/MAT	2.45	1.28	49	2.072	2.754
	LSA/MOR	2.55	1.07	42	2.194	2.898
	SSA/MAT	3.52	1.13	40	3.216	3.952
	SSA/MOR	2.65	1.03	37	2.256	3.014
Q12. How happy is X? (1 'not at all' – 5 'very')	LSA/MAT	4.49	.739	49	4.260	4.733
	LSA/MOR	3.79	1.05	42	3.538	4.027
	SSA/MAT	4.65	0.62	40	4.385	4.896
	SSA/MOR	4.27	0.80	37	4.013	4.538
Q13. How much do you want to be like X? (1 'not at all' – 5 'very much')	LSA/MAT	3.08	1.22	49	2.691	3.405
	LSA/MOR	2.79	1.29	42	2.397	3.134
	SSA/MAT	3.77	1.17	40	3.406	4.177
	SSA/MOR	2.73	1.07	37	2.383	3.175
Q14. How much could you be like X? (1 'not at all' – 5 'very much')	LSA/MAT	3.33	1.27	49	2.924	3.629
	LSA/MOR	3.24	1.43	42	2.892	3.620
	SSA/MAT	3.85	1.00	40	3.508	4.269
	SSA/MOR	3.54	0.96	37	3.153	3.936
Q17. Do you think you will remember this story? (1 'definitely not' – 5 'definitely')	LSA/MAT	3.10	1.20	49	2.850	3.573
	LSA/MOR	3.10	1.28	42	2.635	3.381
	SSA/MAT	3.35	1.27	40	2.950	3.730
	SSA/MOR	2.73	1.26	37	2.293	3.095
Q18. Would you tell this story to a friend? (1 'definitely not' – 5 'definitely')	LSA/MAT	2.82	1.29	49	2.505	3.246
	LSA/MOR	2.69	1.30	42	2.279	3.043
	SSA/MAT	3.12	1.32	40	2.725	3.524
	SSA/MOR	2.46	1.15	37	2.003	2.826

## 2) Other People's Stereotype-related Views About the Role Models

The purpose of this series of questions was to establish how Black boys thought *others* would stereotype the different role models. The findings in this section are broken down by individual items.

Evaluations of the role models (from 1 'not at all' to 5 'very') were fairly positive overall, being rated as:

- warm ( $M = 3.54$ ,  $SD = 0.96$ );
- clever ( $M = 3.90$ ,  $SD = 0.99$ );
- skilful ( $M = 3.85$ ,  $SD = 1.00$ );
- fairly popular ( $M = 2.67$ ,  $SD = 1.11$ );
- successful ( $M = 4.26$ ,  $SD = 0.87$ );
- competitive ( $M = 2.81$ ,  $SD = 1.28$ );
- kind ( $M = 3.66$ ,  $SD = 0.99$ );
- admirable ( $M = 3.34$ ,  $SD = 1.25$ );
- respected ( $M = 3.80$ ,  $SD = 1.06$ );
- not someone to be feared ( $M = 1.44$ ,  $SD = 0.85$ );
- not someone to be envied ( $M = 2.17$ ,  $SD = 1.29$ );
- not pitiable ( $M = 2.27$ ,  $SD = 1.33$ ); and
- not disliked ( $M = 2.01$ ,  $SD = 1.20$ ).

However, there were differences between Black boys' views of others' judgements of role models' warmth, cleverness, skilfulness, success, kindness, and the extent to which they were viewed as pitiable (see Appendix I.3-5). While Table 9 sets out cases where there are significant differences between individual vignettes, additional analyses also showed broader differences related to the type of role model (see Appendix I.3-5). Specifically:

- Warm: The SSA/Moral role model would be seen as warmer than the LSA/Moral and SSA/Material role models.
- Clever: The materialistic role models would be seen as cleverer than the social-moral role models.
- Skilful: The materialistic role models (especially the LSA/Material) would be seen as more skilful than all of the other role models.
- Successful: The socio-moral role models would be seen as less successful than the materialistic role models and the small scale of achievement role models would be seen as less successful than the large scale of achievement role models.
- Kind: The socio-moral role models would be seen as kinder than the materialistic role models.

- Pitiable: The material role models would receive less pity than the socio-moral role models and the small scale of achievement role models received less pity than the large scale of achievement role models.

Table 9. Means for other people's stereotype-related views about the role models for cases where there were significant differences between vignettes.

Stereotype Content of Role Model	Vignettes	<i>M</i>	<i>SD</i>	<i>n</i>	95% Confidence Interval	
					Lower	Upper
<b>Q9. How much do others see X as...</b>						
(1 'not at all' – 5 'extremely').						
Warm	LSA/MAT	3.55	0.82	49	3.375	3.919
	LSA/MOR	3.43	0.94	42	3.118	3.680
	SSA/MAT	3.40	1.08	40	3.058	3.646
	SSA/MOR	3.86	0.82	37	3.521	4.126
Clever	LSA/MAT	3.98	0.92	49	3.785	4.389
	LSA/MOR	3.67	1.22	42	3.325	3.950
	SSA/MAT	4.33	0.89	40	3.927	4.580
	SSA/MOR	3.57	1.02	37	3.200	3.871
Skilful	LSA/MAT	4.39	0.70	49	4.192	4.742
	LSA/MOR	3.48	1.09	42	3.193	3.762
	SSA/MAT	3.80	1.04	40	3.448	4.043
	SSA/MOR	3.89	0.84	37	3.539	4.150
Successful	LSA/MAT	4.41	0.71	49	4.261	4.752
	LSA/MOR	4.36	0.69	42	4.049	4.556
	SSA/MAT	4.38	0.86	40	4.081	4.612
	SSA/MOR	3.81	1.10	37	3.501	4.046
Kind	LSA/MAT	3.49	0.74	49	3.253	3.792
	LSA/MOR	3.79	0.93	42	3.473	4.029
	SSA/MAT	3.45	1.11	40	3.170	3.752
	SSA/MOR	4.05	0.78	37	3.739	4.338
Pitiable	LSA/MAT	2.22	1.12	49	1.791	2.471
	LSA/MOR	2.62	1.29	42	2.263	2.966
	SSA/MAT	1.35	0.86	40	1.065	1.800
	SSA/MOR	2.30	1.24	37	1.959	2.715



## Effects of the Different Vignettes on Perceived Stereotypes of Ethnic and Gender Social Groups

### *Summary*

The purpose of this series of questions was to determine the stereotypes Black boys believe others hold about Black men, White men, Black women and White women generally and whether or not hearing about the role models affects these perceived stereotypes.

Overall, Black boys' perceived stereotypes of Black men were fairly positive, and this did not differ between role model vignettes. However, when Black boys heard about role models with a small scale of achievement, they thought that others would perceive White men as cleverer, more enviable, successful and more likely to be feared than when they heard about a large scale of achievement role model. When Black boys heard about role models with a small scale of achievement, they thought others would view White women as cleverer than when they heard about role models with a larger scale of achievement.

Black boys who had more Black friends or friends from Other ethnic groups thought that most people would perceive Black men more positively than those with more White friends.

Black boys were asked to rate the extent to which most people tend to view Black men and White men in terms of their warmth, cleverness, skilfulness, popularity, success, competitiveness, kindness, tendency to be admired, respected, feared, envied, pitied and disliked (see Appendix A, questions 20-21). They were also asked to rate the extent to which most people tend to view Black women and White women in terms of their warmth, cleverness, skilfulness and how much other people would respect and dislike these groups (see Appendix A, questions 22-23).

The purpose of the series of questions was to determine the stereotypes Black boys have for these groups and whether or not any or all of the role models reduce these stereotypes (especially in relation to Black men). Tables of the multivariate analyses of covariance can be found in Appendix J.

Of interest is the question 'Do different types of young people respond differently to messages?' In order to answer this, background variables (i.e. social-economic status, self-esteem, self-efficacy, ethnic identification, and interethnic contact) were used as covariates. Inclusion of these variables allows us to account, statistically, for their effects when assessing the impact of the role models. The effects of these covariates are reported when they are statistically significant and thus bear on the outcomes of interest. The background variables found to covary with judgements of the role models were:

### **For Black men (see Appendix J.1):**

- Group Contact: Black boys thought others would see Black men as more skilful ( $r_{(358)} = .216, p < .001$ ), less pitiable ( $r_{(356)} = -.141, p = .008$ ), admirable

( $r_{(354)} = .126, p = .018$ ), someone to respect ( $r_{(359)} = .205, p < .001$ ) if they had more contact with Black friends. Black boys thought others would see Black men as warmer ( $r_{(357)} = .115, p = .030$ ), cleverer ( $r_{(355)} = .109, p = .041$ ), more skilful ( $r_{(356)} = .167, p = .002$ ), less enviable ( $r_{(354)} = -.105, p = .048$ ), admirable ( $r_{(352)} = .156, p = .003$ ), and more likely to be respected ( $r_{(357)} = .162, p = .002$ ) if they had more contact with friends from Other ethnic backgrounds.

#### **For White men (see Appendix J.3):**

- Self-esteem: Black boys thought others would see White men as less popular ( $r_{(355)} = -.115, p = .030$ ) if they had higher self-esteem.
- Group Contact: Black boys who had more Black friends thought others would see White men as warmer ( $r_{(361)} = .105, p = .046$ ), not someone to fear ( $r_{(355)} = -.189, p < .001$ ), more skilful ( $r_{(359)} = .126, p = .017$ ), less enviable ( $r_{(354)} = -.154, p = .004$ ) and less pitiable ( $r_{(358)} = -.147, p = .005$ ). Black boys who had more White friends thought others would see White men as warmer ( $r_{(361)} = .149, p = .004$ ), more skilful ( $r_{(359)} = .143, p = .007$ ), less enviable ( $r_{(354)} = -.105, p = .049$ ), kinder ( $r_{(357)} = .140, p = .008$ ), deserving of respect ( $r_{(357)} = .172, p = .001$ ) and less likely to be disliked ( $r_{(355)} = -.141, p = .008$ ). Black boys who had more friends from Other ethnic groups thought most people would see White men as warmer (kinder ( $r_{(355)} = .108, p = .041$ ), and deserving of respect ( $r_{(355)} = .108, p = .041$ ).

#### **For Black and White women (see Appendix J.3):**

- Self-esteem: Black boys thought others would see Black women as cleverer ( $r_{(346)} = .218, p < .001$ ) and more skilful ( $r_{(344)} = .211, p < .001$ ) if they had higher self-esteem.
- Self-efficacy: Black boys thought others would see White women as warmer ( $r_{(358)} = .189, p < .001$ ), cleverer ( $r_{(358)} = .187, p < .001$ ), and more skilful ( $r_{(356)} = .137, p = .010$ ) if they had higher self-efficacy.

#### 1) Stereotypes of Black Men, White Men, Black Women, and White Women.

There was no effect of role models on perceived stereotypes of Black men (see Appendix J.2), or Black women (see Appendix J.4). Therefore, those analyses are not reported. However, Table 10 reports the means and standard deviations of the perceived stereotypes of Black men, White men, Black women and White women for comparison purposes. Overall Black boys thought that others would evaluate Black men, White men, Black women, and White women positively.

Table 10. Mean report of perceived stereotypes of Black men, White men, Black women, White women across all role models for Black boys.

Stereotype Content (1 'not at all' – 5 'extremely')	Black men Q21 <i>M(SD)</i>	White men Q20 <i>M(SD)</i>	Black women <sup>28</sup> Q22 <i>M(SD)</i>	White women <sup>29</sup> Q23 <i>M(SD)</i>
Warm	3.24 (1.06)	3.17 (0.91)	3.68 (1.06)	3.54 (1.04)
Clever	3.48 (1.03)	3.36 (0.93)	3.76 (0.95)	3.53 (0.92)
Skilful	3.57 (1.02)	3.30 (0.96)	3.65 (0.97)	3.32 (0.98)
Popular	3.59 (1.05)	3.32 (1.09)	N/A	N/A
Successful	3.45 (1.07)	3.48 (0.98)	N/A	N/A
Competitive	3.42 (1.20)	3.37 (1.09)	N/A	N/A
Kind	3.27 (1.06)	3.02 (1.01)	N/A	N/A
Admirable	3.39 (1.23)	2.55 (1.14)	N/A	N/A
Respect	3.70 (1.14)	3.44 (1.03)	3.80 (1.10)	3.49 (1.04)
Feared	2.55 (1.33)	2.00 (1.09)	N/A	N/A
Envied	2.18 (1.24)	1.99 (1.23)	N/A	N/A
Pitied	2.50 (1.30)	2.07 (1.16)	N/A	N/A
Disliked	2.24 (1.23)	2.26 (1.10)	2.13 (1.17)	2.21 (1.08)

## 2) Effects of Vignettes on Perceived Stereotypes of White Men and Women

While Table 11 sets out cases where there are significant differences between individual vignettes, additional analyses also showed broader differences related to the type of role model (see Appendixes I.4-6). Hearing about a role model changed Black boys' perceptions of whether White men were seen as someone who is to be feared, clever, enviable and successful, as well as the perceptions of White women as clever. Specifically, Black boys believed that others perceive White men as:

- Feared: More likely to be feared when the Black boys heard about a small-scale achievement role model than when they heard about a large-scale achievement role model.
- Clever: Cleverer when the Black boys heard about a small scale-achievement role model than when they heard about a large-scale achievement role model.
- Envidable: More enviable when the Black boys heard about a small-scale achievement role model than when they heard about a large-scale achievement role model.
- Successful: More successful when the Black boys heard about a small-scale achievement role model than when they heard about a large-scale achievement role model.

<sup>28</sup> Only a subset of questions was asked for these groups.

<sup>29</sup> Only a subset of questions was asked for these groups.

Table 11. Means of the perceived White men stereotype for each vignette in cases where there were significant differences between vignettes.

Q20. Stereotype Content of White Men (1 'not at all' – 5 'extremely')	Vignette	<i>M</i>	<i>SD</i>	<i>n</i>	95% Confidence Interval	
					Lower	Upper
Fear	LSA/Material	2.06	1.17	54	1.62	2.21
	LSA/Moral	1.62	0.76	42	1.28	1.91
	SSA/Material	2.10	1.16	41	1.90	2.55
	SSA/Moral	2.24	1.12	37	1.94	2.62
	Baseline Control	1.87	0.96	31	1.56	2.31
Clever	LSA/Material	3.26	0.873	54	2.962	3.520
	LSA/Moral	3.24	1.078	42	2.934	3.533
	SSA/Material	3.54	0.951	41	3.249	3.863
	SSA/Moral	3.54	0.960	37	3.249	3.891
	Baseline Control	3.35	0.915	31	2.978	3.686
Envy	LSA/Material	2.20	1.365	54	1.745	2.497
	LSA/Moral	1.81	1.153	42	1.424	2.231
	SSA/Material	2.41	1.449	41	2.092	2.920
	SSA/Moral	2.38	1.320	37	1.931	2.798
	Baseline Control	1.97	1.224	31	1.506	2.460
Successful	LSA/Material	3.43	1.039	54	3.179	3.745
	LSA/Moral	3.29	0.995	42	2.961	3.569
	SSA/Material	3.85	0.910	41	3.533	4.157
	SSA/Moral	3.62	0.982	37	3.307	3.960
	Baseline Control	3.58	.923	31	3.184	3.902

Additionally, Black boys who heard the small-scale achievement role models believed that others perceive White women as cleverer than did those who heard the large-scale achievement role models (see Appendix J.4-6 for analyses, and Table 12 for vignette means).

Table 12. Means of the perceived White women stereotype for each vignette in cases where there were significant differences between vignettes.

Q23. Stereotype Content of White Women (1 'not at all' – 5 'extremely')	Vignette	<i>M</i>	<i>SD</i>	<i>n</i>	95% Confidence Interval	
					Lower	Upper
Clever	LSA/Material	3.33	0.818	55	3.132	3.621
	LSA/Moral	3.30	0.907	47	3.036	3.535
	SSA/Material	3.72	1.008	43	3.459	3.985
	SSA/Moral	3.90	0.778	40	3.604	4.147
	Baseline Control	3.39	0.899	33	3.054	3.662

There were no differences on the remaining stereotype items. Since the overall means for all of the stereotype content have been reported in the section above, stereotype content areas that are not affected by role model vignettes are not discussed further.

## Reported Self-Stereotypes

### *Summary*

The purpose of the series of questions was to establish whether or not any or all of the role models reduce Black boys' self-stereotyping.

Black boys overall tended to view themselves very positively and rated themselves highly on the different dimensions, regardless of whether or not they had heard about a role model. However, those who had heard about a role model vignette tended to rate themselves as cleverer and more skilful than those who were not.

Black boys with higher self-esteem and self-efficacy rated themselves more positively overall. Additionally, Black boys with more Black friends rated themselves as more skilful and competitive.

One of the goals of the REACH programme is to reduce what are perceived as negative self-stereotypes amongst Black boys as a means of raising aspirations and widening horizons. After being presented with the role model, Black boys were asked to answer questions about self-stereotypes (i.e. how warm, clever, skilful, popular, successful, competitive and kind they see *themselves*; see Appendix A, question 32). The purpose of the series of questions was to establish whether or not any or all of the role models have an effect on Black boys' self-stereotypes. Tables of the multivariate analyses of covariance can be found in Appendix K.

Of interest is the question 'Do different types of young people respond differently to messages?' In order to answer this, background variables (i.e. social-economic status, self-esteem, self-efficacy, ethnic identification, and interethnic contact) were

used as covariates. Inclusion of these variables allows us to account, statistically, for their effects when assessing the impact of the role models. The effects of these covariates are reported when they are statistically significant and thus bear on the outcomes of interest (see Appendix K.1). The background variables found to covary with judgements of the role models were:

- Self-esteem: Black boys with higher self-esteem saw themselves as warmer ( $r_{(334)} = .226, p < .001$ ), cleverer ( $r_{(336)} = .394, p < .001$ ), more skilful ( $r_{(334)} = .423, p < .001$ ), more popular ( $r_{(333)} = .314, p < .001$ ), more successful ( $r_{(335)} = .498, p < .001$ ), more competitive ( $r_{(333)} = .260, p < .001$ ) and kinder ( $r_{(335)} = .246, p < .001$ ).
- Self-efficacy: Black boys with higher self-efficacy saw themselves as warmer ( $r_{(335)} = .222, p < .001$ ), cleverer ( $r_{(337)} = .399, p < .001$ ), more skilful ( $r_{(335)} = .453, p < .001$ ), more popular ( $r_{(334)} = .290, p < .001$ ), more successful ( $r_{(336)} = .513, p < .001$ ), more competitive ( $r_{(334)} = .242, p < .001$ ) and kinder ( $r_{(336)} = .257, p < .001$ ).
- Group Contact: Black boys who had more Black friends saw themselves as more skilful ( $r_{(335)} = .178, p = .001$ ) and more competitive ( $r_{(334)} = .180, p = .001$ ).

Self-evaluations amongst Black boys were very positive, whether or not they had heard about a role model. The means of all Black boys' ratings (from 1 'not at all' to 5 'very') were:

- warm ( $M = 4.07, SD = 0.86$ );
- clever, ( $M = 4.05, SD = 0.84$ );
- skilful ( $M = 4.23, SD = 0.85$ );
- popular ( $M = 3.90, SD = 1.00$ );
- successful ( $M = 3.94, SD = 0.85$ );
- competitive ( $M = 3.95, SD = 1.11$ ); and
- kind ( $M = 3.98, SD = 1.02$ ).

However, Black boys' self-stereotypes of cleverness and skilfulness were affected by hearing about a role model (see Appendix K.2-4 for the analyses, and Table 13 for the vignette means). Specifically:

- Clever: Black boys felt that they were cleverer if they had heard about a role model vignette than if they did not and this did not differ between vignettes.
- Skilful: Black boys felt that they were more skilful if they had heard about a role model vignette than if they did not and this did not differ between vignettes.

Table 13. Self-stereotype means for each vignette in cases where there were significant differences between vignettes.

Q32. Self-stereotypes (1 'not at all' – 5 'extremely')	Vignettes	<i>M</i>	<i>SD</i>	<i>n</i>	95% Confidence Interval	
					Lower	Upper
Clever	LSA/Material	4.14	0.840	59	3.916	3.916
	LSA/Moral	4.07	0.827	46	3.858	3.858
	SSA/Material	3.86	0.843	42	3.673	3.673
	SSA/Moral	4.34	0.794	41	4.129	4.129
	Baseline Control	3.76	0.699	34	3.439	3.439
Skilful	LSA/Material	4.27	0.827	59	4.127	4.127
	LSA/Moral	4.15	0.918	46	3.977	3.977
	SSA/Material	4.29	0.774	42	4.039	4.039
	SSA/Moral	4.32	0.722	41	4.062	4.062
	Baseline Control	4.00	1.015	34	3.645	3.645

## Career Aspirations

### *Summary*

The purpose of asking the series of questions was to determine what effect hearing about role models may have on Black boys' career decisions, and to learn what careers were of interest to Black boys.

Overall, Black boys were most likely to be interested in becoming an athlete, actor or IT specialist, and least likely to be interested in pursuing a career as a teacher, shop assistant or van driver. When asked which jobs they thought they *could* do, the most common answer was athlete, IT worker and actor; they were least likely to feel able to be a social worker, van driver and teacher.

Black boys who had more Black friends were more interested in becoming an electrician and actor. Black boys who had more White friends were more interested in becoming an electrician, soldier and politician. Black boys who had more friends from other ethnic groups were more interested in becoming a mechanic, electrician, soldier and actor than those with fewer friends from other ethnic backgrounds.

Black boys who had higher self-esteem and self-efficacy thought they could do more of the careers listed in the questionnaire. Additionally, Black boys who had more Black friends felt less like they could be a writer, politician, teacher, shop assistant and van driver.

Black boys who heard about the LSA/Material role model (who had been a soldier) reported being more interested in becoming a soldier and van driver than those who had heard about any other role model.

Black boys were asked how much they *would like* to be one of the following: Doctor, Mechanic, IT specialist, Social Worker, Electrician, Writer, Soldier, Athlete, Musician, Politician, Actor, Teacher, Shop Assistant and Van Driver (see Appendix A, question 41). The purpose of asking the series of questions was to determine what effect hearing about role models may have on Black boys' career decisions, and to learn what careers were of interest to Black boys.

Additionally, Black boys were asked how likely it was that they could do each of these occupations if they wanted to (see Appendix A, question 42) to determine what effect hearing about role models may have on Black boys' belief in their ability to work in a career.

Overall Black boys thought that would like to do the jobs, and that they could do the jobs. Tables of the multivariate analyses of covariance can be found in Appendix L.

Of interest is the question 'Do different types of young people respond differently to messages?' In order to answer this, background variables (i.e. social-economic status, self-esteem, self-efficacy, ethnic identification, and interethnic contact) were used as covariates. Inclusion of these variables allows us to account, statistically, for



their effects when assessing the impact of the role models. The effects of these covariates are reported when they are statistically significant and thus bear on the outcomes of interest (see Appendix L.1)<sup>30</sup>. The background variables found to covary with career aspirations were:

- **Group Contact:** Black boys who had more Black friends were more interested in becoming an electrician ( $r_{(323)} = .154, p = .006$ ) and actor ( $r_{(324)} = .209, p < .001$ ) and felt less like that they could be a writer ( $r_{(321)} = -.136, p = .015$ ), politician ( $r_{(321)} = -.147, p = .008$ ), teacher ( $r_{(322)} = -.143, p = .010$ ), shop assistant ( $r_{(323)} = -.138, p = .013$ ), and van driver ( $r_{(323)} = -.155, p = .005$ ). Black boys who had more White friends were more interested in becoming an electrician ( $r_{(323)} = .176, p = .002$ ), soldier ( $r_{(321)} = .150, p = .007$ ) and politician ( $r_{(325)} = .132, p = .017$ ). Black boys who had more friends from other ethnic groups were more interested in becoming a mechanic ( $r_{(320)} = .189, p = .001$ ), electrician ( $r_{(323)} = .159, p = .004$ ), soldier ( $r_{(321)} = .170, p = .002$ ) and actor ( $r_{(324)} = .117, p = .035$ ).
- **Self-esteem:** Black boys with higher self-esteem felt more strongly that they could be a doctor ( $r_{(320)} = .189, p < .001$ ), mechanic ( $r_{(322)} = .159, p = .005$ ), IT specialist ( $r_{(320)} = .189, p < .001$ ), electrician ( $r_{(320)} = .159, p = .013$ ), writer ( $r_{(320)} = .189, p = .002$ ), athlete ( $r_{(321)} = .159, p < .001$ ), musician ( $r_{(319)} = .189, p = .008$ ), politician ( $r_{(320)} = .159, p < .001$ ), actor ( $r_{(320)} = .189, p = .023$ ), and teacher ( $r_{(321)} = .159, p = .003$ ).
- **Self-efficacy:** Black boys with higher self-efficacy felt more strongly that they could be a doctor ( $r_{(320)} = .202, p < .001$ ), IT specialist ( $r_{(320)} = .200, p < .001$ ), electrician ( $r_{(320)} = .150, p = .007$ ), writer ( $r_{(320)} = .115, p = .040$ ), athlete ( $r_{(321)} = .217, p < .001$ ), musician ( $r_{(319)} = .188, p = .001$ ), politician ( $r_{(320)} = .237, p < .001$ ), actor ( $r_{(320)} = .244, p < .001$ ), and teacher ( $r_{(321)} = .124, p = .027$ ).

As seen in Table 14, Black boys overall (whether hearing about a role model or not) were most likely to prefer the roles of athlete, actor or IT specialist, and least likely to choose teacher, shop assistant, or van driver. When asked which jobs they thought they *could* do, the highest-rated answers were athlete, IT specialist, and actor; they felt least likely to be able to be a social worker, van driver or teacher.<sup>31</sup>

<sup>30</sup> Although socio-economic status is identified in the appendix as covarying with career aspirations, this is due to some marginal effects (i.e., relationships that are close to but not significant at the  $p < .05$  level, for example  $p = .09$ ). However, as we can not say with certainty that these effects are 'real' they are not reported in the summary above.

<sup>31</sup> Throughout the study, participants clearly associated ability with desire when answering Q42.

**Table 14. Means for interest in careers and ability to work in a career for Black boys.**

Careers (1 'not at all' – 5 'very')	How much would you like to do this job? Q41 <i>M(SD)</i>	How likely is it that you could do this job if you wanted to? Q42 <i>M(SD)</i>
Actor	3.35 (1.47)	3.28 (1.48)
Athlete	3.67 (1.41)	3.60 (1.40)
Doctor	2.82 (1.38)	3.03 (1.45)
Electrician	2.52 (1.31)	2.78 (1.38)
IT Specialist	3.28 (1.33)	3.45 (1.38)
Mechanic	2.49 (1.29)	2.96 (1.44)
Musician	2.82 (1.47)	2.92 (1.48)
Politician	2.44 (1.39)	2.66 (1.45)
Shop Assistant	1.58 (0.95)	2.63 (1.61)
Social Worker	2.04 (1.20)	2.53 (1.41)
Soldier	1.92 (1.30)	2.57 (1.59)
Teacher	1.84 (1.16)	2.39 (1.38)
Van Driver	1.37 (0.90)	2.42 (1.68)
Writer	2.34 (1.31)	2.71 (1.44)

However, Black boys' interest in only two careers (soldier and van driver) was affected by hearing about a role model (see Appendix L.2-4). Table 15 illustrates that:

- Black boys who heard about the LSA/Material role model (who had spent time in the Army) reported being less averse to becoming a soldier or van driver than those who heard about any other role model.

Table 15. Means for each vignette in cases where there were significant differences between vignettes.

Careers	Vignettes	<i>M</i>	<i>SD</i>	<i>n</i>	95% Confidence Interval	
					Lower	Upper
<b>Q41. How much would you like to do this job? (1 'not at all' – 5 'very')</b>						
Soldier	LSA/Material	2.23	1.513	56	2.012	2.722
	LSA/Moral	1.75	1.164	44	1.319	2.086
	SSA/Material	1.73	1.217	37	1.301	2.141
	SSA/Moral	1.95	1.207	38	1.453	2.281
	Baseline Control	1.57	1.136	28	1.009	1.985
Van Driver	LSA/Material	1.61	1.123	56	1.372	1.813
	LSA/Moral	1.18	0.691	44	0.908	1.387
	SSA/Material	1.19	0.616	37	0.949	1.475
	SSA/Moral	1.32	0.662	38	1.044	1.564
	Baseline Control	1.07	0.378	28	0.834	1.447

## Effects of the Different Vignettes on Spontaneously Cited Role Models

### *Summary*

The purpose of the series of questions was to determine who Black boys were already using as role models.

Black boys were most likely to have role models who were young, Black, male and famous. For those that gave information about the profession of role models, the most common professions of interest were athletes closely followed by business people.

Black boys were more likely to choose a businessman for a role model if they had higher self-efficacy, more contact with White friends, or less contact with friends from other ethnic groups. Black boys who were more committed to their ethnic identity were more likely to choose a famous role model, while those with lower socio-economic status were more likely to choose a Black role model.

Black boys that heard about materialistic role models were more likely than those that heard about social-moral role models to choose an older role model

In terms of reasons for selecting their role models, the most commonly cited reason that Black boys gave was because the role models had achieved material success. This was followed by role models who were inspirational and role models who participants felt shared characteristics with themselves. Despite 66% of Black boys choosing a Black role model, only 9% cited this as a reason why they admire this role model. Reasons for choosing the role model were not affected by the vignettes.

Black boys with higher socio-economic status were more likely to admire a role model who had a large scale of achievement. Group contact also affected Black boys' reasons for choosing role models, with those who had more contact with White friends being more likely to admire a role model who had socio-moral success. Black boys who had higher self-esteem and more contact with other ethnic group friends were more likely to admire a role model who had material success or those they viewed as leaders. Black boys with more Black friends tended to admire a role model who they viewed as inspirational.

Black boys were asked if they could think of someone they wanted to be like one day, and then answered a series of questions to describe this person, as well as explain why they chose the role model (see Appendix A, questions 43-47). As described in Chapter 2, many of these questions were opened ended and were later coded. The purpose of the series of questions was to determine who Black boys were already using as role models. Tables of the multinomial logistic regression of the categorical variables can be found in Appendix M.

Of interest is the question ‘Do different types of young people respond differently to messages?’ In order to answer this, background variables (i.e. social-economic status, self-esteem, self-efficacy, ethnic identification, and interethnic contact) were used as covariates. Inclusion of these variables allows us to account, statistically, for their effects when assessing the impact of the role models. The effects of these covariates are reported when they are statistically significant and thus bear on the outcomes of interest (see Appendix M.2). The background variables that covaried with the type of spontaneously generated role models chosen were:

- Socio-economic Status: Black boys with lower socio-economic status were more likely to choose a Black role model.
- Ethnic Identity: Black boys who were more committed to their ethnic identity were more likely to choose a famous role model.
- Self-efficacy and group contact: Black boys were more likely to choose a businessman for a role model if they had higher self-efficacy, more contact with White friends, or less contact with friends from other ethnic groups.

The background variables that covaried with why the spontaneously generated role model was chosen were (see Appendix M.3):

- Socio-economic Status: Black boys with higher socio-economic status were more likely to admire a role model who had a large scale of achievement.
- Group Contact: Black boys who had more contact with Black friends were more likely to admire a role model who they thought was inspirational. Black boys who had more contact with White friends were more likely to admire a role model who had social-moral success. Black boys who had more contact with friends from other ethnic groups were more likely to admire a role model who had material success and more likely to admire a role model who is a leader.
- Self-esteem: Black boys who had higher self-esteem were more likely to admire a role model who had material success.
- Self-efficacy: Black boys who had higher self-efficacy were more likely to admire a role model that shared characteristics with them.
- Ethnic Identity: Black boys who thought ethnic identity was less important but were more committed to their ethnic identity were more likely to admire a role model who was inspirational.

### **1) Spontaneously cited role models**

Three quarters (76%) of the Black boys who participated in the study stated that they had a role model, while one in four (24%) did not. Of the 277 who stated that they had a role model, 37% listed a name, the most popular being Barack Obama (18%), Cristiano Ronaldo (8%), and their Dad (7%) (see Appendix N for full list of names). Black boys were then asked to check boxes

that described their role model (e.g. male, female, Black, young, famous, relative, doctor and athlete) and given an option to write in other professions or descriptions not in the list. Table 16 shows the frequencies of the demographic characteristics of these role models.

Table 16. Frequencies of demographic characteristics of spontaneously generated role models for Black boys for Q45 'please tick all the boxes that describe your role model'.

<i>Base: Black boys who said they had a role model (277)</i>	Number	Percent
<b>Describe them:</b>		
Male	269	97
Female	8	3
Black	180	65
White	71	26
Asian	4	1
Age young	107	39
Age old	36	13
<b>How do participants know the role model?</b>		
Famous	158	57
Relative	53	19
<b>Profession:</b>		
Athlete <sup>32</sup>	112	41
Business Person	49	18
Musician	39	14
Actor	25	9
Doctor	10	4
Scientist	4	1
Teacher	3	1
<b>Other</b>		
Mixed Race	3	1
African/Caribbean	1	>1
Portuguese	1	>1
Myself	2	>1

*NB: Percentages do not add to 100% due to multiple or missing responses*

Typically, Black boys had role models who were male, Black and famous; athletics was by far the most common profession, followed by business and music. These answers were not affected by the vignettes. However, the vignettes did affect whether their choice was a young or older person (see Appendix M.2). Specifically, Black boys that heard about materialistic role models were more likely than those that heard about social-moral role models to choose an older role model (see Appendix M.1).

<sup>32</sup> The questionnaire actually refers to 'sports person'. However 'athlete' is used throughout as it more accurately depicts the role models cited by participants.

As can be seen in Table 17, the Black boys listed other professions for role models besides those available in the questionnaire. By far the most popular was footballer<sup>33</sup> (20%), followed by president (12%), which was generally a direct reference to Barack Obama.

Table 17. Professions and ethnicity provided in open-ended question 'please write down what this person does' (Q46) for the spontaneously cited role models of Black boys.

<i>Base: Black boys that answered Q46 (216)</i>	Number	Percent
<b>Sportsperson<sup>34</sup></b>	<b>94</b>	<b>25.9</b>
Footballer	71	19.5
Runner	13	3.6
Basketballer	6	1.6
Boxer	1	0.3
Football Manager	1	0.3
Rugby	1	0.3
Tennis	1	0.3
President	42	11.5
<b>Musician</b>	<b>15</b>	<b>4.0</b>
Musician – Rap	7	1.9
Musician – Drummer	2	0.5
Musician – Rock	2	0.5
Musician – Singer	2	0.5
Musician – Producer	2	0.6
Musician – Saxophone	1	0.3
<b>Business/Finance</b>	<b>12</b>	<b>3.4</b>
Created Microsoft	3	0.8
Director	3	0.8
Accountant	1	0.3
Boss of a building estate	1	0.3
Entrepreneur - manga & anime & game	1	0.3
Head of a games company	1	0.3
Owns Building Company	1	0.3
Tax man for HM Revenue and customs	1	0.3
<b>Student</b>	<b>5</b>	<b>1.3</b>
Student – University	2	0.5
Student	2	0.5
Student – Medicine	1	0.3
<b>Medicine</b>	<b>5</b>	<b>1.5</b>
Cardiologist	1	0.3
Dentist	1	0.3
Deputy manager NHS	1	0.3
Neurosurgeon	1	0.3
Orthopaedic surgeon	1	0.3

<sup>33</sup> It is worth noting that footballers are in fact athletes (as are the other sports categories listed in table 17).

<sup>34</sup> As stated in Table 16, overall Black boys cited 112 athletes, 49 business people, 39 musicians, etc. Where there is overlap between Table 16 and 17 for these careers this indicates that the Black boy provided additional information about the person in this career (e.g., the sportsperson plays football). Therefore, overall percentages for identifying a role model in this career should be taken from Table 16.

Table 17 continued

	Number	Percent
<b>Black Activist</b>	<b>4</b>	<b>1.2</b>
Activist, he helped black people to be free	1	0.3
Dreamed that black people will be equal.	1	0.3
Freed black people	1	0.3
Stood up for the rights of Black People in US. He was also a preacher in his father's church.	1	0.3
Chef	4	1.1
<b>Computers</b>	<b>4</b>	<b>1.1</b>
Computers	2	0.5
Computer Engineer	1	0.3
IT Specialist	1	0.3
Lawyer	3	0.8
Mechanic	3	0.8
Architect	2	0.5
Dancer	2	0.5
Electrician	2	0.5
Helps	2	0.5
Soldier	2	0.3
Artist	1	0.3
Bus Driver	1	0.3
Caring, thinks about others and works hard	1	0.3
Clerk	1	0.3
Deputy head of primary school	1	0.3
Everything	1	0.3
Housing Officer	1	0.3
ICT	1	0.3
Plasterer, truck driver and a builder	1	0.3
Pilot	1	0.3
Police man	1	0.3
Prime minister	1	0.3
SAS	1	0.3
Social worker	1	0.3
Successful	1	0.3

*NB: Percentages do not add to 100% due to multiple responses*

## 2) Reasons for choosing spontaneously cited role models

Of the 273 Black boys who stated that they had a role model, 93% provided information about why they chose their role model. From these responses, general themes were developed for reasons why Black boys chose their spontaneously cited role models (outlined in Table 18).



Table 18. Frequencies for why Black boys chose their spontaneously cited role model (Q47).

Reasons for Choosing Spontaneously Cited Role Model	Number	Percent
<i>Base: Black boys that answered Q47 (257)</i>		
Material (e.g. rich, successful, achieved)	145	56
Inspirational (e.g. good role model, can respect)	117	46
Similarity (e.g. shares characteristics with me)	58	23
Socio-Moral (e.g. helps community/others)	25	10
Competitive (e.g. determined, hard-work, ambitious)	25	10
Black ethnicity	22	9
Leader (e.g. in charge, the boss)	18	7
Intelligent (e.g. multiple degrees)	11	4
Large scale of achievement (e.g. started from nothing)	10	4
Kind (e.g. generous)	6	2
Religious (e.g. Jesus, faith, righteous)	2	1

*NB: Percentages do not add to 100% due to multiple responses*

The most common reason Black boys gave for choosing their role model was the role model's material success. This was followed by role models who were inspirational, and then role models who Black boys felt shared characteristics with themselves. Despite 66% of Black boys choosing a Black role model, only 9% cited this as a reason why they admire this role model. Reasons for choosing the role model were not affected by the vignettes (see Appendix M.3).

## Comparison Choices for Self-Evaluations

### *Summary*

The purpose of this series of questions was to evaluate who Black boys were generally comparing themselves to when evaluating their own personality, cleverness, skill and opportunities available to them in life. This would help to ascertain the perceived relevance of the role models to Black boys.

For Black boys, comparisons tended to be made to Black men who are family members or friends. It is interesting to note that despite many Black boys having White friends or spontaneously citing White role models, the proportion of Black boys who self-evaluate by comparing themselves with White men is much lower than the proportion of Black boys who compare themselves to Black men.

Black boys were asked to identify significant others (i.e. Black men, White men, Black women, White women or other men or women) with whom they would compare themselves when evaluating their own cleverness, personality, skill and life opportunities. They were also asked to clarify whether these comparison people were family members, friends, people at school or others (see Appendix A, questions 33-40). The purpose of this series of questions was to evaluate the perceived usefulness or relevance of the role models to Black boys.

As seen in Table 19, Black boys most compare themselves to Black men when they want to evaluate their own cleverness, personality, skill, or the opportunities available to them in life (see Appendix O.1 for the crosstab comparisons). Who these Black men are, however, is a mixed story (see Appendix O.2 for the crosstab comparisons). Black boys tend to self-evaluate their own cleverness or about opportunities in life by comparing themselves family members. When they want to evaluate their own personality or skills, they tend to look to both family members and friends (see Appendix O.1 for the crosstab comparisons). It is interesting to note that the proportion of Black boys who compare themselves with White men is much lower than the proportion of Black boys who compare themselves to Black men. This is despite many having White friends ( $M = 3.62$ ) and a proportion who spontaneously cite White role models (26%).

Table 19. Frequencies of comparison of self to others groups of people on cleverness, personality, skilfulness, and opportunity by Black boys.

Comparison Group	Cleverness (%)	Personality (%)	Skilfulness (%)	Opportunities (%)
<b>Type of Person</b>				
<i>Base: Black boys that answered Q33 (324), Q 35 (323), Q37 (321), Q 39 (315)</i>				
Black men	60	57	51	49
White men	12	12	18	22
Black women	5	8	4	7
White women	3	2	3	2
Another man	20	20	23	18
Another woman	1	1	1	2
<b>Relation to Participant</b>				
<i>Base: Black boys that answered Q34 (324), Q 36 (320), Q38 (320), Q 40 (316)</i>				
Family member	46	45	34	46
Friend	23	35	34	22
Someone at college	16	13	17	14
Other	15	7	15	18

## Media Use

The Black boys were asked to what extent they heard about most of their news and information from different sources (see Appendix A, questions 50-51). As shown in Table 20, television news and family were the main sources, along with the internet, newspapers, friends and television documentaries. Black boys found out significantly less from radio news and other places.

Table 20. Media usage by Black boys.

Q50. Which ones do you use to find out about the news? (1 'not at all' – 5 'very much')			
	<i>n</i>	<i>M</i>	<i>SD</i>
TV news	283	3.96	1.249
Family	286	3.80	1.257
Internet	282	3.74	1.334
Newspapers	283	3.69	1.319
Friends	281	3.61	1.191
TV documentaries	281	3.29	1.350
Radio news	283	2.61	1.396
Somewhere else	117	2.15	1.416

<i>Base: Black boys that answered Q51 'somewhere else' (29)</i>		
	Number	Percent
Phone	4	14
Billboards	3	10
Church	3	10
Football	3	10
Magazines	3	10
Overhearing other people	3	10
Books	2	8
My country	2	8
Nigeria	2	8
A shop	1	3
Leaflets	1	3
Posters	1	3
Videogame Consoles	1	3

## Time 2 Analyses for Black boys

### *Summary*

Overall, Black boys reported remembering the materialistic role models more than the social-moral role models. However, they actually remembered the latter's pride at helping people more than the former's pride at making money. They also remembered more accurate information about the large-scale achievement role models' background than about the small-scale achievement role models' background. SSA/Material role model's profession (i.e., social worker) was least likely to be remembered than the other role models' professions

Black boys' liking of the role models remained stable and they reported enjoying the stories. However, by Time 2, while they remembered enjoying the stories, they thought the Black role models less interesting. They said, though, that they had since met or heard about people similar to the materialistic role models more than the social-moral role models.

Hearing about the role models at Time 1 seems to have led to more positive Black male stereotypes amongst Black boys. At Time 2, Black boys who heard about a role model reported thinking others would perceive Black men as warmer, more skilful, more popular, more successful and more admirable than they did at Time 1.

Black boys reported the same spontaneously cited role models for Time 2 as for Time 1. Black boys were more likely to select a business person at Time 2 than at Time 1 and less likely to select an athlete at Time 2 than at Time 1. Their self-stereotypes and career aspirations remained stable.

For the school-aged children, data were collected at a second time in order to test whether or not any of the effects of the role models persist over time. Therefore, additional analyses were then conducted to examine the effects of the role models over time<sup>35</sup>.

School-aged children were asked recall questions (how much do you remember about the story, what was the name of the person in your story, what job did the person do, what kind of background did he come from, what did he achieve, was he proud of making money or doing good things for people), and questions about how they still feel about the role models (did you enjoy hearing about the story, how do you feel about the man, how interesting was the story, did you tell someone about the story, since hearing the story have you met or heard about someone similar to

<sup>35</sup> Specifically, stability of responses to each measure over time were assessed through a 2 X 5 repeated measures multivariate analysis of variance (to identify any mean changes over time): Time (1, 2) X Vignette (Control, LSA/Material, LSA/Moral, SSA/Material, SSA/Moral). The purpose of these analyses was to first determine if any of the role models had an effect over time. For any sets of measures on which a significant change for both time and vignettes occurred, more detailed 2 X 2 (+ 1) analyses of variance (Scale X Type (+ Baseline Control)) were undertaken to investigate the specific effect of the role models at Time 2.

the man in your story; See Appendix F). They were also asked questions from Time 1 that may be expected to change at Time 2 as a result of hearing about the role model (White men stereotypes, Black men stereotypes, self-stereotypes, career aspirations, and spontaneously cited role models; see Appendix A, questions 20-21, 32, 41-47).

### 1) Recall of role models at Time 2

The purpose of this set of questions was to establish whether Black boys were able to accurately remember details about the role models they had heard about at Time 1 at Time 2 (see Appendix P for tables detailing analyses). Specifically, participants were asked how much they thought they remembered the role model and whether they could write down details about the role model's name, job, background, achievement, and whether the role model had social-moral or material values (see Appendix F, questions 1-20).

Black boys reported remembering more about the materialistic role models than the social-moral role models (especially the LSA/Moral; see Appendix P.4 for the multinomial logistic regression; see Table 21 for the means). This seems consistent with the finding that these role models made the strongest impression.

Table 21. Means of the reported levels of memory of the role model at Time 2 for Black boys.

Measure of Accurate Recall in Time 2	Vignette	<i>M</i>	<i>SD</i>	<i>n</i>	95% Confidence Interval	
					Lower	Upper
Q1. How much do you remember about this story? (1 'very little' – 5 'Very much')	LSA/MAT	2.91	1.21	53	2.562	3.249
	LSA/MOR	2.15	1.11	55	1.808	2.483
	SSA/MAT	2.59	1.39	46	2.218	2.956
	SSA/MOR	2.56	1.36	52	2.211	2.905

Additionally, among the Black boys (see Appendix P.1-2 for the analysis of variance; see Table 22 for the means):

- the name of the LSA/Moral role model (i.e. Robert) was less likely to be recalled than the other role models (i.e. Michael, David and Steve)
- the SSA/Material role model's profession (i.e., social worker) was least likely to be remembered than the other role models (i.e. electrician, doctor and IT specialist) social-moral role models' professions
- the large-scale achievement role models' background were more likely to be recalled than the small-scale achievement role models
- the SSA/Moral role model achieved (i.e. social-moral success) was less likely to be recalled than what the other role models achieved

- the social-moral role models were proud of doing good things for other people was more likely to be recalled than that the materialistic role models were proud of making money.

Table 22. Frequencies of accurate recall of the role models by Black boys for each vignette. Percentage is of those who accurately recalled the details of each role model within each vignette.

Measure of Accurate Recall in Time 2 <i>Base: Black boys who answered Q2-6 (245).</i>	Correct Response	Vignettes				Total Answered Correctly
		LSA/MAT	LSA/MOR	SSA/MAT	SSA/MOR	
Q2. What was the name of the person in your story?	Number	30	11	14	39	84
	Percent	45	17	28	48	34
Q3. What job did this person do?	Number	32	22	12	28	94
	Percent	48	33	24	46	38
Q4. What kind of background did he come from?	Number	16	11	3	1	31
	Percent	24	17	6	2	13
Q5. What did he achieve?	Number	16	19	19	8	62
	Percent	24	29	37	13	25
Q6. Did he feel proud of making lots of money, or doing good things for other people?	Number	5	33	6	28	72
	Percent	8	50	12	46	29

## 2) Reported role model judgements at Time 2

The purpose of this series of questions was to determine whether or not Black boys still found the same role models of interest at Time 2. Specifically, participants were asked how they felt about the role model, how interesting the role model's story was, and whether or not they had told anyone about the story (see Appendix F, questions 8-10). Additionally, participants were asked new items about the role models (i.e. how much did you enjoy hearing this story, and since you heard the story have you met or heard about someone similar; See Appendix F, questions 7, 11).

- Between Time 1 and Time 2, Black boys' liking for the role models overall did not change (see Appendix Q.1 for multivariate analyses of variance and Table 23 for the mean responses).
- By Time 2, Black boys reported that the role models were less interesting than at Time 1 (see Appendix Q.1-2 for multivariate analyses of variance and Table 23 for the mean responses).

- At Time 1 the Black boys were more likely to say they would tell another person about the SSA/Material role model than either of the social-moral role models. However, there were no differences between the role models by Time 2, when Black boys were more likely to say that they had not told anyone (see Appendix Q.1-4 for multivariate analyses of variance and Table 23 for the mean responses).

Table 23. Mean responses of whether or not Black boys would tell someone about the role models at Time 1 and whether or not the Black boys did tell someone about the role models at Time 2 across vignettes.

Measure	Vignette	Time	<i>M</i>	<i>SE</i>	95% Confidence Interval	
					Lower	Upper
Q9. How interesting was the story you heard? (1 'definitely not' – 5 'definitely')	LSA/Material	1	3.59	.15	3.308	3.880
		2	3.38	.14	3.104	3.646
	LSA/Moral	1	3.24	.15	2.952	3.532
		2	3.07	.14	2.789	3.340
	SSA/Material	1	3.61	.17	3.272	3.946
		2	3.26	.16	2.941	3.581
	SSA/Moral	1	3.52	.15	3.217	3.817
		2	3.29	.14	3.008	3.578
Q10. Would you/Did you tell anyone about this story? (1 'definitely not' – 5 'definitely')	LSA/Material	1	3.10	.16	2.799	3.420
		2	2.09	.15	1.790	2.398
	LSA/Moral	1	2.77	.16	2.459	3.090
		2	2.23	.16	1.917	2.535
	SSA/Material	1	3.35	.19	2.981	3.714
		2	2.00	.18	1.641	2.359
	SSA/Moral	1	2.71	.17	2.381	3.033
		2	2.29	.16	1.974	2.612

- At Time 2, Black boys reported having enjoyed the story about the role model ( $M = 3.38$ ,  $SD = 1.10$ ). However, this did not differ between vignettes (see Appendix Q.5 for analysis of variance).
- Black boys reported having met and having heard about people similar to the materialistic role models more than the moralistic role models (see Appendix Q.7 for multinomial logistic regression, and Table 24 for the vignette frequencies).



Table 24. Frequencies of meeting/hearing about the role models after Time 2 for each vignette. *Percentage is of Black boys who met or heard about someone similar to the role model.*

Evaluation of the Role Model		Vignettes				Total Answered Yes
		LSA/MAT	LSA/MOR	SSA/MAT	SSA/MOR	
Q25 (a) Have you met anyone like X? <i>Base: Black boys who answered 'yes' (230)</i>	Number Yes	17	14	17	9	57
	Percent Yes	26	23	37	16	25
Q25 (b) Have you heard about anyone like X? <i>Base: Black boys who answered 'yes' (232)</i>	Number Yes	38	33	33	24	128
	Percent Yes	58	53	70	42	55

### 3) Effects of the Different Vignettes on Ratings of Black Men Stereotype

The purpose of this series of questions was to determine whether the stereotypes Black boys have about Black men changed from Time 1 to Time 2 and whether or not hearing about any or all of the role models reduced the stereotypes about Black men between Time 1 and Time 2 for Black boys (see Appendix A, question 32; and see Appendix R.1-2 for tables detailing multivariate tests).

- Black boys thought others would see Black men as warmer, more skilful, more popular, more successful and more admirable at Time 2 than they did at Time 1.
- While some dimensions of Black male stereotypes did change over time, this was not affected by hearing about the role model vignettes; attitudes changed irrespective of the role model the boys heard about.

### 4) Effects of the different vignettes on reported self-stereotypes

The purpose of this series of questions was to establish whether or not hearing about the role model vignettes affected Black boys' self-stereotyping between Time 1 and Time 2 (see Appendix A, question 21).

The role models had no significant effect on the Black boys' self-stereotypes over time and none of the self-stereotype dimensions changed significantly between Time 1 and Time 2 (see Appendix S.1 for tables detailing multivariate tests).

### **5) Effects of the different vignettes on career aspirations**

The purpose of this series of questions was to determine what effect hearing about role models may have on Black boys' career decisions between Time 1 and Time 2 (see Appendix T for tables detailing multivariate tests; Appendix A, question 41).

- The role models had no effect on the career aspirations of the Black boys, which remained stable between Time 1 and Time 2.
- The role models did not meaningfully affect the Black boys' beliefs about whether they could pursue certain careers over time. These beliefs remained stable between Time 1 and Time 2.

### **6) Spontaneous Choice of Role Models between Time 1 and Time 2**

The purpose of this set of questions was to establish whether the spontaneously generated role models changed between Time 1 and Time 2 (see Appendix A, questions 43-47).

At Time 2, 82% of Black boys generated their own role models. As at Time 1, of the 234 Black boys who stated that they had a role model, the most popular responses were Barack Obama (10%), Cristiano Ronaldo (4%) and their Dad (4%).

Participants were then asked to check boxes that described their role model (e.g. male, female, Black, young, famous, relative, doctor, and athlete) and given an option to write in other professions not in the list. Generally, the Black boys did not vary in terms of the demographics they described for role models they chose or in terms of the reasons they gave for choosing their role model at Time 2 compared with Time 1.

However, there were a few exceptions (see Appendix U for McNemar tests of difference):

- Black boys were more likely to select a business person at Time 2 (26%) than at Time 1 (17%).
- Black boys were less likely to select an athlete at Time 2 (32%) than at Time 1 (44%).
- When Black boys listed other professions for role models spontaneously (not included in the checklist) at Time 2, footballer was still the most popular choice of profession (19%) followed by president (10%).



## Chapter 4

# Effect of the Different Vignettes on White Boys' and Black Girls' Responses

The purpose of these analyses was to:

- assess how Black boys differed from other ethnic and gender groups in their response to the vignettes, and
- investigate whether there were either positive or negative effects on these children. Such effects could have implications for how the role models are received by Black boys. For example, if Black boys' peers make fun of them for liking the role model, or disparage the idea that the Black boys could achieve the same success as the role models.

Therefore, within the school-aged sample, effects of the vignettes, as described for the main analyses, were inspected in two ways: first focusing only on Black boys (as seen in Chapter 3), and second, comparing Black boys to White boys and Black girls. These two groups were chosen for analysis because they were the largest discrete groups (plus there was a particular policy interest in White boys).<sup>36</sup>

The purpose of these analyses was to assess how Black boys differed from other ethnic and gender groups in their response to the vignettes. Therefore, the only differences that have been reported in these analyses are those between Black boys and the two other groups (i.e. White boys, Black girls). As Chapter 3 provides a detailed section of analyses on Black boys, these results are not repeated here; instead they are mentioned where necessary for comparative purposes.

The White boys sample consisted of 239 White boys and data were collected between 6 November and 19 December 2008, from the same six schools in London used to collect data for Black boys. White boys' ages ranged from 11-15 ( $M = 12.56$ ,  $SD = 1.15$ ). Ninety-one percent described themselves as born in the UK, and 9% as born somewhere else. The majority (49%) of White boys were White British (see Table 25 for a breakdown of ethnicity, age, socio-economic status, education level, and test location across the vignettes).

---

<sup>36</sup> It was originally intended to include other groups (e.g., White girls and Asian boys) as comparison groups. However, in the current study there were not participants in these groups to conduct meaningful analyses. Additionally, the category of Asian was shown to be too broad to be meaningful as it included individuals who were from a variety of different cultural backgrounds (e.g., Indian, Bangladeshi, Arab, and Chinese).

Table 25. Demographic characteristics (age, ethnicity, and socio-economic status) for White boys in the school aged sample across vignette.

Demographic Characteristics	Type of Role Model Vignette									
	LSA/Mat		LSA/Mor		SSA/Mat		SSA/Mor		Control	
	%	n	%	n	%	n	%	n	%	n
<b>Ethnicity</b>										
White British	33	13	52	21	37	18	57	34	61	31
White Irish	26	10	13	5	22	11	15	9	12	6
White Other	41	16	35	14	41	20	28	17	27	14
<b>School Year</b>										
7	36	15	20	9	6	3	63	39	12	6
8	21	9	11	5	26	14	7	4	54	28
9	43	18	41	19	58	31	20	13	15	8
10	.	.	17	8	6	3	7	4	19	10
11	.	.	11	5	4	2	3	2	.	.
<b>Socio-economic Status<sup>37</sup></b>										
Unemployed	3	1	3	1	.	.	3	2	4	2
Blue Collar Low Skill	18	7	27	11	29	14	13	8	27	14
Blue Collar High Skill	53	21	32	13	35	17	36	21	18	9
White Collar Low Skill	8	3	13	5	24	12	23	14	29	15
White Collar High Skill	3	1	.	.	2	1	7	4	8	4
Insufficient information provided	15	6	25	10	10	5	18	11	14	7
<b>School Denomination</b>										
Religious	62	24	73	29	94	46	75	45	69	35
Non-Denominational	38	15	27	11	6	3	25	15	31	16
<b>Total</b>	100	39	100	40	100	49	100	60	100	51

Additionally, 133 Black girls took part in this study. Their data were also collected throughout 6 November – 19 December from five of the London schools where data was collected for Black boys (two non-denominational schools, three faith schools)<sup>38</sup>. Their ages ranged from 11-15 ( $M = 12.85$ ,  $SD = 1.45$ ). Of these, 80% described themselves as born in the UK, and 20% as born somewhere else. The majority (53%) of Black girls were Black African (see Table 26 for a breakdown of ethnicity, age, socio-economic status, education level, and test location across the vignettes).

<sup>37</sup> A more detailed table of social-economic status factors for White boys collected during the project can be found in Appendix V.

<sup>38</sup> The one exception is the one non-denominational boys' school, from which no Black girl data was collected.

Table 26. Demographic characteristics (age, ethnicity, and socio-economic status) for Black girls of school aged sample across vignette.

Demographic Characteristics	Type of Role Model Vignette									
	LSA/Mat		LSA/Mor		SSA/Mat		SSA/Mor		Control	
	%	n	%	n	%	n	%	n	%	n
<b>Ethnicity</b>										
Black Caribbean	23	5	10	3	29	8	26	6	20	6
Black African	50	11	57	17	56	16	48	11	53	16
Black Other	18	4	17	5	11	3	13	3	17	5
Mixed White and Black Caribbean	9	2	13	4	4	1	4	1	7	2
Mixed White and Black African	.	.	3	1	.	.	9	2	3	1
<b>School Year</b>										
7	14	3	64	19	25	7	.	.	37	11
8	36	8	13	4	.	.	44	10	.	.
9	36	8	.	.	.	.	13	3	63	19
10	14	3	.	.	36	10	30	7	.	.
11	.	.	23	7	39	11	13	3	.	.
<b>Socio-economic Status<sup>39</sup></b>										
Unemployed	5	1	3	1	4	1	.	.	.	.
Blue Collar Low Skill	18	4	23	7	14	4	13	3	13	4
Blue Collar High Skill	23	5	37	11	43	12	34	8	37	11
White Collar Low Skill	27	6	30	9	14	4	22	5	27	8
White Collar High Skill	9	2	.	.	.	.	9	2	10	3
Insufficient information provided	18	4	7	2	25	7	22	5	13	4
<b>School Denomination</b>										
Religious	82	18	77	23	89	25	83	19	100	30
Non-Denominational	18	4	23	7	11	3	17	4	.	.
<b>Total</b>	<b>100</b>	<b>22</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>28</b>	<b>100</b>	<b>23</b>	<b>100</b>	<b>30</b>

<sup>39</sup> A more detailed table of social-economic status factors for Black girls collected during the project can be found in Appendix V.

## Summary of Background Variables

### *Summary*

These variables describe participants' socio-economic status, self-image, ethnic identification and inter-ethnic contact. Because these variables may have a general influence on reactions to the role models, difference in these are controlled for in all analyses.

Overall, the socio-economic backgrounds and self-image of Black girls and White boys are similar to those reported by Black boys. All three groups are more likely to come from a Blue Collar socio-economic background than from a White Collar background. They also have a good level of self-esteem, and high feelings of self-efficacy. Unlike Black boys, who tend to be committed to their ethnic identity and feel it is important, Black girls do not score as highly on either measure of ethnic identity. White boys do feel committed to their ethnic identity (more so than Black boys), but do not see it as very important. All three groups have high levels of contact with Black friends, White friends and friends from other ethnic groups.

As with the Black boys, it is important to establish the general levels of White boys and Black girls on different characteristics that could influence their general well-being as well as their response to the role models. After being presented with the role model, participants' background variables were measured in the same way as has been previously discussed for Black boys.<sup>40</sup>

More than half of the White boys in this project (57%) are from a Blue Collar background, with around a third (34%) from a Blue Collar, High Skill socio-economic background. As seen in Table 27, they have a good level of self-esteem and self-efficacy; and they are likely to feel committed to their ethnic group and think their ethnic identity is somewhat important. White boys have primarily White friends, followed by Black friends and then friends from Other ethnic groups.

Similarly, over half of Black girls in this project (62%) are from a Blue Collar background with most from a Blue Collar, High Skill background (42%). Table 27 shows they have a good level of self-esteem and self-efficacy, were somewhat committed to their ethnic group and think their ethnic identity is somewhat important. Additionally, Black girls have primarily Black friends, followed by friends from other ethnic groups and then White friends.

<sup>40</sup> See Appendix A, question 53 for socio-economic status, question 30 for self-esteem, question 31 for self-efficacy, question 49 for ethnic identification, and questions 24-29 for inter-ethnic contact.

Table 27. Reported means for background variables of White boys and Black girls. Means in **bold** are significantly different from the means for Black boys.<sup>41</sup>

Background variables	Black boys <i>M(SD)</i>	White boys <i>M(SD)</i>	Black girls <i>M(SD)</i>
Socio-economic status <sup>42</sup>	49.00(18.55)	47.17(17.27)	48.57(16.95)
Self-esteem	3.92(0.68)	<b>3.81</b> (0.68)	3.85(0.65)
Self-efficacy	3.79(0.66)	3.77(0.66)	3.86(0.56)
Ethnic Identification			
Commitment to ethnic identity	3.38(1.41)	<b>3.61</b> (1.21)	3.06(1.61)
Importance of ethnic identity	3.05(0.93)	2.93(0.94)	3.11(1.02)
Inter-ethnic contact			
Black Friends	4.48(0.86)	<b>3.58</b> (1.14)	<b>4.60</b> (0.53)
White Friends	3.62(1.08)	<b>4.15</b> (1.02)	2.75(1.01)
Other group Friends	3.40(1.11)	<b>3.09</b> (1.10)	<b>3.11</b> (0.95)

These measures will be used in later analyses as covariates in order to control for differences in when assessing the effect of the role model vignettes on the outcomes of interest.

<sup>41</sup> T-tests comparing the differences between Black boys and White boys or Black girls are available in Appendices W and X respectively.

<sup>42</sup> Despite being used as a continuous measure of categorical data, some researchers have extrapolated the final coding for this measure into simplistic categorical quartiles. These are defined as blue collar, low skill, blue collar-high skill, white collar-low skill and white collar-low skill. As the means from the continuous measure (which runs from 16-90) are in the 40s, this suggests that the average amount of the school-aged sample fall within the second quartile: Blue collar-high skill.



## Manipulation Checks on Scale of Achievement and Type of Success Questions

### *Summary*

The purpose of these analyses was to see whether or not White boys and Black girls correctly identified the differences between the different role models presented.

These findings suggest the manipulation of both sense of achievement (SA) and social-moral or materialistic (MM) success had effects on judgments of the role model.

Both groups generally thought that the role models with a small scale of achievement had had an easier time getting to where they were. They also felt that materialistic role models thought other people were less important (especially the SSA/Material). White boys thought materialistic role models value money, but not fame, more than social-moral role models. Black girls did not think that the role models differed in how much they wanted to become rich or famous.

Scale of Achievement (SA) and Type of Success were measured in the same way as has been previously discussed for Black boys (see Appendix A, question 2-5).

The purpose of these analyses was to see whether or not White boys and Black girls correctly identified the differences between the different vignettes. Tables for covariate analyses and the multivariate analyses of covariance can be found in Appendix Y. Independent t-tests show no difference between Black boys and White boys and Black girls in regards to the manipulation checks (see Appendices W and X respectively), except that White boys think that being famous is more important to the role models than Black boys.

### **1) Scale of Achievement**

Like the Black boys ( $M = 2.19$ ,  $SD = 0.98$ ), White boys ( $M = 2.24$ ,  $SD = 0.90$ ) and Black girls ( $M = 2.23$ ,  $SD = 0.85$ ) felt that it had not been easy for any of the role models to get where they were today.

However, White boys and Black girls did see that it was slightly easier for the role models with a small scale of achievement, than for role models with a large scale of achievement (see Appendices Y.1-3 and Y.4-6 for the analyses, and Table 28 for the vignette means).

Table 28. Means of the scale of achievement for White boys and Black girls for each vignette in cases where there were significant differences between vignettes.

Scale of Achievement Measure	Vignette	<i>M</i>	<i>SD</i>	<i>n</i>	95% Confidence Interval	
					Lower	Upper
Q2. How easy was it for person X to get where he is today? (1 'not at all' – 5 'very')						
<b>White Boys</b>	LSA/MAT	2.21	.978	39	1.924	2.486
	LSA/MOR	1.95	.677	40	1.673	2.227
	SSA/MAT	2.27	.953	49	2.015	2.516
	SSA/MOR	2.46	.897	59	2.229	2.686
<b>Black girls</b>	LSA/MAT	2.09	.921	22	1.738	2.443
	LSA/MOR	2.03	.669	30	1.731	2.335
	SSA/MAT	2.61	.875	28	2.295	2.920
	SSA/MOR	2.17	.887	23	1.829	2.519

## 2) Type of Success

Like the Black boys, White boys and Black girls felt that other people were important to the role models (respectively,  $M = 3.77$ ,  $SD = 1.08$ ;  $M = 3.89$ ,  $SD = 1.06$ ;  $M = 3.69$ ,  $SD = 1.19$ ), that the role models felt it was important to be rich ( $M = 3.31$ ,  $SD = 1.17$ ;  $M = 3.26$ ,  $SD = 1.05$ ;  $M = 3.06$ ,  $SD = 1.17$ ), but not that the role models felt it was important to be famous ( $M = 2.29$ ,  $SD = 1.17$ ;  $M = 2.05$ ,  $SD = 1.07$ ;  $M = 2.07$ ,  $SD = 1.12$ ).

However, White boys did think that, compared with social-moral role models, materialistic role models thought other people were less important, and thought money more important. Additionally, White boys did think that large-scale achievement role models felt it was more important to be famous than the small-scale achievement role models (see Appendix Y.1-3 for the analyses, and Table 29 for the vignette means).

Additionally, Black girls did think the role model with small scale of achievement and material success thought other people were less important than all other role models, but they did not think that the role models differed in how much they wanted to become rich or famous (see Appendix Y.4-6 for the analyses, and Table 29 for the vignette means).

Table 29. Means of the type of success for each vignette in cases where there were significant differences between vignettes for White boys and Black girls.

Type of Success Measure	Vignettes	<i>M</i>	<i>SD</i>	<i>n</i>	95% Confidence Interval	
					Lower	Upper
Q3. How important are other people to X? (1 'not at all' – 5 'very')						
<b>White boys</b>	LSA/MAT	3.74	1.019	39	3.423	4.064
	LSA/MOR	4.18	0.903	40	3.858	4.492
	SSA/MAT	3.39	1.255	49	3.102	3.674
	SSA/MO R	4.20	0.846	59	3.943	4.464
<b>Black girls</b>	LSA/MAT	3.91	0.811	22	3.489	4.329
	LSA/MOR	4.10	0.960	30	3.740	4.460
	SSA/MAT	2.61	1.315	28	2.235	2.980
	SSA/MO R	4.26	0.689	23	3.850	4.672
Q4. How important is it to be rich to X? (1 'not at all' – 5 'very')						
<b>White boys</b>	LSA/MAT	3.46	1.144	39	3.136	3.787
	LSA/MOR	3.00	1.109	40	2.678	3.322
	SSA/MAT	3.55	.792	49	3.260	3.842
	SSA/MO R	3.05	1.074	59	2.786	3.316
Q5. How important is it to be famous to X? (1 'not at all' – 5 'very')						
<b>White boys</b>	LSA/MAT	2.26	1.229	39	1.923	2.590
	LSA/MOR	2.32	1.185	40	1.996	2.654
	SSA/MAT	1.84	.874	49	1.540	2.134
	SSA/MO R	1.92	.970	59	1.644	2.186

## Effects of the Different Vignettes on Judgements about the Role Models

### *Summary*

The purpose of this series of questions was to establish how White boys and Black girls differ from Black boys in their evaluation of the role models and in their beliefs about how others would judge the different role models on stereotype relevant dimensions.

Compared with Black boys, fewer White boys, but about the same amount of Black girls had met someone similar to the role models. Additionally, a large proportion of all three groups had heard of someone like the role models.

The White boys evaluated the role models less positively on all of the measures than Black boys. However, White boys liked the large scale of achievement role models and thought the materialistic role models were happier.

The Black girls evaluated the role models as positively on all of the measures as the Black boys. However, Black girls thought the small scale of achievement, materialistic role model was most similar to themselves. Additionally, whilst Black boys simply wanted to be more like materialistic role models, Black girls wanted to emulate the role model with materialistic success more than the role model with social-moral success when the scale of achievement was large only. Conversely, when scale of achievement was small the Black girls wanted to emulate the role model with social-moral success more than the role model with materialistic success.

Judgements about the role models were measured in the same way as has been previously discussed for Black boys (see Appendix A, questions 1, 6-19). The purpose of this series of questions was to establish the ways in which White boys and Black girls differ from Black boys in what they believe other people think about the role models and how they respond to the role models.

Tables for independent samples t-tests are found in Appendices U and V, the multinomial logistic regression and accompanying covariate analyses, the covariance analyses for the non-categorical data and significant correlations, and the multivariate analyses of covariance can be found in Appendix Z. Only significant differences ( $p < .05$ ) between the comparison groups and Black boys and between vignettes will be discussed in the following sections. Additionally, tables of means for each vignette will only be presented if there was a significant difference between vignettes. The findings in this section are broken down by individual items.

## 1) Evaluation of the Role Model

The purpose of this series of questions was to establish how White boys and Black girls differ from Black boys in their evaluation of the role models.

### 1.1) White boys

*Ever Met Someone Like the Role Model.* Out of the 187 participants that answered this question, 53% (99) had met someone like the role models (compared with 62% for the Black boys). More White boys stated that they had met someone like the role model with small scale of achievement and materialistic success compared with the other role models (see Appendix Z.1 for the analyses, and Table 29 for the vignette frequencies).

*Heard About Someone Like the Role Model.* Out of the 187 participants that answered this question, 71 % (141) had heard about someone like the role models (compared with 75% of Black boys). Hearing about different vignettes did not affect whether or not White boys had heard of someone like the role model (see Appendix Z.1 for the analyses, and Table 29 for the vignette frequencies)

Table 30. Frequencies of the evaluation of the role model for White boys for each vignette. Percentages are those White boys who answered the question 'yes' within each vignette.

Evaluation of Role Model		Vignette				Total Answered Yes
		LSA/MAT	LSA/MOR	SSA/MAT	SSA/MOR	
<i>Base: White boys who answered 'yes' (202)</i>						
Q19 (a). Have you ever met someone like X?	Number Yes	15	17	40	27	99
	Percent Yes	40	43	82	45	53
Q19 (b). Have you ever heard about someone like X?	Number Yes	30	25	44	42	141
	Percent Yes	73	54	83	68	71

Compared with Black boys, the White boys' overall evaluations of the role models were less positive. White boys rated the role models as less likable, inspirational, interesting, memorable, someone to be proud of, someone they would like to meet, someone they would like to and could emulate, less similar to themselves, other Black men and White men, and less likely to tell a friend about the role models (see Appendix W for the independent samples t-tests).

White boys rated the role models (from 1 'not at all' to 5 'very') as follows:

- likeable ( $M = 3.62$ ,  $SD = 0.82$ );
- happy ( $M = 4.28$ ,  $SD = 0.87$ );
- inspirational ( $M = 3.18$ ,  $SD = 1.32$ );
- interesting ( $M = 2.95$ ,  $SD = 1.16$ );

- memorable ( $M = 2.52$ ,  $SD = 1.25$ );
- someone to be proud of ( $M = 3.82$ ,  $SD = .89$ );
- someone they may like to meet ( $M = 2.73$ ,  $SD = 1.24$ );
- someone they would like to emulate ( $M = 2.67$ ,  $SD = 1.34$ ) and could emulate ( $M = 3.35$ ,  $SD = 1.18$ );
- somewhat similar to themselves ( $M = 2.22$ ,  $SD = 1.08$ );
- similar to other Black men ( $M = 2.94$ ,  $SD = 0.90$ ) and White men ( $M = 2.88$ ,  $SD = 1.00$ ); and
- someone they may tell a friend about ( $M = 2.26$ ,  $SD = 1.17$ ).

However, there were differences between the type of role model that White boys heard in how much they liked the role models, thought the role models were happy, how much they wanted to meet the role models, how much they thought they could emulate the role model, and how interesting they thought the role models were (see Appendices Z.5, 6, 8 for the analyses, and Table 31 for the vignette means). Specifically:

- Likeable: White boys liked large scale of achievement role models more than the small scale of achievement role models.
- Meet: White boys wanted to meet the SSA/Material role model less than the other three role models.
- Happy: Like Black boys, White boys thought the materialistic role models were happier than the social-moral role models.
- Could Emulate: White boys thought they could emulate the materialistic role models more than the social-moral role models.
- Interesting: White boys felt that the small scale of achievement role models were less interesting than the large scale of achievement role models.

Table 31. Means of the evaluation of the role model for each vignette in cases where there were significant differences between vignettes for White boys.

Evaluation of the role model	Vignettes	<i>M</i>	<i>SD</i>	<i>n</i>	95% Confidence Interval	
					Lower	Upper
Q1. Do you like person X? (1 'not at all' – 5 'a lot')	LSA/MAT	4.04	0.58	28	3.673	4.371
	LSA/MOR	3.65	0.75	20	3.312	4.047
	SSA/MAT	3.33	0.87	39	3.102	3.645
	SSA/MOR	3.57	0.84	40	3.267	3.794
Q8. Would you like to meet X? (1 'not at all' – 5 'extremely')	LSA/MAT	3.32	0.95	28	2.503	3.428
	LSA/MOR	2.70	1.26	20	2.242	3.222
	SSA/MAT	2.18	1.10	39	1.909	2.629
	SSA/MOR	2.98	1.21	40	2.769	3.472
Q12. How happy is X? (1 'not at all' – 5 'very')	LSA/MAT	4.57	0.63	28	4.338	4.952
	LSA/MOR	4.00	0.80	20	3.675	4.322
	SSA/MAT	4.59	0.60	39	4.344	4.823
	SSA/MOR	4.25	0.78	40	3.973	4.437
Q14. How much could you be like X? (1 'not at all' – 5 'very much')	LSA/MAT	3.54	1.00	28	2.997	3.922
	LSA/MOR	3.30	1.30	20	2.827	3.802
	SSA/MAT	4.08	0.93	39	3.709	4.431
	SSA/MOR	3.15	1.10	40	2.853	3.552
Q16. How interesting is X's story? (1 'not at all' – 5 'extremely')	LSA/MAT	3.57	1.10	28	2.854	3.777
	LSA/MOR	3.15	1.23	20	2.643	3.621
	SSA/MAT	2.36	1.04	39	2.113	2.832
	SSA/MOR	2.95	1.09	40	2.678	3.378

### 1.2) Black girls

*Ever Met Someone Like the Role Model.* Of the 103 Black girls that answered this question, 67% had met someone like the role models (compared with 62% of Black boys). There was no effect of vignette on whether or not Black girls had heard about someone like the role models (see Appendix Z.2 for the analyses, and Table 32 for the vignette frequencies).

*Heard About Someone Like the Role Model.* Of the 103 Black girls that answered this question, 86% had heard about someone like the role models (compared with 75% of Black boys). There was no effect of vignette on whether or not Black girls had heard about someone like the role models (see Appendix Z.2 for the analyses, and Table 32 for the vignette frequencies).

Table 32. Frequencies of the evaluation of the role model for Black girls for each vignette. Percentages are those Black girls who answered the question 'yes' within each vignette.

Evaluation of Role Model		Vignette				Total Answered Yes
		LSA/ MAT	LSA/ MOR	SSA/ MAT	SSA/ MOR	
<i>Base: Black girls who answered 'yes' (103)</i>						
Q19 (a). Have you ever met someone like X?	Number Yes	12	19	19	19	69
	Percent Yes	55	63	68	83	67
Q19 (b). Have you ever heard about someone like X?	Number Yes	18	26	24	21	89
	Percent Yes	82	87	86	91	86

The Black girls' overall evaluations of the role models did not differ from the Black boys' evaluation (see Appendix X for the independent samples t-tests), with the exception of wanting to meet the role model (Black girls wanted to meet the role models less than Black boys).

Black girls' evaluations of the role models (from 1 'not at all' to 5 'very') were fairly positive overall, being rated as:

- likeable ( $M = 4.00$ ,  $SD = 0.80$ );
- happy ( $M = 4.30$ ,  $SD = 0.84$ );
- inspirational ( $M = 3.73$ ,  $SD = 1.17$ );
- interesting ( $M = 3.18$ ,  $SD = 1.14$ );
- memorable ( $M = 2.92$ ,  $SD = 1.07$ );
- someone to be proud of ( $M = 4.24$ ,  $SD = .79$ );
- someone they may like to meet ( $M = 2.81$ ,  $SD = 1.13$ );
- someone they would like to emulate ( $M = 3.05$ ,  $SD = 1.30$ ) and could ( $M = 3.52$ ,  $SD = 1.23$ ) emulate;
- somewhat similar to themselves ( $M = 2.29$ ,  $SD = 1.06$ );
- similar to other Black men ( $M = 3.38$ ,  $SD = 1.01$ ) and to a lesser extent similar to other White men ( $M = 2.61$ ,  $SD = 1.18$ ); and
- someone they may tell a friend about ( $M = 2.66$ ,  $SD = 1.23$ ).

However, there were differences between the vignettes in the extent to which Black girls thought the role models were similar to themselves, whether they wanted to emulate the role models, and whether or not the role model was seen as similar to White men (see Appendices Z.5, 7, 9 for the analyses, and Table 33 for the vignette means). Specifically:

- Similarity to self: Black girls did not think any of the role models were very similar to them, but thought the SSA/Material role model was more similar to themselves than the other role models.



- Want to emulate: While Black boys simply wanted to be more like materialistic role models than social-moral role models, Black girls wanted to emulate the materialistic role model more than the social-moral role model only when the scale of achievement was small. Conversely, when scale of achievement was large, the Black girls wanted to emulate the role model with social-moral success more than the role model with materialistic success.
- Similar to White men: Black girls thought the materialistic role models (especially the SSA/Material) were more similar to White men than the social-moral role models (especially the SSA/Moral).

Table 33. Means of the evaluation of the role model for each vignette in cases where there were significant differences between vignettes for Black girls.

Evaluation of the Role Model	Vignettes	<i>M</i>	<i>SD</i>	<i>n</i>	95% Confidence Interval	
					Lower	Upper
Q7. How similar is X to you? (1 'not at all' – 5 'extremely')	LSA/MAT	2.25	0.75	12	1.526	2.708
	LSA/MOR	2.35	1.11	23	1.893	2.737
	SSA/MAT	2.88	1.03	16	2.451	3.495
	SSA/MOR	1.81	0.75	16	1.362	2.361
Q13. How much do you want to be like X? (1 'not at all' – 5 'very much')	LSA/MAT	2.33	1.23	12	1.683	3.082
	LSA/MOR	3.22	1.04	23	2.770	3.765
	SSA/MAT	4.00	0.97	16	3.314	4.556
	SSA/MOR	2.13	1.09	16	1.491	2.671
Q11. How similar is X to White men? (1 'not at all' – 5 'very')	LSA/MAT	2.50	1.17	12	1.806	3.071
	LSA/MOR	2.39	1.12	23	1.973	2.872
	SSA/MAT	3.06	1.12	16	2.535	3.657
	SSA/MOR	1.87	0.72	16	1.310	2.376

## 2) Other People's Stereotype-related Views About the Role Models

The purpose of these questions was to establish how White boys and Black girls thought *others* would stereotype the different role models and how each group compares to the views of Black boys. This is relevant because whether or not others view the role models positively may affect Black boys' motivation to follow the role models' example.

## 2.1) White boys

White boys did not differ from Black boys in these evaluations, except in how warm they thought most people would be towards the role models (White boys thought this to be lower than Black boys), and in how respected they thought the role models to be (again, White boys believed this to be lower than Black boys). The independent t-tests for these differences can be found in Appendix W.

White boys' evaluations of the role models (from 1 'not at all' to 5 'very') were fairly positive overall, being rated as:

- warm ( $M = 3.30$ ,  $SD = 1.00$ );
- clever, ( $M = 3.91$ ,  $SD = 0.97$ );
- skilful ( $M = 3.81$ ,  $SD = 0.94$ );
- popular ( $M = 2.57$ ,  $SD = 0.99$ );
- successful ( $M = 4.19$ ,  $SD = 0.94$ );
- competitive ( $M = 2.68$ ,  $SD = 1.20$ );
- kind ( $M = 3.63$ ,  $SD = 1.05$ );
- admirable ( $M = 3.15$ ,  $SD = 1.26$ );
- respected ( $M = 3.58$ ,  $SD = 1.16$ );
- not feared ( $M = 1.51$ ,  $SD = 0.89$ );
- not envied ( $M = 1.99$ ,  $SD = 1.15$ );
- not pitied ( $M = 2.10$ ,  $SD = 1.26$ ); and
- not disliked ( $M = 2.03$ ,  $SD = 1.15$ ).

However, for White boys there were differences between the role models for judgements of the role models' warmth, cleverness, skilfulness, success, competitiveness, and pity (see Appendices Z.5, 6, 8 for analyses and Table 34 for means). Specifically:

- Warm: Like the Black boys, White boys thought the social-moral role models would be seen to be warmer than the materialistic role models (especially the SSA/MAT who they saw as being least warm).
- Clever: White boys thought the SSA/Moral role model would be seen as less clever than the other three role models.
- Skilful: Like the Black boys, White boys thought the large scale of achievement role models would be seen to be more skilful than the small scale of achievement role models.
- Successful: Like Black boys, the White boys thought the SSA/Moral role model would be seen to be less successful than all of the other role models.
- Competitive: White boys thought that the SSA/Material role model would be seen to be more competitive by others than other role models.

- Pitiable: Like Black boys, White boys thought the SSA/MAT role model would be seen to be less pitiable than the other role models.

Table 34. Means of the evaluation of the role model for each vignette in cases where there were significant differences between vignettes for White boys.

Stereotype Content of Role Model	Vignette	<i>M</i>	<i>SD</i>	<i>n</i>	95% Confidence Interval	
					Lower	Upper
<b>Q9. How much do others see X as...</b>						
(1 'not at all' – 5 'extremely')						
Warm	LSA/MAT	3.46	1.036	28	2.931	3.733
	LSA/MOR	3.40	.821	20	3.058	3.903
	SSA/MAT	2.90	.852	39	2.633	3.258
	SSA/MOR	3.60	.955	40	3.303	3.909
Clever	LSA/MAT	4.18	.945	28	3.815	4.548
	LSA/MOR	4.40	.754	20	3.990	4.763
	SSA/MAT	4.13	.801	39	3.808	4.380
	SSA/MOR	3.50	.987	40	3.267	3.820
Skilful	LSA/MAT	4.29	.763	28	3.993	4.729
	LSA/MOR	4.00	.973	20	3.641	4.417
	SSA/MAT	3.72	.916	39	3.382	3.956
	SSA/MOR	3.93	.764	40	3.627	4.183
Successful	LSA/MAT	4.71	.535	28	4.321	5.014
	LSA/MOR	4.40	.883	20	4.075	4.804
	SSA/MAT	4.38	.815	39	4.153	4.694
	SSA/MOR	3.95	.876	40	3.664	4.187
Competitive	LSA/MAT	2.54	1.261	28	2.007	3.039
	LSA/MOR	2.70	1.261	20	2.271	3.363
	SSA/MAT	3.23	1.180	39	2.877	3.680
	SSA/MOR	2.20	1.043	40	1.713	2.495
Pitiable	LSA/MAT	2.21	1.315	28	1.690	2.665
	LSA/MOR	2.45	1.276	20	1.907	2.934
	SSA/MAT	1.26	.595	39	0.909	1.669
	SSA/MOR	2.28	1.301	40	1.915	2.651

## 2.2) Black girls

Black girls did not differ from Black boys in these evaluations, except in how competitive they thought others rated the role models (Black girls thought this to be lower than Black boys), and in the extent to which they thought the role models would be envied (Black girls believed this to be higher than Black boys). The independent t-tests for these differences can be found in Appendix W.

Black girls' evaluations of the role models (from 1 'not at all' to 5 'very') were fairly positive overall, being rated as:

- warm ( $M = 3.50$ ,  $SD = 0.93$ );
- clever ( $M = 3.87$ ,  $SD = 0.95$ );
- skilful ( $M = 3.79$ ,  $SD = 1.07$ );
- popular ( $M = 2.61$ ,  $SD = 0.94$ );
- successful ( $M = 4.24$ ,  $SD = 0.93$ );
- competitive ( $M = 2.39$ ,  $SD = 1.17$ );
- kind ( $M = 3.70$ ,  $SD = 1.00$ );
- admirable ( $M = 3.50$ ,  $SD = 1.23$ );
- respected ( $M = 3.73$ ,  $SD = 1.06$ );
- not feared ( $M = 1.46$ ,  $SD = 0.69$ );
- not envied ( $M = 2.48$ ,  $SD = 1.43$ );
- not pitied ( $M = 2.27$ ,  $SD = 1.20$ ); and
- not disliked ( $M = 2.17$ ,  $SD = 1.13$ ).

However, there were differences for Black girls between the role models for judgements of the role models' warmth, cleverness, competitiveness, admiration, fear, envy, pity and dislike (see Appendices Z.5, 7, 9 for the analyses, and Table 35 for the vignette means). Specifically:

- Clever: Like Black boys, Black girls thought the SSA/MAT role model would be seen to be cleverer than the other three role models.
- Fear: Black girls thought others would fear the LSA/MAT role model less than the other role models. In fact Black girls did not think others would fear this role model at all ( $M = 1.00$ ,  $SD = 0.00$ ).
- Envy: Black girls thought others would envy the SSA/MOR role model less than the other role models.
- Dislike: Black girls thought others would dislike the SSA/MAT role model more than the SSA/MOR role model.

Table 35. Means of the evaluation of the role model (clever, fear, envy, and dislike) for each vignette in cases where there were significant differences between vignettes for Black girls.

Stereotype content of role model	Vignettes	<i>M</i>	<i>SD</i>	<i>n</i>	95% Confidence Interval	
					Lower	Upper
<b>Q9. How much do others see X</b>						
<b>as...</b>						
(1 'not at all' – 5 'extremely')						
Clever	LSA/MAT	3.67	.985	12	2.969	4.000
	LSA/MOR	3.87	.968	23	3.396	4.129
	SSA/MAT	4.25	.775	16	3.971	4.886
	SSA/MOR	3.31	.793	16	2.989	3.859
Fear	LSA/MAT	1.00	.000	12	0.555	1.308
	LSA/MOR	1.48	.665	23	1.269	1.807
	SSA/MAT	1.56	.814	16	1.234	1.900
	SSA/MOR	1.25	.577	16	0.893	1.529
Envy	LSA/MAT	2.25	1.48 5	12	1.550	3.019
	LSA/MOR	2.26	1.25 1	23	1.866	2.915
	SSA/MAT	3.19	1.32 8	16	2.467	3.765
	SSA/MOR	1.63	.957	16	0.863	2.105
Dislike	LSA/MAT	1.92	1.50 5	12	1.342	2.565
	LSA/MOR	1.96	.928	23	1.595	2.467
	SSA/MAT	2.56	.964	16	2.084	3.165
	SSA/MOR	1.81	.834	16	1.100	2.133

## Effects of the Different Vignettes on Perceived Stereotypes of Black Men

### *Summary*

The purpose of these analyses is to determine whether or not Black boys differed from White boys and Black girls in the stereotypes they thought others have and whether or not these stereotypes are reduced by hearing the role models.

White boys rated Black men less favourably than Black boys on most dimensions. Black girls responded the same as Black boys to Black men, except that Black girls thought that others would see Black men as more to be feared and disliked.

There was no effect of the role models on White boys' perceptions of Black men. However, Black girls who heard the role models tended to think others would see Black men in general as less clever, popular, enviable, successful and competitive, but less disliked, compared with those in the baseline control group. Generally, though, the negative effects were less evident when social-moral role models were presented.

Perceived stereotypes of Black men were measured in the same way as has been previously discussed for Black boys (see Appendix A, questions 20-21). The purpose of these series of questions was to determine whether White boys and Black girls differ from Black boys in the stereotypes they have for Black men and whether or not any or all of the role models reduce the stereotypes for Black men.

Tables for independent samples t-tests are found in Appendices U and V, the covariance analyses and significant correlations, and the multivariate analyses of covariance can be found in Appendix AA. Only significant differences ( $p < .05$ ) between the comparison groups and Black boys and between vignettes will be discussed in the following sections. Additionally, tables of means for each vignette will only be presented if there was a significant difference between vignettes. The findings in this section are broken down by individual items.

### **1) Stereotypes of Black Men for White boys and Black girls.**

For White boys, hearing about role models had no effect on perceived stereotypes of Black men (see Appendix AA.3-5); however, hearing about role models did have an effect on perceived stereotypes of Black men amongst Black girls (see Appendix AA.3-5). Therefore, only the analyses for the perceived stereotype of Black men amongst Black girls will be discussed below. However, Table 36 reports the means and standard deviations of the perceived stereotypes of Black men for comparison purposes between Black girls, White boys, and Black girls.

Table 36. Mean report of perceived stereotypes of Black men across all role models for Black boys, White boys and Black girls. Means in **bold** are significantly different from the means for Black boys.

Q21. Stereotype Content of Black men (1 'not at all' – 5 'extremely')	Black boys <i>M(SD)</i>	White boys <i>M(SD)</i>	Black girls <i>M(SD)</i>
Warmth	3.24 (1.06)	<b>3.06</b> (0.91)	3.08 (1.11)
Cleverness	3.48 (1.03)	<b>3.12</b> (0.81)	3.34 (1.13)
Skilfulness	3.57 (1.02)	<b>3.19</b> (0.87)	3.51 (1.10)
Popularity	3.59 (1.05)	<b>3.12</b> (0.92)	3.47 (1.20)
Success	3.45 (1.07)	<b>3.09</b> (0.86)	3.25 (1.07)
Competitive	3.42 (1.20)	<b>3.15</b> (1.07)	3.37 (1.21)
Kindness	3.27 (1.06)	<b>3.00</b> (0.95)	3.06 (1.03)
Admiration	3.39 (1.23)	<b>2.50</b> (1.05)	2.15 (1.30)
Respect	3.70 (1.14)	<b>3.26</b> (1.06)	3.47 (1.27)
Fear	2.55 (1.33)	2.46 (1.17)	<b>2.87</b> (1.31)
Envy	2.18 (1.24)	<b>1.95</b> (0.98)	2.26 (1.30)
Pity	2.50 (1.30)	<b>2.22</b> (1.16)	2.46 (1.24)
Dislike	2.24 (1.23)	2.23 (1.10)	<b>2.61</b> (1.34)

Across almost all of the positive aspects (such as warmth), White boys believed that people would respond to Black men less positively than did Black boys. Conversely, White boys believed that people would respond to Black men *less negatively* with regards to the negative aspects (such as fear), than did Black boys (see Appendix W). In other words, White boys had a much more neutral opinion towards Black men than did Black boys. Black girls thought that people would find Black men more as someone to fear and dislike than did Black boys (see Appendix X).

## 2) Effects of Vignettes on Perceived Stereotypes of Black Men for Black girls

Hearing about the role models changed Black girls' perceptions of whether Black men were seen as clever, popular, enviable, successful, competitive, and dislikeable (see Appendix AA.3-5 for the analyses, and Table 37 for the vignette means). Specifically:

- **Clever:** Black girls saw Black men as less clever when they heard about role models with large scale of achievement than when they heard about other role models (especially the SSA/Moral) or no role model at all.
- **Popular:** Black girls who heard about role models with large scales of achievement thought others would perceive Black men as less popular than did those who heard about the other role models (especially the SSA/Moral) and to no role model at all).

- Envidable: Black girls who heard about any role model thought that Black men would be perceived by most people as less envidable than did those who had not heard about a role model.
- Successful: Black girls thought Black men would be seen to be less successful when they heard about the large-scale achievement role models.
- Competitive: Black girls who heard about the LSA/Moral role model thought Black men would be perceived as less competitive than did who had not heard about a role model.
- Dislike: Black girls thought that Black men would be perceived as more likable when they heard about a social-moral role model or no role model at all than any of the other role models.



Table 37. Means of the evaluation of Black men for each vignette in cases where there were significant differences between vignettes for Black girls.

Q21. Stereotype Content of Black Men (1 'not at all' – 5 'extremely')	Vignettes	<i>M</i>	<i>SD</i>	<i>n</i>	95% Confidence Interval	
					Lower	Upper
Clever	LSA/MAT	2.86	1.35	14	2.119	3.311
	LSA/MOR	2.86	1.06	21	2.336	3.342
	SSA/MAT	3.21	1.05	14	2.726	3.977
	SSA/MOR	3.67	1.14	18	3.192	4.259
	Baseline Control	3.74	1.10	23	3.247	4.179
Popular	LSA/MAT	3.14	1.35	14	2.440	3.683
	LSA/MOR	3.05	1.28	21	2.472	3.521
	SSA/MAT	3.29	0.91	14	2.822	4.127
	SSA/MOR	3.78	1.26	18	3.275	4.388
	Baseline Control	4.00	1.00	23	3.453	4.426
Envy	LSA/MAT	2.21	1.63	14	1.462	2.895
	LSA/MOR	1.76	1.00	21	1.047	2.257
	SSA/MAT	2.36	1.01	14	1.749	3.254
	SSA/MOR	1.94	1.26	18	1.309	2.592
	Baseline Control	3.09	1.41	23	2.556	3.677
Successful	LSA/MAT	3.07	1.27	14	2.342	3.463
	LSA/MOR	2.86	1.01	21	2.366	3.314
	SSA/MAT	3.14	1.03	14	2.703	3.881
	SSA/MOR	3.44	1.10	18	3.041	4.046
	Baseline Control	3.65	1.11	23	3.163	4.041
Competitive	LSA/MAT	3.29	1.38	14	2.655	3.956
	LSA/MOR	3.10	1.41	21	2.611	3.710
	SSA/MAT	3.50	0.76	14	2.663	4.030
	SSA/MOR	3.11	1.28	18	2.640	3.804
	Baseline Control	4.04	0.93	23	3.470	4.487
Dislike	LSA/MAT	2.86	1.56	14	2.247	3.697
	LSA/MOR	2.14	1.35	21	1.479	2.704
	SSA/MAT	3.36	1.22	14	2.536	4.059
	SSA/MOR	2.28	1.13	18	1.594	2.893
	Baseline Control	3.09	1.41	23	2.560	3.695

## Reported Self-Stereotypes

### *Summary*

The purpose of this series of questions was to establish how Black boys' self-stereotyping compares to the self-stereotype of other groups (i.e. White boys and Black girls), and to see if the role models have any negative effects on the self-perceptions of White boys and Black girls.

Overall, White boys and Black girls have very positive self-stereotypes, however White boys reported feeling less skilful, popular and clever than Black boys do, whilst Black girls reported feeling less popular and competitive than Black boys do.

Additionally, White boys felt that they were more skilful and popular if they heard about a role model than if they did not.

Self-stereotypes were measured in the same way as has been previously discussed for Black boys (see Appendix A, question 32). The purpose of this series of questions was to establish how Black boys' self-stereotyping compares to the self-stereotypes of other groups (i.e. White boys and Black girls).

Tables for independent samples t-tests are found in Appendices W and X, the covariance analyses and significant correlations, and the multivariate analyses of covariance can be found in Appendix BB. Only significant differences ( $p < .05$ ) between the comparison groups and Black boys and between vignettes will be discussed in the following sections. Additionally, tables of means for each vignette will only be presented if there was a significant difference between vignettes. The findings in this section are broken down by individual items.

Table 38 reports the means and standard deviations of self-stereotypes of Black boys, White boys, and Black girls.

Table 38. Mean report of self-stereotypes across all role models and control for Black boys, White boys and Black girls. Means in **bold** are significantly different from the means for Black boys.

Q32. Self-stereotypes (1 'not at all' – 5 'extremely')	Black boys <i>M(SD)</i>	White boys <i>M(SD)</i>	Black girls <i>M(SD)</i>
Warmth	4.07(0.86)	4.00(0.85)	4.21(0.83)
Cleverness	4.05(0.84)	<b>3.86</b> (0.84)	3.94(0.85)
Skilfulness	4.23(0.85)	<b>3.95</b> (0.89)	4.09(0.81)
Popularity	3.90(1.00)	<b>3.41</b> (1.05)	<b>3.70</b> (0.91)
Success	3.94(0.85)	3.82(0.89)	3.98(0.82)
Competitive	3.95(1.11)	3.76(1.78)	<b>3.50</b> (1.18)
Kindness	3.98(1.02)	4.05(0.86)	4.12(0.95)

Overall, White boys and Black girls have positive self-stereotypes. However White boys reported feeling less skilful, popular and clever than Black boys do, whilst Black girls reported feeling less popular and competitive than Black boys do.

There was no effect of role models on self-stereotypes for Black girls (see Appendix BB.3); however, there was an effect of role models self-stereotypes for White boys (see Appendix BB.4-5 for the analyses, and Table 39 for the vignette means). Therefore, only the analyses for self-stereotypes for White boys will be discussed below. White boys' self-stereotypes of skilfulness and popularity was affected by hearing about a role model. Specifically:

- Skilful: White boys who heard about a role model vignette thought themselves more skilful than did those who had not heard about a role model.
- Popular: White boys who heard about a role model vignette thought themselves more popular than did those who had not heard about a role model.

Table 39. Self-stereotype means for each vignette in cases where there were significant differences between vignettes for White boys.

Q32. Self-stereotypes (1 'not at all' – 5 'extremely')	Vignette	<i>M</i>	<i>SD</i>	<i>n</i>	95% Confidence Interval	
					Lower	Upper
Skilful	LSA/Material	3.97	0.82	29	3.961	4.603
	LSA/Moral	4.05	0.65	22	3.664	4.313
	SSA/Material	4.03	0.83	40	3.695	4.182
	SSA/Moral	4.19	0.88	47	3.859	4.303
	Baseline Control	3.63	0.97	41	3.418	3.886
Popular	LSA/Material	3.14	0.95	29	3.221	3.941
	LSA/Moral	3.73	0.83	22	3.348	4.075
	SSA/Material	3.50	0.91	40	3.092	3.639
	SSA/Moral	3.49	1.12	47	3.103	3.600
	Baseline Control	3.10	1.07	41	2.820	3.344

## Career Aspirations

### *Summary*

The purpose of these analyses was to determine what, if any differences there were in the career aspirations and belief in ability to obtain a career between Black boys and White boys or Black girls. These analyses were also designed to determine if any of the role models influenced the career aspirations or belief in the ability to obtain a career for Black boys, White boys and Black girls.

Compared with White boys, Black boys showed a higher degree of interest in nearly all of the careers listed in the questionnaire, including actor, athlete, doctor, IT specialist, musician, politician and social worker. Compared with Black girls, Black boys were less interested in becoming an actor, doctor, musician or social worker.

In terms of perceived ability to pursue the careers listed, Black boys were less confident in their ability to be soldier or van driver compared with White boys and less confident in their ability to become an actor, doctor or musician than Black girls.

Career aspirations were measured in the same way as has been previously discussed for Black boys (see Appendix A, questions 41-42).

The purpose of these analyses is to determine what, if any differences there are in the career aspirations and belief in ability to obtain a career between Black boys and White boys or Black girls. Additionally, these analyses were designed to determine if any of the role models influenced the career aspirations or belief in the ability to obtain a career for Black boys, White boys and Black girls.

Tables for independent samples t-tests are found in Appendices W and X, the covariance analyses and significant correlations, and the multivariate analyses of covariance can be found in Appendix CC.

Hearing about the role model vignettes had no effect on career aspirations for Black girls and White boys (see Appendix CC.4). However, Table 40 reports the means and standard deviations of the career aspirations of Black boys, White boys, and Black girls for comparison.

Overall, this table shows that White boys were not particularly interested in any of the careers presented, but are more interested in becoming an athlete, IT specialist or actor, and least interested in becoming a shop assistant, van driver or social worker. Compared with Black boys, White boys had less interest in becoming actors, athletes, doctors, IT specialists, musicians, politicians or social workers, and more interest in becoming a soldier (see Appendix W).

Black girls were more interested in becoming an actor, doctor, musician or social worker, and less interested in becoming a van driver, soldier, mechanic or electrician. Compared with Black boys, Black girls wanted less to be an athlete, IT

specialist, politician or soldier, and wanted to be an actor, doctor, musician or social worker more (see Appendix X).

Table 40. Mean report of career interest for Black boys, White boys and Black girls. Means in **bold** are significantly different from the means for Black boys.

<b>Q.41 How much would you like to do this job?</b>			
Careers (1 'not at all' – 5 'very)	Black boys <i>M(SD)</i>	White boys <i>M(SD)</i>	Black girls <i>M(SD)</i>
Actor	3.35 (1.47)	<b>2.77</b> (1.43)	<b>3.49</b> (1.47)
Athlete	3.67 (1.41)	<b>3.02</b> (1.47)	<b>2.64</b> (1.49)
Doctor	2.82 (1.38)	<b>2.35</b> (1.30)	<b>3.08</b> (1.44)
Electrician	2.52 (1.31)	2.43(1.24)	1.40(0.85)
IT Specialist	3.28 (1.33)	<b>2.78</b> (1.40)	<b>2.38</b> (1.32)
Mechanic	2.49 (1.29)	2.65(1.33)	1.39(0.83)
Musician	2.82 (1.47)	<b>2.43</b> (1.34)	<b>2.98</b> (1.51)
Politician	2.44 (1.39)	<b>2.19</b> (1.27)	<b>2.19</b> (1.38)
Shop Assistant	1.58 (0.95)	1.44(0.80)	1.77(1.05)
Social Worker	2.04 (1.20)	<b>1.76</b> (0.97)	<b>2.96</b> (1.36)
Soldier	1.92 (1.30)	<b>2.58</b> (1.45)	<b>1.20</b> (0.71)
Teacher	1.84 (1.16)	1.81(1.10)	2.34(1.31)
Van Driver	1.37 (0.90)	1.51(0.97)	1.06(0.31)
Writer	2.34 (1.31)	2.14(1.24)	2.87(1.40)

There was no effect of role models on Black girls and White boys belief in their ability to do the job (see Appendix CC.4). However, Table 41 reports the means and standard deviations of the career aspirations of Black boys, White boys, and Black girls.

Table 41. Mean report of ability to pursue a career for Black boys, White boys and Black girls. Means in **bold** are significantly different from the means for Black boys.

<b>How likely is it that you could do this job if you wanted to?</b>			
Careers (1 'not at all' – 5 'very')	Black boys <i>M(SD)</i>	White boys <i>M(SD)</i>	Black girls <i>M(SD)</i>
Actor	3.28 (1.48)	<b>2.81</b> (1.44)	<b>3.60</b> (1.36)
Athlete	3.60 (1.40)	<b>2.78</b> (1.52)	<b>2.73</b> (1.50)
Doctor	3.03 (1.45)	<b>2.58</b> (1.35)	<b>3.26</b> (1.31)
Electrician	2.78 (1.38)	2.97(1.35)	1.86(1.15)
IT Specialist	3.45 (1.38)	<b>3.13</b> (1.40)	<b>2.81</b> (1.32)
Mechanic	2.96 (1.44)	3.06(1.33)	2.00(1.29)
Musician	2.92 (1.48)	<b>2.56</b> (1.45)	<b>3.17</b> (1.48)
Politician	2.66 (1.45)	<b>2.37</b> (1.31)	<b>2.55</b> (1.48)
Shop Assistant	2.63 (1.61)	2.79(1.64)	2.69(1.53)
Social Worker	2.53 (1.41)	2.49(1.38)	3.30(1.38)
Soldier	2.57 (1.59)	<b>3.05</b> (1.48)	<b>1.51</b> (1.05)
Teacher	2.39 (1.38)	2.35(1.36)	2.85(1.39)
Van Driver	2.42 (1.68)	<b>2.94</b> (1.64)	<b>1.91</b> (1.35)
Writer	2.71 (1.44)	2.53(1.41)	3.21(1.39)

Overall, as seen in Table 41, White boys thought they could be an IT specialist, mechanic or soldier, but did not think they could be a teacher, politician or social worker. Compared with Black boys, White boys felt less confident in their ability to be an actor, athlete, doctor, IT specialist, musician or politician, and more confident in their ability to be an soldier or van driver (see Appendix W).

Black girls thought they could be an actor, social worker or doctor but did not think they could be a soldier, electrician or van driver. Compared with Black boys, Black girls felt less confident in their ability to be an athlete, IT specialist, politician, soldier or van driver, and more confident in their ability to be an actor, doctor or musician (see Appendix X).

## Effects of the Different Vignettes on Spontaneously Cited Role Models

### *Summary*

The purpose of these analyses was to determine if Black boys differ from White boys and Black girls in who they currently view as role models.

White boys primarily cited White, male role models who were famous and had acquired material success. For those that gave information about the profession of role models, the most common were athletes (especially footballers), and business people.

White boys who heard about any role model choose more athletes as role models than those who had not heard about a role model. Additionally, White boys who heard about the role model with a small scale achievement and social-moral success were more likely to spontaneously cite a role model that was famous than those who had heard about any other role model.

Spontaneously cited role models were measured in the same way as has been previously discussed for Black boys (see Appendix A, questions 43-47). The purpose of these analyses was to determine if Black boys differ from White boys and Black girls in who they currently view as role models.

Only White boys are discussed in the following section, although raw frequencies for Black boys and girls are provided in the following tables for comparison purposes (see Appendix DD for Black girls' frequencies). Tables of the multinomial logistic regression of the categorical variables can be found in Appendix EE.

### **1) Spontaneously cited role models**

When asked if they had a role model, 68% of White boys said that they did (32% stated that they did not have a role model) and 76% of Black girls said they did (24% stated they did not). Of the 162 who stated that they had a role model, 37% listed a name, the most popular being their Dad (5%) (see Appendix FF for the full list of names). Participants were then asked to check boxes that described their role model (e.g. male, female, Black, young, famous, relative, doctor, athlete); and given an option to write in other professions not in the list. Table 42 shows the frequencies of the demographic characteristics of these role models.

Table 42. Frequencies of demographic characteristics of spontaneously generated role models for Black boys, White boys and Black girls for Q45 'please tick all the boxes that describe your role model'.

	Black boys % of Yes answer	White boys % of Yes answer	Black girls % of Yes answer
<i>Base: Black boys (277) White boys (162) and Black girls (101) who said they had a role model</i>			
<b>Describe them:</b>			
Male	97	65	14
Female	3	35	86
Black	66	9	59
White	26	74	13
Asian	1	2	5
Age young	39	24	32
Age old	13	8	10
<b>How do participants know the role model?</b>			
Famous	58	31	42
Relative	19	19	23
<b>Profession:</b>			
Business Person	41	15	21
Athlete	18	30	7
Musician	14	6	17
Actor	9	2	22
Teacher	4	2	4
Scientist	1	1	2
<b>Other:</b>			
Middle-aged		2	1
Mixed Race	1	>1	1
African/Caribbean	>1		1
Portuguese	>1	>1	
European		>1	
Ethnic			1
Myself	>1		1

*NB: Percentages do not add to 100% due to multiple or missing responses*

As seen in Table 42, White boys tended to cite role models who were male and/or White and were more likely to select someone who was famous and/or an athlete.

However, the White boys choice of a role model who was famous or athlete was influenced by the vignettes they saw (see Appendix EE.2). Specifically, White boys who had heard about a role model a SSA/moral role model were more likely to spontaneously generate a famous role model than those who had heard about any other role model (see Appendix EE.1). Additionally, White boys who had heard about any role model were more likely to choose



athletes as role models than those who had not had heard about a role model (see Appendix EE.1).

As can be seen in Table 43, some White boys listed other professions and ethnicities for role models besides those available in the questionnaire. By far the most popular profession was being a footballer (17%).

Table 43. Professions and ethnicity provided in open-ended question 'please write down what this person does' (Q46) for the self-generated role models of White boys.

Base: White boys that answered Q46 (131)

Other Professions and Ethnicities	Number	Percent
<b>Sportsman<sup>43</sup></b>	<b>59</b>	<b>31</b>
Footballer	40	17
Cricketer	3	1
Football manager	2	1
Rugby	2	1
Runner	2	1
Tennis	2	1
Boxer	1	1
Coach	1	1
Dancer	1	1
Golfer	1	1
Pulls biggest weights in world	1	1
Race car Driver	1	1
Races motorbikes	1	1
Skateboarder and bmx rider	1	1
Wrestler	1	1
<b>Businessman</b>	<b>13</b>	<b>9</b>
Created Microsoft	3	1
Architect	2	1
Computers	2	1
Accountant	1	1
Assistant manager	1	1
IT specialist	1	1
Lawyer	1	1
Politician	1	1
Virgin Founder	1	1
<b>Musician</b>	<b>8</b>	<b>6</b>
Rock	2	1
Singer	2	1
Composer	1	1
Flutist	1	1
Guitar	1	1
Rap	1	1
Soldier	5	2
Mechanic	4	2

<sup>43</sup> As stated in Table 42, overall 30% of White boys cited athletes, 15% business people, 6% musicians, etc. Where there is overlap between Table 42 and 43 for these careers this indicates that the Black boy provided additional information about the person in this career (e.g., the sportsperson plays football). Therefore, overall percentages for identifying a role model in this career should be taken from Table 42.

Table 43 continued

Other Professions and Ethnicities	Number	Percent
Policeman	4	2
Writer	3	1
President	3	1
Builder	3	1
Electrician	2	1
Painter and decorator	2	1
Pilot	2	1
Alcoholic	1	1
Artist	1	1
Buys houses, decorates then sells them	1	1
Health and Safety Officer	1	1
Helps	1	1
Lorry driver	1	1
Make people laugh	1	1
Model	1	1
Plasters walls	1	1
Rents out houses	1	1
School governor	1	1
Shoot people	1	1
Student	1	1
Student – college	1	1
Taxi driver	1	1
TV presenter	1	1
Water safety checker	1	1
Workman	1	1

*NB: Percentages do not add to 100% due to multiple responses*

## 2) Reasons for choosing spontaneously cited role models

Of the 162 White boys who stated that they had role models, 157 provided information about why they chose their role model. From these responses, general themes were developed for reasons why Black boys chose their spontaneously cited role models (outlined in Table 44).

Overall, White boys chose role models that had material success. This was followed by role models who were inspirational and role models who they felt shared characteristics with them. These choices are similar to the choices of Black boys, with the difference that Black boys chose Black men. Reasons for choosing the role model were not affected by the vignettes (see Appendix EE.3).

Table 44. Frequencies for why Black boys, White boys and Black girls chose their self-generated role model (Q47).

Reasons Given for Why Admired the Role Model	Black boys %	White boys %	Black girls %
<i>Base: Black boys (257), White boys (157) and Black girls (101) that answered Q47</i>			
Material (e.g. rich, successful, achieved)	56	30	28
Inspirational (e.g. good role model, can respect)	46	11	24
Similarity (e.g. shares characteristics with me)	23	15	14
Socio-Moral (e.g. helps community/others)	10	2	9
Black ethnicity	9	0	4
Large scale of achievement (e.g. started from nothing)	9	1	4
Competitive (e.g. determined, hard-work, ambitious)	7	4	16
Religious (e.g. Jesus, faith, righteous)	4	1	0
Kind (e.g. generous)	4	4	3
Intelligent (e.g. multiple degrees)	2	4	1
Leader (e.g. in charge, the boss)	1	1	1

*NB: Percentages do not add to 100% due to multiple responses*

## Comparison Choices for Self-Evaluation

### *Summary*

The purpose of this series of questions was to investigate whether White boys and Black girls showed similar patterns to Black boys in their likelihood of comparing themselves to other people.

Like Black boys, White boys and Black girls mostly compared themselves to their own reference group (i.e. White men for White boys, and Black women for Black girls). All three groups look to family when they want to know more about their own cleverness, personality, skill, or the opportunities available to them in life.

Comparison choices for self-evaluation were measured in the same way as has been previously discussed for Black boys (see Appendix A, questions 33-40). The purpose of this series of questions was to evaluate the potential usefulness of the role models either in terms of similarity to other groups or in terms of highlighting differences (see Appendix GG for the crosstab comparisons).

### **1) White boys**

As seen in Table 45, White boys most compare themselves to White men when they want to evaluate their own cleverness, personality, skill, or the opportunities available to them in life (see Appendix GG.1). White boys tend to look to their family members and friends when making these comparisons (see Appendix GG.3). These findings are very similar to those of Black boys, with the difference that Black boys predominantly looked to Black men instead of White men.

Table 45. Frequencies of comparison of self to others groups of people on cleverness, personality, skilfulness, and opportunity for White boys.

	Cleverness (%)	Personality (%)	Skilfulness (%)	Opportunities (%)
<b>Type of Person</b>				
<i>Base: White boys that answered Q33 (218), Q 35 (216), Q37 (213), Q 39 (214)</i>				
Black men	7	10	11	6
White men	54	50	49	54
Black women	1	2	1	2
White women	8	8	4	6
Another man	29	28	34	29
Another woman	1	2	1	3
<b>Relation to Participant</b>				
<i>Base: White boys that answered Q34 (221), Q 36 (220), Q38 (216), Q 40 (218)</i>				
Family member	43	40	32	54
Friend	35	45	39	22
Someone at school	15	10	21	16
Other	7	5	8	8

## 2) Black girls

As seen in Table 46, Black girls most compare themselves to Black women when they want to evaluate their own cleverness, personality, skill, or the opportunities available to them in life (see Appendix GG.2). Like the other two groups, Black girls most often make these comparisons with family members (see Appendix GG.4). These findings are very similar to those of Black boys, with the difference that Black boys predominantly looked to Black men instead of Black women.

Table 46. Frequencies of comparison of self to others groups of people on cleverness, personality, skilfulness, and opportunity for Black girls.

	Cleverness (%)	Personality (%)	Skilfulness (%)	Opportunities (%)
<b>Type of Person</b>				
<i>Base: Black girls that answered Q33 (123), Q 35 (120), Q37 (121), Q 39 (119)</i>				
Black men	4	3	9	5
White men	1	0	2	5
Black women	67	74	60	60
White women	3	3	6	13
Another man	2	2	2	2
Another woman	23	18	21	15
<b>Relation to Participant</b>				
<i>Base: Black girls that answered Q34 (120), Q 36 (117), Q38 (117), Q 40 (114)</i>				
Family member	46	43	40	48
Friend	23	42	26	19
Someone at school	17	7	23	10
Other	14	8	11	23

## Media Use

The participants were asked to what extent they use different media sources to find out about news and information (see Appendix A, questions 50-51). As shown in Table 47, television news and family were the main sources for White boys and Black girls, along with the newspapers, internet, friends and television documentaries. This was in line with the findings for Black boys. Similarly, all three groups found out significantly less from radio news and other places.

Table 47. Media usage of White boys and Black girls.

Media Sources	White boys			Black girls		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
Television News	210	3.93	1.27	106	3.92	1.19
Family	209	3.77	1.16	106	3.92	1.09
Newspapers	210	3.73	1.34	103	3.54	1.24
Internet/web	206	3.51	1.34	104	3.53	1.31
Friends	208	3.33	1.18	104	3.51	1.01
TV Documentaries	207	3.20	1.34	105	3.15	1.41
Radio News	207	2.75	1.43	106	2.71	1.45
Somewhere Else	74	1.82	1.33	42	1.71	1.20

<i>Base: White boys (6) and Black girls (15) that answered Q51 'somewhere else'</i>	White boys Number	Black girls Number
Athletes	1	N/A
Books	N/A	1
Bulletin Boards/Leaflets/Posters	2	2
Church	N/A	5
Community	N/A	1
Hairdressers	N/A	1
Magazines	1	2
Outside	N/A	1
Phone	N/A	1
Street bus	N/A	1
Videogame Consoles	2	N/A

## Chapter 5

# Effect of the Different Vignettes on Black Young Men's Responses

The purpose of the young men sample was to collect data for a population group that is of particular interest to the REACH programme (i.e. Black young men). However, this population is no longer involved in a structured school setting. Therefore, data were collected from a variety of institutions and organisations in order to obtain a sample of Black young men within the age parameters of REACH's purview, but who are outside a secondary school setting (although some were in a structured college setting).

The purpose of these analyses is to identify the most effective way of delivering messages from role models to Black young men, and identifying any possible negative effects.

The sample consisted of 154 young men, with data collected between 11 November and 12 December 2008 from three FE Colleges, one Job Centre, three support agencies, and one leisure centre all based in London<sup>44</sup>. Ages ranged from 16 to 26 ( $M = 18.39$ ,  $SD = 2.26$ ). Fifty-seven percent described themselves as born in the UK, 38% as born somewhere else, and eight (5%) Black young men did not answer this question. Nearly half (46%) of the young men included in this study were Black African (see Table 48 for a breakdown of ethnicity, age, socio-economic status, education level, and test location across the vignettes).

---

<sup>44</sup> It was suggested that data be collected from another location besides London (i.e., Birmingham). However, adding another dimension to the study (i.e., location) would have required a much larger sample size or fewer dimensional features in the main design to compensate for this added complexity. This would have caused in added burden in the young men's sample as this group was difficult to obtain due to the lack of structured settings from which to recruit.



Table 48. Demographic characteristics (age, ethnicity, and socio-economic status, education level and testing location) of Black young men across vignette.

Demographic Variables	Type of Role Model Vignette									
	LSA/Mat		LSA/Mor		SSA/Mat		SSA/Mor		Control	
	%	n	%	n	%	n	%	n	%	n
<b>Ethnicity</b>										
Black Caribbean	24	7	21	7	23	7	29	9	29	9
Black African	48	14	55	18	58	18	36	11	32	10
Mixed White and Black Caribbean	7	2	6	2	3	1	3	1	7	2
Mixed White and Black African	4	1	6	2	3	1	3	1	10	3
Black Other	17	5	12	4	13	4	29	9	22	6
<b>Age</b>										
16 - 19	85	24	88	29	68	21	77	24	83	25
20 - 23	15	5	9	3	23	7	10	3	17	5
24 - 26	.	.	3	1	9	3	13	4	.	.
<b>Socio-economic Status<sup>45</sup></b>										
Managerial and professional occupations	31	9	15	5	35	11	32	10	26	8
Intermediate occupations	3	1	12	4	3	1	7	2	3	1
Small employers and own account workers	24	7	3	1	13	4	3	1	13	4
Lower supervisory and technical occupations	7	2	0	0	3	1	3	1	7	2
Semi-routine and routine occupations	28	8	30	10	23	7	29	9	17	5
Unemployed	.	.	21	7	13	4	13	4	17	5
Not stated	7	2	18	6	10	3	13	4	17	5
<b>Education Level</b>										
GCSE/equivalent	41	12	76	25	52	16	52	16	17	5
A/AS-levels	35	10	12	4	19	6	26	8	26	8
University Degree	3	1	.	.	3	1	3	1	3	1
Other Qualification	14	4	9	3	13	4	10	3	17	5
None of these	7	2	3	1	13	4	3	1	20	6
Not stated	.	.	.	.	.	.	6	2	17	5
<b>Location</b>										
FE Colleges	90	26	85	28	74	23	61	19	70	21
Non-Colleges	10	3	15	5	26	8	39	12	30	9
<b>Total Participants</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>33</b>	<b>100</b>	<b>31</b>	<b>100</b>	<b>31</b>	<b>100</b>	<b>30</b>

<sup>45</sup> Socio-economic status was derived from the self-coded NS-SEC. A more detailed table of social-economic status factors for Black young men collected during the project can be found in Appendix HH.

## Summary of Background Variables

### *Summary*

These variables describe participants' socio-economic status, self-image, ethnic identification and inter-ethnic contact. Because these may have a general influence on reactions to the role models, differences in these were controlled for in analyses.

The Black young men in this project have a good level of self-esteem, and high feelings of self-efficacy, they see their ethnic identity as important and feel committed to it, and they have primarily Black friends, followed by friends from other ethnic groups and then White friends.

One of the goals of the REACH project is to promote positive self images and goals for Black young men. In order to accomplish this it is important to first establish the baseline levels of Black young men on different characteristics that could influence their response to the role models. After being presented with the role model, Black young men's background variables were measured in the same way as has been previously discussed for Black boys.<sup>46</sup>

The means seen in Table 49 show that the Black young men in this project have a good level of self-esteem and self-efficacy. They see their ethnic identity as important and feel committed to it. The Black young men in this study have primarily Black friends, followed by friends from other ethnic groups and then White friends.

**Table 49. Reported Means for Background Variables for Black young men.**

Background variables	<i>n</i>	Mean	<i>SD</i>
Self-esteem	153	3.91	0.66
Self-efficacy	154	3.75	0.65
Ethnic Identification			
Commitment to ethnic identity	153	4.08	0.87
Importance of ethnic identity	152	3.30	0.74
Inter-ethnic contact			
Black Friends	153	4.40	0.69
White Friends	153	3.07	1.14
Other group Friends	153	3.38	1.01

These measures will be used in later analyses as covariates in order to control for differences in these measures when assessing the effect of the role model vignettes on the outcomes of interest.

<sup>46</sup> See Appendix A, question 53 for socio-economic status, question 30 for self-esteem, question 31 for self-efficacy, question 49 for ethnic identification, and questions 24-29 for inter-ethnic contact.

## Manipulation Checks on Scale of Achievement and Type of Success Questions

### *Summary*

The role models presented had either large or small scale achievements and this was within either a material or social-moral domain. The purpose of these analyses is to see whether or not the Black young men correctly identified the differences between the different role models.

These findings suggest the manipulation of scale of achievement had little effect on judgments of the role model. This suggests that Black young men thought that Black men experience equal levels of hardship regardless of other additional hardships the Black men may have experienced at youth.

However, materialistic role models were seen to value other people less and fame more than social-moral role models.

Scale of Achievement (SA) and Type of Success were measured in the same way as has been previously discussed for Black boys (see Appendix A, question 2-5).

The purpose of these analyses is to see whether or not Black young men correctly identified the differences between the different vignettes. Tables of the multivariate analyses of covariance can be found in Appendix II.

### **1) Scale of Achievement**

Overall, Black young men felt that it had not been easy for the role models to get where they were today ( $M = 2.15$ ,  $SD = 1.00$ ) but this was not affected by differences in role models' scale of achievement. This suggests that Black young men thought that Black men experience equal levels of hardship, regardless of other additional hardships they may have experienced in their youth.

### **2) Type of Success**

Overall, Black young men felt that other people were important to the role models ( $M = 3.69$ ,  $SD = 1.24$ ), that the role models felt it was important to be rich ( $M = 3.44$ ,  $SD = 1.11$ ), but not that the role models felt it was important to be famous ( $M = 2.30$ ,  $SD = 1.27$ ).

However, Black young men thought that materialistic role models (especially the SSA/Material) did not think people were as important as social-moral role models. Additionally, Black men thought that materialistic role models felt it was more important to be famous than social-moral role models (see Table 50 for means of each vignette).

Table 50. Means of the type of success for each vignette in cases where there were significant differences between vignettes for Black young men.

Type of Success Measure	Vignette	<i>M</i>	<i>SD</i>	<i>n</i>	95% Confidence Interval	
					Lower	Upper
Q3. How important are other people to X? (1 'not at all' – 5 'very')	LSA/MAT	3.71	1.12	28	3.301	4.128
	LSA/MOR	4.09	0.95	33	3.710	4.472
	SSA/MAT	2.74	1.37	31	2.349	3.135
	SSA/MOR	4.19	0.95	31	3.801	4.586
Q4. How important is it to be rich to X? (1 'not at all' – 5 'very')	LSA/MAT	3.79	0.96	28	3.373	4.199
	LSA/MOR	3.24	1.15	33	2.862	3.623
	SSA/MAT	3.48	1.31	31	3.091	3.876
	SSA/MOR	3.29	0.94	31	2.898	3.683
Q5. How important is it to be famous to X? (1 'not at all' – 5 'very')	LSA/MAT	2.50	1.29	28	2.033	2.967
	LSA/MOR	2.30	1.19	33	1.872	2.734
	SSA/MAT	2.58	1.50	31	2.136	3.025
	SSA/MOR	1.84	0.97	31	1.394	2.283

## Effects of the Different Vignettes on Judgements about the Role Models

### *Summary*

The purpose of this series of questions was to establish how Black young men evaluate the role models and believe others would judge the different role models on stereotype-relevant dimensions.

Black young men with higher self-esteem or lower feelings of self-efficacy were more likely to have met someone like the role model they saw. Those who felt their ethnic identity was less important rated the role models as being more similar to White men.

Most of the Black young men had heard of or met someone similar to the role models (especially the SSA/Moral role model).

The Black young men evaluated the role models positively but wanted to, and thought they could, emulate the materialistic role models more than the social-moral role models, and thought the materialistic role models were more similar to White men.

Black young men thought others would regard the role models positively but that the materialistic role models would be seen as more popular, competitive, less kind, and disliked more (especially the LSA/Material role model) than the social-moral role models. Additionally, Black young men thought the LSA/Material role model would be seen as someone to be feared more than the other role models.

Role model judgements were measured in the same way as has been previously discussed for Black boys (see Appendix A, questions 1, 6-19). The purpose of these questions was to establish what Black young men believe other people think about the role models and how Black young men respond to the role models.

Tables of the multinomial logistic regressions and multivariate analyses of covariance can be found in Appendix JJ. The findings in this section are broken down by individual items.

Of interest is the question ‘Do different types of young people respond differently to messages?’ In order to answer this, background variables (i.e. social-economic status, self-esteem, self-efficacy, ethnic identification, and interethnic contact) were used as covariates. Inclusion of these variables allows us to account, statistically, for their effects when assessing the impact of the role models. The effects of these covariates are reported when they are statistically significant and thus bear on the outcomes of interest (see Appendix JJ.1-2). The background variables found to covary with judgements of the role models were:

- Ethnic Identity: Black young men who felt their ethnic identity was less important rated the role models as being more similar to White men ( $r_{(122)} = -.183, p = .044$ )<sup>47</sup>.
- Self-esteem and Self-efficacy: Black young men with higher self-esteem or lower self-efficacy were more likely to have met someone like the role model they saw.

### 3) Evaluation of the Role Model

The purpose of this series of questions was to establish how Black young men evaluate the role models.

*Ever Met Someone Like the Role Model.* Out of the 123 participants that answered this question, 92 (75%) had met someone like the role models. Black young had met someone like the social-moral role models (especially the SSA/Moral) compared with the materialistic role models (see Appendix JJ.1-2 for analyses and Table 51 for frequencies).

*Heard About Someone Like the Role Model.* Out of the 122 participants that answered this question, 81% (99) had heard about someone like the role models. Black young men had heard of someone most like SSA/Moral role model compared to the other role models (see Appendix JJ.1-2 for analyses and Table 51 for frequencies).

---

<sup>47</sup> As stated before, the closer  $r$  is to ‘1’ the stronger the relationship. If  $r$  is positive this means that as one thing becomes stronger the other thing becomes stronger. If  $r$  is negative this means that as one thing becomes stronger the other thing becomes weaker. Additionally, a  $p < .05$  or smaller is seen to be an acceptable parameter that the difference detected is a real difference.

Table 51. Frequencies of the evaluation of the role model for each vignette. Percentages are those Black young men who answered the question 'yes' within each vignette.

Evaluation of Role Model	Vignette				Total Answered Yes	
	LSA/MAT	LSA/MOR	SSA/MAT	SSA/MOR		
<i>Base: Black young men who answered 'yes' (122).</i>						
Q19 (a). Have you ever met someone like X?	Number Yes	19	20	24	29	92
	Percent Yes	68	61	77	94	75
Q19 (b). Have you ever heard about someone like X?	Number Yes	22	25	24	28	99
	Percent Yes	79	76	77	93	81

Evaluations of the role models were fairly positive overall, being rated (from 1 'not at all' to 5 'very') as:

- likeable ( $M = 3.79$ ,  $SD = 0.92$ );
- happy ( $M = 4.06$ ,  $SD = 0.94$ );
- inspirational ( $M = 3.56$ ,  $SD = 1.15$ );
- interesting ( $M = 3.35$ ,  $SD = 1.21$ );
- memorable ( $M = 3.37$ ,  $SD = 1.38$ );
- someone to be proud of ( $M = 4.09$ ,  $SD = 0.95$ );
- someone they may like to meet ( $M = 2.77$ ,  $SD = 1.16$ );
- someone they would like to emulate ( $M = 3.09$ ,  $SD = 1.27$ ) and could emulate ( $M = 3.82$ ,  $SD = 1.17$ );
- somewhat similar to themselves ( $M = 2.72$ ,  $SD = 1.23$ );
- similar to other Black men ( $M = 3.23$ ,  $SD = 0.89$ ) and to a lesser degree similar to White men ( $M = 2.63$ ,  $SD = 1.14$ ); and
- someone they may tell a friend about ( $M = 2.91$ ,  $SD = 1.28$ ).

However, there were differences between the role models for how much the Black young men wanted to emulate the role models, how much they thought they could emulate the role model, and whether or not the role model was thought to be similar to White men (see Appendix JJ.3-5 for the analyses, and Table 52 for the vignette means). Specifically:

- Want to emulate: Black young men wanted to emulate the materialistic role models more than the social-moral role models.
- Could Emulate: Black young men thought they could emulate the materialistic role models more than the social-moral role models.
- Similar to White men: Black young men thought the materialistic role models were more similar to White men than the social-moral role models.

Table 52. Means of the evaluation of the role model for each vignette in cases where there were significant differences between vignettes for Black young men.

Evaluation of the Role Model	Vignette	<i>M</i>	<i>SD</i>	<i>n</i>	95% Confidence Interval	
					Lower	Upper
Q11. How similar is X to White men? (1 'not at all' – 5 'very')	LSA/MAT	2.95	1.12	21	2.284	3.330
	LSA/MOR	2.17	1.09	24	1.821	2.797
	SSA/MAT	3.27	1.19	26	2.828	3.696
	SSA/MOR	2.17	.87	24	1.697	2.621
Q13. How much do you want to be like X? (1 'not at all' – 5 'very much')	LSA/MAT	3.48	1.25	21	2.985	4.125
	LSA/MOR	3.04	1.27	24	2.308	3.370
	SSA/MAT	3.38	1.06	26	2.934	3.880
	SSA/MOR	2.54	1.25	24	2.148	3.155
Q14. How much could you be like X? (1 'not at all' – 5 'very much')	LSA/MAT	4.24	.83	21	3.819	4.851
	LSA/MOR	3.67	1.37	24	3.091	4.053
	SSA/MAT	4.04	1.04	26	3.513	4.370
	SSA/MOR	3.54	1.10	24	3.201	4.113

#### 4) Other people's stereotype-related views about the role models

The purpose of these questions was to establish how Black young men thought *others* would stereotype the different role models. This is relevant because whether or not others view the role models positively may affect Black males' motivation to follow the role models' example.

The findings in this section are broken down by individual items. None of the background variables were found to covary with these judgements.

Black men thought that most other people would evaluate the role models fairly positively overall, being rated (from 1 'not at all' to 5 'very') as:

- warm ( $M = 3.46$ ,  $SD = 1.01$ );
- clever ( $M = 3.63$ ,  $SD = 0.95$ );
- skilful ( $M = 3.76$ ,  $SD = 0.96$ );
- popular ( $M = 2.70$ ,  $SD = 1.10$ );
- successful ( $M = 4.13$ ,  $SD = 0.96$ );
- competitive ( $M = 3.33$ ,  $SD = 1.10$ );
- kind ( $M = 3.52$ ,  $SD = 1.0$ );
- admirable ( $M = 3.53$ ,  $SD = 1.09$ );
- respected ( $M = 3.89$ ,  $SD = 0.97$ );
- not feared ( $M = 1.66$ ,  $SD = 1.0$ );

- not envied ( $M = 2.19$ ,  $SD = 1.26$ );
- not pitied ( $M = 2.15$ ,  $SD = 1.33$ ); and
- not disliked ( $M = 2.12$ ,  $SD = 1.19$ ).

However, there were differences between the role models for judgements of the role models' popularity, competitiveness, kindness, being feared, and disliked (see Appendix JJ.3-5 for the analyses, and Table 53 for the vignette means). Specifically:

- Popular: The materialistic role models were judged to be seen as more popular than the social-moral role models.
- Competitive: The materialistic role models were judged to be seen as more competitive than the social-moral role models.
- Kind: The social-moral role models were judged to be seen as kinder than the materialistic role models.
- Fear: The LSA/Material role model was judged to be seen as someone to be feared more than the other role models.
- Dislike: The materialistic role models were judged as being more disliked by people generally than the social-moral role models, especially the LSA/Material role model.



Table 53. Means of the evaluation of the role model for each vignette in cases where there were significant differences between vignettes for Black young men.

Stereotype Content of Role Model	Vignette	<i>M</i>	<i>SD</i>	<i>n</i>	95% Confidence Interval	
					Lower	Upper
<b>Q9. How much do others see X as...</b>						
(1 'not at all' – 5 'extremely')						
Popular	LSA/MAT	3.00	1.10	21	2.666	3.578
	LSA/MOR	2.54	0.98	24	2.011	2.860
	SSA/MAT	2.77	1.03	26	2.394	3.150
	SSA/MOR	2.13	0.68	24	1.718	2.523
Competitive	LSA/MAT	3.81	0.87	21	3.343	4.372
	LSA/MOR	2.92	1.21	24	2.406	3.365
	SSA/MAT	3.58	1.03	26	3.125	3.978
	SSA/MOR	3.04	1.04	24	2.603	3.512
Kind	LSA/MAT	3.57	0.98	21	3.050	3.942
	LSA/MOR	4.00	0.66	24	3.595	4.426
	SSA/MAT	3.15	1.05	26	2.789	3.529
	SSA/MOR	3.58	0.93	24	3.239	4.027
Fear	LSA/MAT	2.29	1.35	21	1.894	2.793
	LSA/MOR	1.54	0.78	24	1.096	1.934
	SSA/MAT	1.42	0.70	26	1.037	1.782
	SSA/MOR	1.38	0.77	24	0.969	1.763
Dislike	LSA/MAT	2.62	1.40	21	2.027	3.098
	LSA/MOR	1.83	0.92	24	1.444	2.442
	SSA/MAT	2.08	1.20	26	1.680	2.569
	SSA/MOR	1.79	.088	24	1.207	2.153

## Effects of the Different Vignettes on Perceived Stereotypes of Ethnic and Gender Social Groups

### *Summary*

The purpose here is to determine the stereotypes Black young men believe others hold about Black men, White men, Black women and White women and whether or not hearing about the role models affects the perceived stereotypes for these groups.

Black young men who were less committed to their ethnic identities thought others would see Black men as more popular, and Black young men who felt their ethnic identity was less important thought others would see Black men as warmer.

There were some negative effects of the role models on some perceived stereotypes of Black men. Specifically, Black young men thought that others would perceive Black men as less warm, clever, respected and more disliked when they heard about any role model than when they did not.

Perceived stereotypes of ethnic and gender social groups were measured in the same way as has been previously discussed for Black boys (see Appendix A, questions 20-23).

The purpose of these series of questions was to determine the stereotypes that Black young men have for these groups and whether or not any or all of the role models reduce these stereotypes (especially for Black men). Tables of the multivariate analyses of covariance can be found in Appendix KK.

Of interest is the question 'Do different types of young people respond differently to messages?' In order to answer this, background variables (i.e. social-economic status, self-esteem, self-efficacy, ethnic identification, and interethnic contact) were used as covariates. Inclusion of these variables allows us to account, statistically, for their effects when assessing the impact of the role models. The effects of these covariates are reported when they are statistically significant and thus bear on the outcomes of interest (see Appendix KK.1, 5). The background variables found to covary with ratings of other social groups were:

- Ethnic identity: Black young men who were less committed to their ethnic identities thought others would see Black men as more popular ( $r_{(149)} = -.175$ ,  $p = .033$ ), and Black young men who felt their ethnic identity was less important thought others would see Black men as warmer ( $r_{(152)} = -.174$ ,  $p = .032$ ). Black young men who felt their ethnic identity was less important thought others would see White men as more successful ( $r_{(150)} = .163$ ,  $p = .047$ ).
- Self-esteem: Black young men who had lower self-esteem thought others would see White men as less fearful ( $r_{(150)} = -.225$ ,  $p = .006$ ), more

enviable ( $r_{(151)} = -.227, p = .005$ ), with less pity ( $r_{(150)} = -.174, p = .033$ ), and less dislike ( $r_{(151)} = -.180, p = .027$ ).

- Self-efficacy: Black young men who had lower self-efficacy thought others would see White men as more enviable ( $r_{(151)} = -.184, p = .024$ ), and successful ( $r_{(151)} = .197, p = .016$ ).
- Group Contact: Black young men who have more Black friends see Black women as warmer ( $r_{(149)} = .300, p < .001$ ), cleverer ( $r_{(149)} = .313, p < .001$ ), and with more respect ( $r_{(150)} = .172, p = .035$ ). Black young men who have more White friends see Black women as warmer ( $r_{(149)} = .162, p = .049$ ), and with more respect ( $r_{(150)} = .239, p = .003$ ).

### 1) Stereotypes of Black Men, White Men, Black Women, and White Women

There was no effect of vignettes on how respondents thought most people perceive White men and Black women (see Appendix KK.6). Therefore, those analyses are not reported. However, Table 54 reports the means and standard deviations of the perceived stereotypes of Black men, White men, Black women and White women for comparison purposes. Overall Black young men thought that most people would evaluate Black men, White men, Black women, and White women positively. Additionally, Black young men thought others would respect White women more when they did not see any role model, than if they saw a materialistic role model (see Appendix KK.6-8).

Table 54. Mean report of perceived stereotypes of Black men, White men, Black women, White women across all role models for Black young men.

Stereotype Content (1 'not at all' – 5 'extremely')	Black men Q21 M(SD)	White men Q20 M(SD)	Black women <sup>48</sup> Q22 M(SD)	White women <sup>49</sup> Q23 M(SD)
Warm	2.88 (1.08)	3.04 (0.94)	3.55 (1.10)	3.52 (1.13)
Clever	3.11 (1.00)	3.16 (0.98)	3.61 (0.95)	3.48 (0.92)
Skilful	3.40 (1.07)	3.17 (0.98)	3.59 (0.98)	3.35 (0.94)
Popular	3.51 (1.10)	3.01 (1.07)	N/A	N/A
Successful	2.94 (1.17)	3.68 (1.82)	N/A	N/A
Competitive	3.26 (1.16)	3.32 (1.12)	N/A	N/A
Kind	3.10 (1.09)	2.85 (0.97)	N/A	N/A
Admirable	3.03 (1.19)	2.38 (1.09)	N/A	N/A
Respect	3.39 (1.20)	3.18 (1.11)	3.77 (1.02)	3.57 (0.95)
Feared	2.93 (1.47)	1.91 (1.01)	N/A	N/A
Envied	2.38 (1.30)	2.20 (1.35)	N/A	N/A
Pitied	2.52 (1.30)	1.95 (1.08)	N/A	N/A
Disliked	2.43(1.32)	2.30 (1.24)	2.19 (1.20)	2.24 (1.19)

<sup>48</sup> Only a subset of questions was asked for these groups.

<sup>49</sup> Only a subset of questions was asked for these groups.

## **2) Effects of Vignettes on Perceived Stereotypes of Black Men**

Hearing about the role models changed Black young men's perceptions of whether stereotypes of Black men were seen as warm, clever, respected, and disliked (see Appendix KK.2-4 for the analyses, and Table 55 for the vignette means). Specifically, Black young men believed that most people perceive Black men as:

- Less warm when the Black young men had heard about any role model than when they were had not heard about a role model.
- Less clever when the Black young men had heard about any role model than when they were had not heard about a role model.
- Less respected when the Black young men had heard about any role model than when they were had not heard about a role model.
- More disliked when the Black young men had heard about any role model than when they were had not heard about a role model.

Table 55. Means of the perceived Black men stereotype for each vignette in cases where there were significant differences between vignettes for Black young men.

Q21. Stereotype Content of Black Men (1 'not at all' – 5 'extremely')	Vignette	<i>M</i>	<i>SD</i>	<i>n</i>	95% Confidence Interval	
					Lower	Upper
Warm	LSA/MAT	2.78	1.13	23	2.080	2.997
	LSA/MOR	2.69	1.01	26	2.382	3.225
	SSA/MAT	2.85	1.16	26	2.451	3.253
	SSA/MOR	2.76	0.88	25	2.445	3.288
	Baseline Control	3.41	1.22	22	2.963	3.847
Clever	LSA/MAT	3.09	0.90	23	2.494	3.353
	LSA/MOR	2.96	1.04	26	2.656	3.447
	SSA/MAT	3.15	1.05	26	2.762	3.514
	SSA/MOR	2.76	0.88	25	2.402	3.192
	Baseline Control	3.41	1.01	22	3.035	3.864
Respect	LSA/MAT	3.35	1.15	23	2.551	3.611
	LSA/MOR	3.15	1.22	26	2.831	3.806
	SSA/MAT	3.31	1.16	26	2.874	3.802
	SSA/MOR	3.16	1.25	25	2.676	3.651
	Baseline Control	4.05	1.09	22	3.579	4.602
Dislike	LSA/MAT	3.04	1.22	23	2.449	3.549
	LSA/MOR	2.31	1.16	26	1.897	2.909
	SSA/MAT	2.08	1.38	26	1.538	2.501
	SSA/MOR	2.80	1.12	25	2.204	3.215
	Baseline Control	1.73	1.08	22	1.300	2.361

There were no differences on the remaining stereotype items. Since the overall means for all of the stereotype content have been reported in the section above, stereotype content areas that are not affected by role model vignettes are not reported below.

## Reported Self-Stereotypes

### *Summary*

The purpose of the series of questions was to establish how hearing about the role model vignettes may affect Black young men's self-stereotyping.

Black young men rate themselves highly on the different areas of self-stereotyping. None of Black young men's self-stereotypes were affected by hearing about a role model. This was unlike the findings for Black boys, where participants who heard about a role model were more likely to see themselves as more skilful and clever than those who did not. However, this may be because Black young men see themselves as doing very well in these areas of achievement.

One of the goals of the REACH project is to reduce what are perceived as negative stereotypes amongst Black boys and Black young men as a means of raising aspirations and broadening horizons. After being presented with the role model, participants were asked to answer the questions about positive self-stereotypes in the same way as has been previously discussed for Black boys (see Appendix A, question 32).

The purpose of the series of questions was to establish how hearing about the role model messages may affect Black young men's self-stereotyping.

None of the background variables, including self-efficacy and self-esteem, were found to covary the effect of vignettes on reported self-stereotypes (see Appendix LL.1). None of Black young men's self-stereotypes were affected by hearing about a role model (see Appendix LL.2 for multivariate analysis of covariance).

Black young men see themselves as doing very well in these areas of achievement, rating themselves (from 1 'not at all' to 5 'very') as:

- warm ( $M = 4.03$ ,  $SD = 1.08$ );
- clever ( $M = 3.95$ ,  $SD = 0.81$ );
- skilful ( $M = 4.17$ ,  $SD = 0.76$ );
- popular ( $M = 3.91$ ,  $SD = 0.94$ );
- successful ( $M = 3.61$ ,  $SD = 0.98$ );
- competitive ( $M = 3.91$ ,  $SD = 1.13$ ); and
- kind ( $M = 4.13$ ,  $SD = 1.07$ ).

## Career Aspirations

### *Summary*

The purpose of asking these questions was to determine what effect hearing about role models may have on Black young men's career decisions, and to learn what careers were of interest to Black young men.

Overall, Black young men thought that would like to do the jobs listed in the questionnaire, and that they could do them if they wanted to. This was not affected by which role model they saw. Black young men were most likely to express interest in being an athlete, IT worker or actor, and least likely to choose soldier, van driver, or shop assistant. When asked which jobs they thought they *could* do, the most common answer was IT worker, athlete and shop assistant; conversely, those they felt least likely to be able to do were politician, writer or doctor.

Career aspirations were measured in the same way as has been previously discussed for Black boys (see Appendix A, questions 41-42). The purpose of asking the series of questions was to determine what effect hearing about the role models may have on Black young men's career decisions, what careers were of interest to Black young men and what effect hearing about the role models may have on Black young men's belief in their ability to pursue particular careers.

None of the background variables were found to covary with career preferences or career aspirations (see Appendix LL.3). Additionally, hearing about a role model had no impact on the career preferences or expectations of the young men (see Appendix LL.4 for multivariate analysis of covariance).

Overall, as seen in Table 56, Black young men were most likely to express interest in becoming an athlete, IT specialist or actor, and least likely to choose soldier, van driver, or shop assistant. When asked which jobs they thought they *could* do, the most common answer was IT specialist, athlete and shop assistant, with politician, writer or doctor the least likely that they could pursue.

Table 56. Mean report of career interest and ability to work in a career for Black young men.

Careers (1 'not at all' – 5 'very')	How much would you like to do this job? Q41 <i>M(SD)</i>	How likely is it that you could do this job if you wanted to? Q42 <i>M(SD)</i>
Actor	3.29 (1.39)	3.24 (1.36)
Athlete	3.61 (1.47)	3.58 (1.34)
Doctor	2.83 (1.40)	2.84 (1.43)
Electrician	3.03 (1.45)	3.34 (1.37)
IT Specialist	3.46 (1.41)	3.59 (1.22)
Mechanic	2.80 (1.40)	3.37 (1.39)
Musician	2.98 (1.54)	3.02 (1.45)
Politician	2.47 (1.47)	2.28 (1.41)
Shop Assistant	2.13 (1.30)	3.43 (1.46)
Social Worker	2.72 (1.40)	3.10 (1.41)
Soldier	1.93 (1.22)	3.10 (1.86)
Teacher	2.47 (1.41)	2.87 (1.45)
Van Driver	2.00 (1.32)	3.23 (1.58)
Writer	2.35 (1.35)	2.60 (1.47)



## Effects of the Different Vignettes on Spontaneously Cited Role Models

### *Summary*

The purpose of these questions was to determine who Black young men were already using as role models.

Black young men primarily cited role models who were Black and/or male. Many also chose a role model who was famous and/or young. Those who had higher self-esteem and lower self-efficacy were more likely to choose a role model who was young and famous.

For those that gave information about the profession of role models, the most commonly cited were business people and athletes.

Black young men who heard about a role model vignette were more likely to choose a spontaneously generated role model that was famous than those who had not heard about a role model. Those who heard about role model vignettes with a large scale of achievement were more likely to choose a role model who was a businessman than those who had not heard about a small scale of achievement role model.

Material success was the most frequently cited reason for selecting role models. This was followed by role models who were inspirational and role models who were thought to share characteristics with the Black young men.

Spontaneously cited role models were measured in the same way as has been previously discussed for Black boys (see Appendix A, questions 43-47). The purpose of the series of questions was to determine who Black young men were already using as role models. Tables of the multinomial logistic regression of the categorical variables can be found in Appendix MM.

Of interest is the question 'Do different types of young people respond differently to messages?' In order to answer this, background variables (i.e. social-economic status, self-esteem, self-efficacy, ethnic identification, and interethnic contact) were used as covariates. Inclusion of these variables allows us to account, statistically, for their effects when assessing the impact of the role models. The effects of these covariates are reported when they are statistically significant and thus bear on the outcomes of interest (see Appendix MM.2). The background variables found that covaried with the type of spontaneously generated role models chosen were:

- **Self-esteem and Self-efficacy:** Black young men who had higher self-esteem or lower self-efficacy were more likely to choose a younger role model. They were also more likely to choose a famous role model.
- **Group Contact:** Black young men with more contact friends from other ethnic groups were more likely choose a role model who was a teacher.

## 1) Spontaneously cited role models

The majority of Black young men (68%) stated that they had a role model (32% stated that they did not). Of the 105 who stated that they had role model, 86% listed a name, the most popular being Barack Obama (12%), followed by Jesus (6%), their Dad (5%), and Richard Branson (5%) (see Appendix NN for full list of names). Participants were then asked to check boxes that described their role model (e.g. male, female, Black, young, famous, relative, doctor, and athlete) and given an option to write in other professions not in the list. Table 57 shows the frequencies of the demographic characteristics of these role models.

Table 57. Frequencies of demographic characteristics of spontaneously generated role models for Black young men for Q45 'please tick all the boxes that describe your role model'.

<i>Base: Black young men who said they had a role model (105)</i>	Number in yes answer	% of Yes answer
<b>Describe them:</b>		
Male	102	97
Female	0	0
Black	69	66
White	17	16
Asian	2	2
Age young	25	24
Age old	10	10
<b>How do participants know the role model?</b>		
Famous	43	41
Relative	13	12
<b>Profession:</b>		
Business Person	32	31
Athlete	26	25
Musician	14	13
Actor	11	11
Teacher	9	9
Scientist	7	7
Doctor	6	6
<b>Other:</b>		
Mixed	2	2

*NB: Percentages do not add to 100% due to multiple or missing responses*

Overall, Black young men tended to choose male role models that were Black and/or male. Many also chose a role model who was famous, young and/or a business person or athlete. However, the vignettes affected the type of role model Black young men spontaneously cited (see Appendix MM.2). Specifically:

- Black young men who heard about a role model were more likely to name a role model who was famous than those who had not heard about a role model.
- Those who heard about a role model with a large scale of achievement were more likely to name a role model who was a businessman than those who had heard about a small scale of achievement role model.

As can be seen in Table 58, the Black young men listed other professions and ethnicities for role models besides those available in the survey. By far, the most popular profession was being president (12%), which was generally a direct reference to Barack Obama.

Table 58. Professions and ethnicity provided in open-ended question 'please write down what this person does' (Q46) for the spontaneously cited role models of Black young men.

<i>Base: Black young men that answered Q46 (85)</i>	Number	Percent
President	19	12
<b>Sportsman<sup>50</sup></b>	<b>19</b>	<b>12</b>
Footballer	16	10
Race car Driver	1	1
Skateboarder	1	1
Sports Manager	1	1
<b>Businessman</b>	<b>16</b>	<b>13</b>
CEO	10	7
Accountant	1	1
Banker	1	1
Business Manager	1	1
Estate agent	1	1
Nightclub Owner	1	1
Stock-broker	1	1
<b>Musician</b>	<b>8</b>	<b>5</b>
Musician - Producer	2	1
Musician - Rap	3	2
Musician - Singer	3	2
Religious (preacher/Jesus etc)	8	5
Academic	2	1
Social Worker	2	1
Surgeon	2	1
Actor - Producer	1	1
All things	1	1
Doctor	1	1
Lawyer	1	1
Living In House	1	1
Physicist	1	1
Prime Minister	1	1
Student - University	1	1
Student	1	1
Works for the London Underground	1	1

*NB: Percentages do not add to 100% due to multiple responses*

<sup>50</sup> As stated in Table 57, overall Black young men cited 26 athletes, 32 business people, 14 musicians, etc. Where there is overlap between Table 57 and 58 for these careers this indicates that the Black boy provided additional information about the person in this career (e.g., the sportsperson plays football). Therefore, overall percentages for identifying a role model in this career should be taken from Table 16.

## 2) Reasons for choosing spontaneously cited role models

Of the 105 Black young men who stated that they had role model 94% provided information about why they chose their role model. From these responses, general themes were developed for reasons why Black young men chose their spontaneously cited role models (outlined in Table 59).

Table 59. Frequencies for why Black young men chose their spontaneously cited role model (Q47).

Reasons for Choosing Spontaneously Cited Role Model	Number	Percent
<i>Base: Black young men that answered Q47 (99)</i>		
Material (e.g. rich, successful, achieved)	33	31
Inspirational (e.g. good role model, can respect)	24	23
Similarity (e.g. shares characteristics with me)	15	14
Social-Moral (e.g. helps community/others)	13	12
Black ethnicity	11	11
Large scale of achievement (e.g. started from nothing)	11	11
Competitive (e.g. determined, hard-work, ambitious)	10	10
Religious (e.g. Jesus, faith, righteous)	6	6
Kind (e.g. generous)	5	5
Intelligent (e.g. multiple degrees)	5	5
Leader (e.g. in charge, the boss)	4	4

*NB: Percentages do not add to 100% due to multiple responses*

Black young men tended to chose role models that had material success. This was followed by role models who were inspirational and role models who shared characteristics with the Black young men. Despite 66% of Black young men choosing a Black role model, only 11% cited this as a reason why they admire this role model. Reasons for choosing the role model were not affected by the vignettes (see Appendix MM.3).

## Comparison Choices for Self-Evaluations

### *Summary*

The purpose of this series of questions was to evaluate the potential usefulness of the role models either in terms of similarity to these young men or in terms of highlighting differences.

Black young men mostly compare themselves to other Black men who are family members or friends when they want to evaluate their own cleverness, personality, skill or the opportunities available to them in life.

Comparison choices for self-evaluations were measured in the same way as has been previously discussed for Black boys (see Appendix A, questions 33-40). The purpose of these questions was to evaluate the potential usefulness of the role models either in terms of similarity to these young men or in terms of highlighting differences (see Appendix OO for the crosstab comparisons).

As seen in Table 60, Black young men most compare themselves to Black men when they want to evaluate their own cleverness, personality, skill, or the opportunities available to them in life (see Appendix OO.1). Who these Black men are, however, is a mixed story (see Appendix OO.2). Black young men tend to look equally to family members and friends when evaluating their own cleverness or opportunities in life, whereas they look more to friends when evaluating their personality or skills. What is most important there is how rarely they compare with white men (8-16%), even though, as seen in the beginning of this chapter, many have white friends ( $M = 3.07$ ) and a substantial minority cited White role models.

Table 60. Frequencies of comparison of self to others groups of people on cleverness, personality, skilfulness, and opportunity by Black young men.

Comparison Group	Cleverness (%)	Personality (%)	Skilfulness (%)	Opportunities (%)
<b>Type of Person</b>				
<i>Base: Black young men that answered Q33 (143), Q 35 (138), Q37 (136), Q 39 (136)</i>				
Black men	52	57	52	54
White men	14	9	13	16
Black women	4	8	6	6
White women	2	1	1	3
Men	25	24	27	19
Women	3	1	2	2
<b>Relation to Participant</b>				
<i>Base: Black young men that answered Q34 (148), Q 36 (145), Q38 (143), Q 40 (144)</i>				
Family member	36	34	25	39
Friend	36	51	55	39
Someone at college	14	6	10	12
Other	14	9	10	10

## Media Use

The participants were asked to what extent they heard about most of their news and information from different sources (see Appendix A, questions 50-51). As shown in Table 61, television news and newspapers were the main sources, along with the internet, family, friends and television documentaries. Black young men found out much less from radio news and other places.

Table 61. Media usage of Black young men.

Q50. Which ones do you use to find out about the news? (1 'not at all' – 5 'very much')			
	<i>n</i>	<i>M</i>	<i>SD</i>
TV news	149	3.96	1.22
Family	148	3.70	1.20
Internet	148	3.73	1.31
Newspapers	146	3.96	1.14
Friends	147	3.66	1.21
TV documentaries	146	3.54	1.32
Radio news	146	2.64	1.40
Somewhere else	131	2.40	1.44

<i>Base: Black young men that answered Q51 'somewhere else' (17)</i>		
	Number	Percent
Bulletin Boards/Leaflets/Posters/Adverts	5	29
Word of Mouth	4	23
Magazines	2	12
Other country	2	12
Phone	1	6
Football	1	6
Outside World	1	6
A shop	1	6





## Chapter 6

# Conclusions and Recommendations

Returning to the three key questions driving this experimental project we reach three broad conclusions.

1. We conclude that the role models did have some impact on Black boys and young men, confirming the basic premise of the REACH programme that role models can be a useful vehicle of influence.
2. We conclude also that particular types of role models are likely to be more appealing and impressive than others.
3. We note that there are some potentially unexpected consequences of hearing about role models even in the limited and constrained context of this experiment.

The following recommendations are based on the statistically reliable findings from this experiment. Insights are also drawn from the substantial pilot work that preceded the experiment and from comparative evidence associated with the non-Black participants in the research. It is important to emphasise that the purpose of this experiment was to evaluate potential effects of some quite specific and carefully controlled differences in how role models were presented.<sup>51</sup> However, we did not have very tight control over various factors including the exact characteristics of the sample or participants or the precise circumstances (e.g. location and time of day, presence of other people in the general location) in which data were collected. Therefore, while we were able to statistically control for a large number of these characteristics we did not anticipate very large effects and nor did we expect very enduring effects. However, where effects of hearing about the role models did occur we are confident that our methods and statistical approach yields robust evidence. These recommendations are based on a careful and conservative assessment of that evidence.

---

<sup>51</sup> It is important to note that this study was conducted in an experimental situation using recorded role model messages. Therefore it is possible that experience with a real life role model could have a stronger and so more long-lasting impact.

# Key Findings

## Key Findings and Recommendations

- *Role Model Impact:* It is clear that a role model who has achieved in a material domain makes a strong positive impression and is someone the Black boys and young men would like to emulate. In general, role models who achieved in a more social-moral domain are viewed as likeable but this does not appear to translate into being inspiring, or someone the Black boys or young men want to emulate, to the same degree as the materialistic role models. Instead, Black boys and young men consistently reported the materialistic role models as being more competent and as someone they would like to emulate.<sup>52</sup> In terms of social psychological theory, this perhaps suggests that the materialistic outcome is detected easily by the peripheral route to persuasion and thus has the most immediate, if not necessarily the deepest impact. Therefore *the REACH role models could include concrete material achievements in their discussions with Black youth as a way of reinforcing the 'value' of the role models.*
- *Differences between Boys and Young Men:* Hearing about role models seems to have different effects for Black boys and young men. The evidence shows that the role models have greater potential to influence and inspire Black boys than young Black men, perhaps because the self-concepts of Black boys are still in a more formative period. However, debriefing discussions also indicated that the young men were enthusiastic and positive about the programme as a whole but would value practical help towards pursuing careers rather than just hearing about role models. There are a couple implications in terms of social psychological theory. First, the Black young men may feel threatened when they compare their own success to the successful role models. Second, the Black young men may not be as influenced by the peripheral information provided by the role models, but instead would prefer more practical information that would be provided through a central route of persuasion. This suggests that REACH role models may want to *include materials with specific practical advice in order to engage the Black young men.* However, whether or not this tactic would work has not been tested, and therefore *role models should be advised that their work may have a greater impact on Black boys.*
- *Self-image and Community Role Models:* Counter to stereotypical beliefs Black boys and young men had very positive self-images<sup>53</sup>. Hearing about the role models positively affects Black boys' self image for skilfulness and cleverness. Additionally, Black boys and young men report having heard of or meeting people similar to the role models. Both of these findings are potentially positive. *The REACH role models could capitalise on these potential benefits, perhaps by explicitly asking Black boys to think about*

---

<sup>52</sup> Throughout the document effects of scale of achievement have been reported. However, these effects are not as consistent as those for type of success and we therefore do not feel confident about making clear recommendations about this dimension.

<sup>53</sup> In fact, Black boys had higher levels of self-esteem than White boys.

*people they know or who have met who are like the role model.* This might encourage them to make contact with these people and follow their example, as well as provide a boost to their self-image.

- *Stereotype Reinforcement:* Among young men (and Black girls), hearing about role models compared with not hearing about a role model reinforces the perception that others view Black men in a less positive light on some dimensions. The most likely reason for this effect is that learning about an impressive role model created a contrast against existing negative stereotypes which therefore reminded the participants about that stereotype. In terms of social psychological theory, this is an issue of whether people compare themselves with the 'group prototype' or an 'individual exemplar'<sup>54</sup>, and whether they either assimilate to, or contrast themselves with, each. It will be important for the REACH role models to be aware of these effects. There is a risk that young men may be adversely affected by being reminded about negative expectations, in which case this effect needs to be addressed directly. The REACH programme will need to be careful to show clearly how the role model provides an example of how to get past those stereotypes. *We recommend a follow up experiment to test strategies for countering potential negative stereotype reinforcement.*
- *Social Comparisons:* It is clear that the Black male role models were most attractive and impressive to the Black male participants than to the other participants in this experiment. In terms of social psychological theory, this suggests that the Black male role models were seen to be more prototypical of the Black males' ingroup than the other participants' ingroups. There were no *negative* effects of the role models on White boys, and only a few negative effects of the role models on Black girls (specifically, it reinforced some negative stereotypes of Black men). It is also clear that spontaneously mentioned role models are generally of the same race and gender as the participant. This means that although the role models can potentially have beneficial impacts on Black males, it should not be assumed they will have the same relevance or potential impact on others. Therefore, we recommend that, *if role models are likely to be addressing broader audiences, attention should be paid to ways of connecting to other groups who are present in the same situations as Black males.* However, Black boys and young men thought the role models were more similar to White men than Black men. In terms of social psychological theory, this suggests that whilst the prototypicality of the Black ingroup was present to some degree it may be that they see 'success' as more prototypical of White men. Social psychological theory indicates that people are more strongly persuaded by others who they view as highly prototypical for their ingroups. This evidence suggests more could be done to strengthen how prototypical role models are perceived to be. Therefore, we recommend that, *further research should be undertaken to*

---

<sup>54</sup> The group prototype is an average example of the group, whereas the individual exemplar represents specific instances of contact with a member of that group. In this case, if people compare themselves to a group prototype for Black men, becoming like an exemplary role model may seem impossible. However, if people compare themselves to an individual exemplar, than an exemplary role model may simply join this list as a new individual exemplar.

*establish how to increase the perceived prototypicality of successful Black role models.*

- *Effects One Month Later:* Follow-up information was collected about a month later for school-aged children. Effects of having seen these role models wore off within four weeks for Black boys and approximately a third or fewer recalled particular details of the role model they had seen. This may be due to the experimental nature of the contact between the role model information and the participants. Nonetheless, Black boys reported remembering more things about the role models with material achievements than the others, confirming that the type of role model does make a difference to how long any effects might last. Although the experimental manipulations were fairly subtle and brief, this highlights that *the initial presentation of a role model should emphasise things that may be more memorable, such as material achievements*. It also suggests that *a brief encounter with a role model is not likely to have a sustained effect*. Social psychological theory and research suggests that simple repetition improves familiarity the content as well as improves general liking. For role model information to have a sustained impact it is likely to be most effective if information can be refreshed or added by repeating exposure to the role models; however, this needs to be tested.
- *Career Aspirations:* The role aspirations of Black boys and young men focus mainly on popular roles (actor, athlete) that are rarely achievable for most people. The one noticeable exception to this is that both groups consistently showed interest in business people. Therefore, it is suggested that the REACH role models find ways to *broaden young Black people's spectrum of role aspirations* and to *show routes* for entering achievable professions, like going into business.
- *Other Ethnic/Gender Groups:* If the REACH programme is effective for young Black males, it would be useful to evaluate whether a comparable programme would be effective for other groups that may need similar support and guidance. These groups, including White boys and girls, and Black girls might benefit from additional role models who are more similar in background to themselves. *Where relevant, it would be useful to explore ways to deliver role modelling programmes to additional groups.*
- *Future Examination of Role Models:* Further experimental work is required to test specific dynamics of how to link Black boys' and men's aspirations to what they see and learn from the role models. These tests were outside the parameters of the present work but we recommend that *further systematic quantitative evaluation is conducted to ensure future development of the REACH programme is as effective as possible and to learn from the presence or absence of effects of the programme.*

## Recommendations for Future Research

These recommendations are pulled directly out of the key findings. Therefore, for more detail please see previous section. This research addresses a number of key questions but also points to further areas of investigation that would add to the evidence base from which to develop effective policy and programme delivery. These include:

- Where relevant, it would be useful to explore ways to deliver role modelling programmes to additional groups.
- Further research should be undertaken to establish how to increase the perceived prototypicality of successful Black role models.
- A follow up experiment is needed to test strategies for countering potential stereotype reinforcement with Black young men and Black girls.
- Further systematic quantitative evaluation is recommended to ensure future development of the REACH programme is as effective as possible and to learn from the presence or absence of effects of the programme.

# APPENDICES

## Appendix A School-Aged Questionnaire

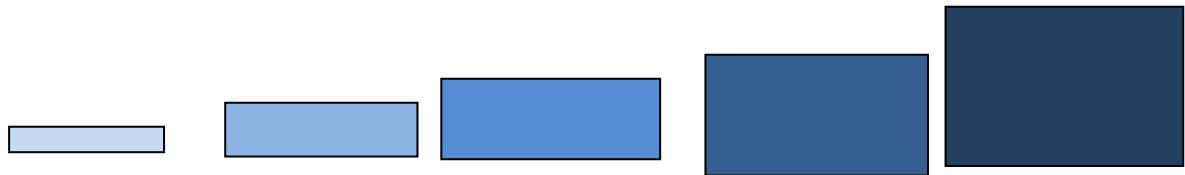
1.) Choose the face that shows how you feel about Robert?



I don't like him  
at all

I like him a lot

2.) How easy do you think it was for Robert to get where he is today?



Not at all easy

Very easy

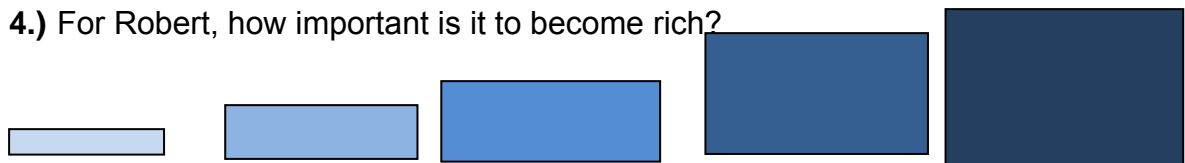
3.) For Robert, how important are other people?



Not at all  
important

Very important

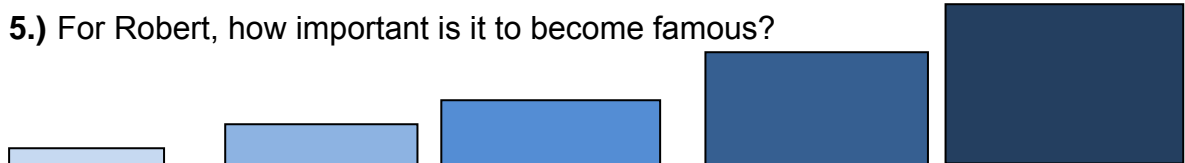
4.) For Robert, how important is it to become rich?



Not at all  
important

Very  
important

5.) For Robert, how important is it to become famous?

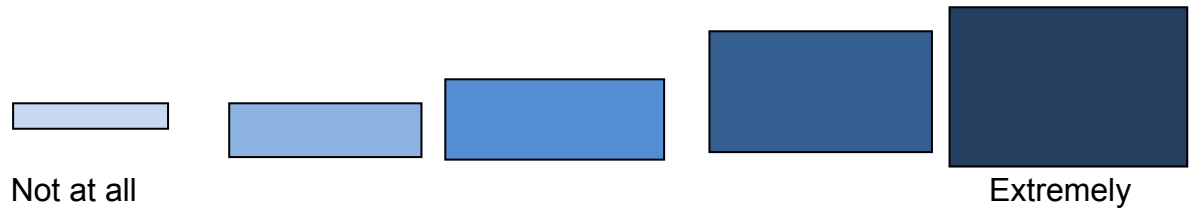


Not at all  
important

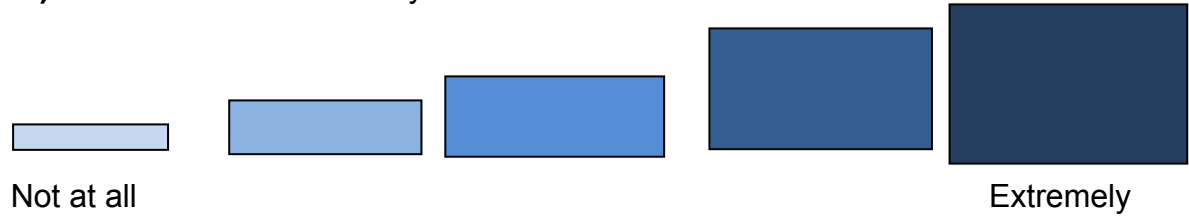
Very important



6.) If you knew Robert how proud of him would you feel?



7.) How similar is Robert to you?






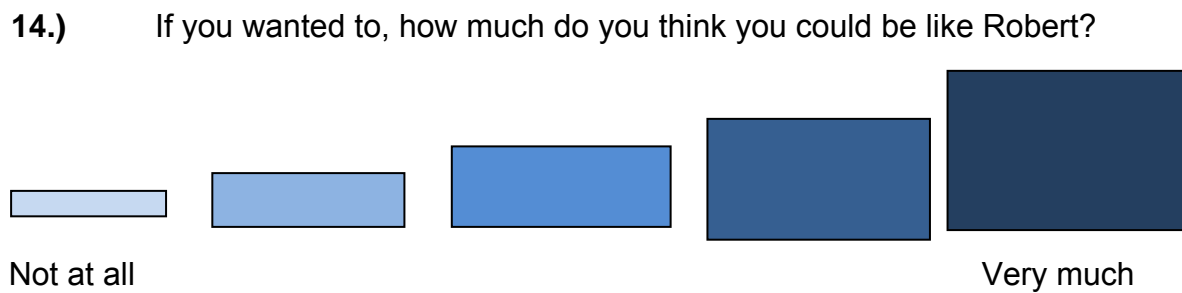
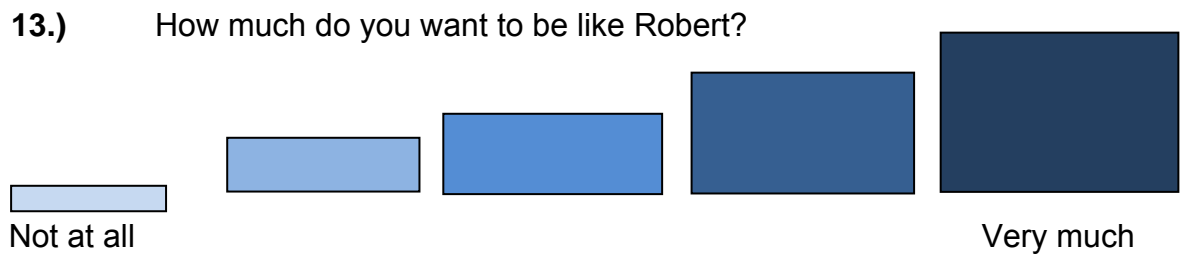
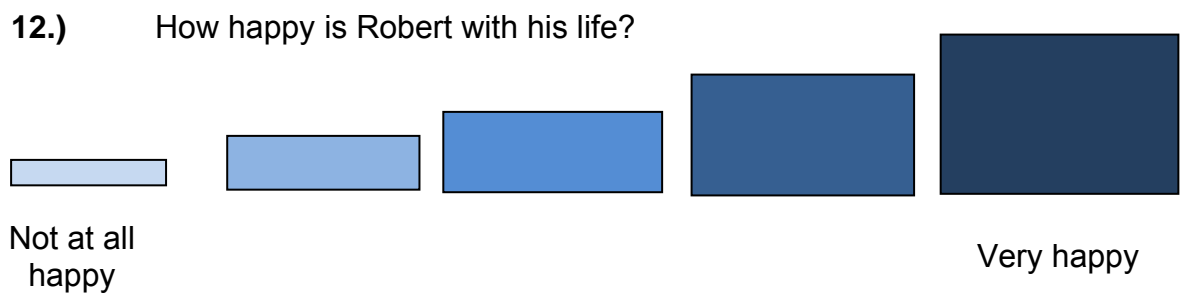
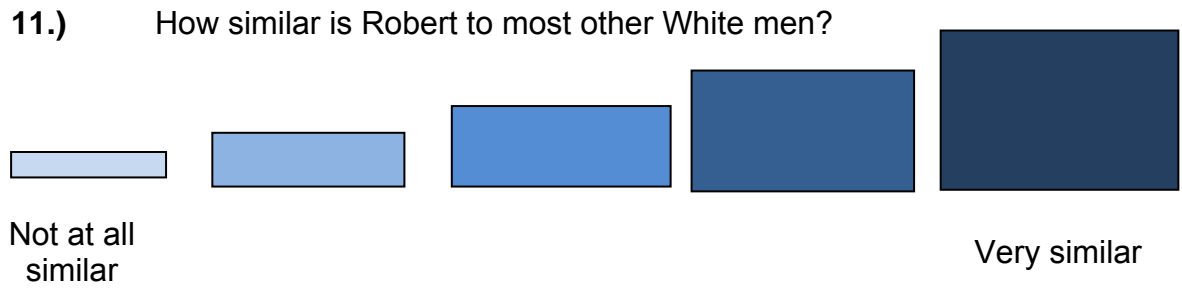
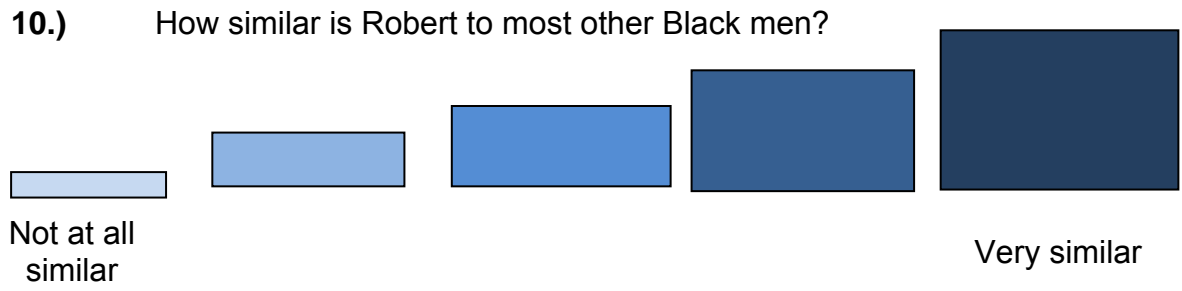
8.) How much would you like to meet Robert?



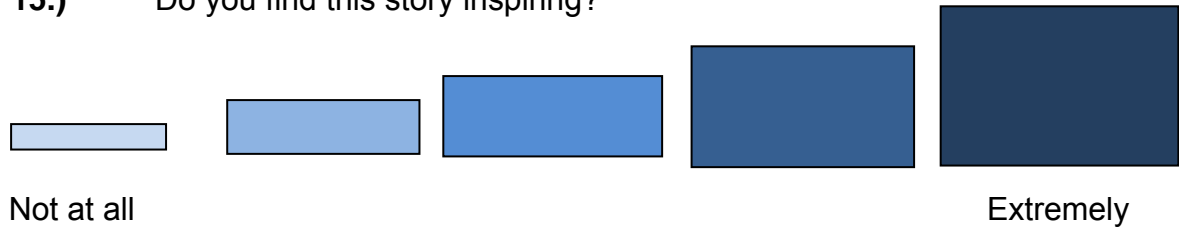
For the next questions circle the number that shows how much you think each statement is true about the way most people would see Robert, ranging from not at all (1) to extremely (5).

9.) How much do you think most other people who meet this person...

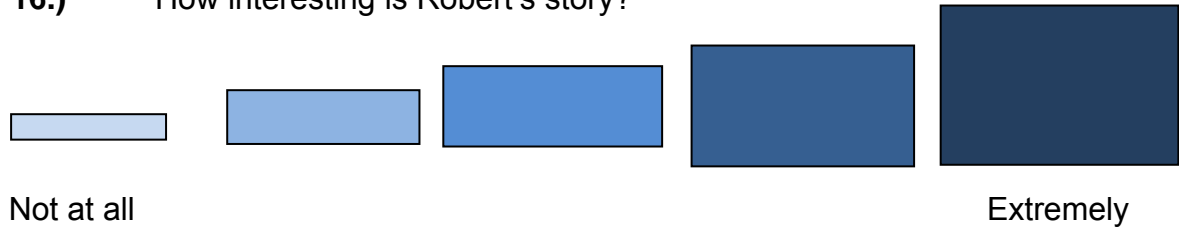
	Not at all				Extremely
					
See Robert as warm and friendly	1	2	3	4	5
See Robert as clever	1	2	3	4	5
See Robert as skilful	1	2	3	4	5
See Robert as popular	1	2	3	4	5
See Robert as successful	1	2	3	4	5
See Robert as competitive	1	2	3	4	5
See Robert as kind	1	2	3	4	5
Look up to Robert	1	2	3	4	5
Respect Robert	1	2	3	4	5
Are frightened of Robert	1	2	3	4	5
Are jealous of Robert	1	2	3	4	5
Feel sorry for Robert	1	2	3	4	5
Don't like Robert	1	2	3	4	5



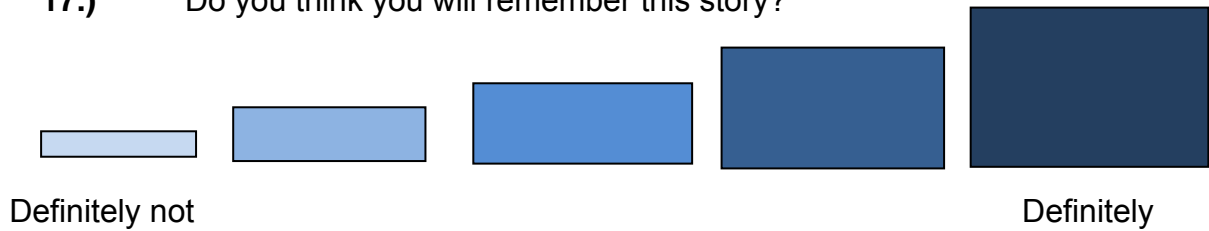
15.) Do you find this story inspiring?



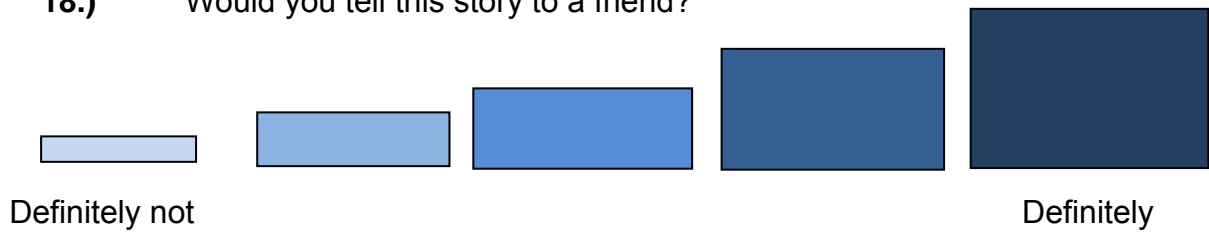
16.) How interesting is Robert's story?



17.) Do you think you will remember this story?



18.) Would you tell this story to a friend?

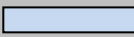

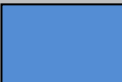




19.) Thinking about Robert:

- a) Have you ever met anyone else like Robert? **Yes** **No**
- b) Have you heard about someone else like Robert? **Yes** **No**

For the next questions circle the number that shows how much you think each statement is true about the way most people would see White men in general, ranging from not at all (the smallest box) to extremely (the biggest box).

20.) How much do you think other people...

	Not at all				Extremely
					
See White men in general as warm and friendly	1	2	3	4	5
Are frightened of White men in general	1	2	3	4	5
See White men in general as clever	1	2	3	4	5
See White men in general as skilful	1	2	3	4	5
See White men in general as popular	1	2	3	4	5
Are jealous of White men in general	1	2	3	4	5
See White men in general as successful	1	2	3	4	5
See White men in general as competitive	1	2	3	4	5
Feel sorry for White men in general	1	2	3	4	5
See White men in general as kind	1	2	3	4	5
Look up to White men in general	1	2	3	4	5
Respect White men in general	1	2	3	4	5
Don't like White men in general	1	2	3	4	5

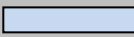




For the next questions circle the box that shows how much you think each statement is true about the way most people would see Black men in general, ranging from not at all (1) to extremely (5).

21.) How much do you think other people...

	Not at all				Extremely
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Black men in general as warm and friendly	1	2	3	4	5
Are frightened of Black men in general	1	2	3	4	5
See Black men in general as clever	1	2	3	4	5
See Black men in general as skilful	1	2	3	4	5
See Black men in general as popular	1	2	3	4	5
Are jealous of Black men in general	1	2	3	4	5
See Black men in general as successful	1	2	3	4	5
See Black men in general as competitive	1	2	3	4	5
Feel sorry for Black men in general	1	2	3	4	5
See Black men in general as kind	1	2	3	4	5
Look up to Black men in general	1	2	3	4	5
Respect Black men in general	1	2	3	4	5
Don't like Black men in general	1	2	3	4	5

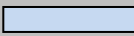




For the next questions circle the number that shows how much you think each statement is true about the way most people would see Black women in general, ranging from not at all (1) to extremely (5).

22.) How much do you think other people...

	Not at all				Extremely
					
See Black women in general as warm and friendly	1	2	3	4	5
See Black women in general as clever	1	2	3	4	5
See Black women in general as skilful	1	2	3	4	5
Don't like Black women in general	1	2	3	4	5
Respect Black women in general	1	2	3	4	5





For the next questions circle the number that shows how much you think each statement is true about the way most people would see White women in general, ranging from not at all (1) to extremely (5).

23.) How much do you think other people...





	Not at all				Extremely
					
See White women in general as warm and friendly	1	2	3	4	5
See White women in general as clever	1	2	3	4	5
See White women in general as skilful	1	2	3	4	5
Don't like White women in general	1	2	3	4	5
Respect White women in general	1	2	3	4	5

For the next questions please circle the answer that you feel describes your friendships best.





24.) How many close friends do you have *at school* who are White?

				_____
More than ten	Between 5 and 10	Between 2 and 5	One	
None				





25.) How many close friends do you have *at school* who are Black?

				_____
More than ten	Between 5 and 10	Between 2 and 5	One	
None				





26.) How many close friends do you have *at school* who are not Black or White, but are from other ethnic groups?

				_____
More than ten	Between 5 and 10	Between 2 and 5	One	
None				

27.) How many close friends do you have *outside school* who are White?

				_____
More than ten	Between 5 and 10	Between 2 and 5	One	
None				

28.) How many close friends do you have *outside school* who are Black?

				_____
More than ten	Between 5 and 10	Between 2 and 5	One	
None				

29.) How many close friends do you have *outside school* who are not Black or White, but are from other ethnic groups?





More than ten  
None

Between 5 and 10

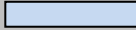




Between 2 and 5

One

30.) In the next section you will be asked to think about some statements that could describe you. Please circle the number that best indicates how true the statement is about you.

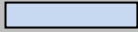




	That's not at all true about me				That's always true about me
On the whole I am satisfied with myself	1	2	3	4	5
At times I think that I am no good at all	1	2	3	4	5
I feel I have a number of good qualities	1	2	3	4	5
I am able to do things as well as most other people	1	2	3	4	5
I feel I do not have much to be proud of	1	2	3	4	5
I certainly feel useless at times	1	2	3	4	5
I feel that I am a person of worth, at least equal to others	1	2	3	4	5
I wish I could have more respect for myself	1	2	3	4	5
All in all, I tend to feel that I am a failure	1	2	3	4	5
I take a positive attitude towards myself	1	2	3	4	5

31.) Below are some statements with which you may agree or disagree. Please circle the number that shows how much you agree or disagree with the statement.

	Strongly disagree				Strongly agree
					
I can pretty much decide what will happen with my life	1	2	3	4	5
What happens to me in the future mostly depends on me	1	2	3	4	5
I often feel helpless in dealing with the problems of my life	1	2	3	4	5
I can achieve anything if I want to	1	2	3	4	5
In general I have my life under control	1	2	3	4	5
When I make plans I am almost certain to make them work	1	2	3	4	5
I can pretty much control what will happen in my life	1	2	3	4	5
When I get what I want it is usually because I worked hard to get it	1	2	3	4	5

In the following statements please circle the number that shows best how you would describe yourself.

32.) How would you describe yourself?

	Not at all				Extremely
					
warm and friendly	1	2	3	4	5
clever	1	2	3	4	5
skilful	1	2	3	4	5
popular	1	2	3	4	5
successful	1	2	3	4	5
competitive	1	2	3	4	5
kind	1	2	3	4	5

**Next, please circle the answer that describes your opinion about which person you would compare yourself to.**

**33.)** If you wanted to know about **how clever you are** would you be most likely to compare yourself with (choose one answer):

- a.) A Black male
- b.) A White male
- c.) A Black female
- d.) A White female
- e.) Another male
- f.) Another female

**34.)** Would this person be a (choose one):

- a.) Family member
- b.) Friend
- c.) Someone at school
- d.) Other (please describe): \_\_\_\_\_

**35.)** If you wanted to know about **your personality** would you be most likely to compare yourself with (choose one answer):

- a.) A Black male
- b.) A White male
- c.) A Black female
- d.) A White female
- e.) Another male
- f.) Another female

**36.)** Would this person be a (choose one):

- a.) Family member
- b.) Friend
- c.) Someone at school
- d.) Other (please describe): \_\_\_\_\_

**37.)** If you wanted to know about **your skill** would you be most likely to compare yourself with (choose one answer):

- a.) A Black male

- b.) A White male
- c.) A Black female
- d.) A White female
- e.) Another male
- f.) Another female

**38.)** Would this person be a (choose one):

- a.) Family member
- b.) Friend
- c.) Someone at school
- d.) Other (please describe): \_\_\_\_\_

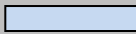




**39.)** If you wanted to know about **your opportunities in life** would you be most likely to compare yourself with (choose one answer):

- a.) A Black male
- b.) A White male
- c.) A Black female
- d.) A White female
- e.) Another male
- f.) Another female

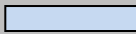




**40.)** Would this person be a (choose one):

- a.) Family member
- b.) Friend
- c.) Someone at school
- d.) Other (please describe): \_\_\_\_\_

41.) Please look at the jobs below and say how much you would like to do each job.

	Not at all				Very much
					
<b>Doctor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Mechanic</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>IT specialist – working with computers and computer programmes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Social Worker</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Electrician</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Writer</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Soldier</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Athlete</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Musician</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Politician</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Actor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Teacher</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Shop assistant</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Van driver</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

42.) Please look at the jobs below and say how likely it is that you could do this job if you wanted to.

	Not at all				Very
					
<b>Doctor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Mechanic</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>IT specialist – working with computers and computer programmes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Social Worker</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Electrician</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Writer</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Soldier</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Athlete</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Musician</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Politician</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Actor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Teacher</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Shop assistant</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Van driver</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

43.) Can you think of someone that you want to be like one day? **Yes**  
**No**

44.) Can you tell us this person's name?

---

---

45.) Please tick all the boxes that you think are true about this person:

Is this person:

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Male                        | <input type="checkbox"/> Female        | <input type="checkbox"/> White           | <input type="checkbox"/> Black         |
| <input type="checkbox"/> Asian                       | <input type="checkbox"/> Young         | <input type="checkbox"/> Old             | <input type="checkbox"/> Famous        |
| <input type="checkbox"/> Your Relative               | <input type="checkbox"/> Actor/Actress | <input type="checkbox"/> Musician        | <input type="checkbox"/> Sports Person |
| <input type="checkbox"/> Teacher                     | <input type="checkbox"/> Doctor        | <input type="checkbox"/> Business Person | <input type="checkbox"/> Scientist     |
| <input type="checkbox"/> Other (please state): _____ |  |  |  |

46.) Please write down what this person does.

47.) Why do you want to be like this person?



48.) Please tick the box that best describes your ethnic group (tick one box):

**White:**

- White British
  - White Irish
  - Other White background (please state):
- 
- 

**Mixed:**

- White and Black Caribbean
  - White and Black African
  - White and Asian
  - Other mixed background (please state):
- 
- 

**Asian and British Asian:**

- Indian
  - Pakistani
  - Bangladeshi
  - Other Asian background (please state):
- 
- 

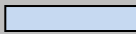




**Black or Black British:**

- Caribbean
  - African
  - Other Black background (please state):
- 
- 

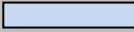




**Chinese or Other Ethnic Group**

- Chinese
  - Other Ethnic group (please state):
- 
-

49.) Please tell us how much you disagree or agree with the following statements:

	Strongly disagree				Strongly agree
					
Overall, my ethnicity has very little to do with how I feel about myself.	1	2	3	4	5
The ethnic group I belong to is an important reflection of who I am.	1	2	3	4	5
My ethnicity is not important to my sense of what kind of person I am.	1	2	3	4	5
In general, belonging to my ethnic group is an important part of how I see myself.	1	2	3	4	5
I am happy that I am a member of the ethnic group I belong to.	1	2	3	4	5
I have a strong sense of belonging to my own ethnic group.	1	2	3	4	5
I have a lot of pride in my ethnic group.	1	2	3	4	5
I feel a strong attachment towards my own ethnic group.	1	2	3	4	5
I feel good about my cultural or ethnic background.	1	2	3	4	5

50.) We are interested in how you find out about things that are happening in the news. Of the options given below, which ones do you personally use to find out about the news? Please circle the number that describes your answer best.

	Not at all				Very much
					
Family	1	2	3	4	5
Friends	1	2	3	4	5
Newspapers (e.g. Sun, Times, Metro)	1	2	3	4	5
TV documentaries	1	2	3	4	5
TV news	1	2	3	4	5
Radio news	1	2	3	4	5
The internet / world-wide-web	1	2	3	4	5
Somewhere else	1	2	3	4	5

51.) If somewhere else (please state):

\_\_\_\_\_

**52.) Please give us a little information about yourself:**

How old are you?                                    11      12      13      14      15      16

Are you male or female?                        Male                                    Female

Which year are you in at school?    7 8            9            10      11

Where were you born?

United Kingdom (England, Wales, Scotland or Northern Ireland)

Somewhere Else

Don't know

If you were born somewhere else, how old were you when you came to live in the United Kingdom?

---

**53.) The following questions are about your mother and father or those person(s) who are like a mother or father to you – for example, guardians, step-parents, foster parents, etc.**

**If you share your time with more than one set of parents or guardians, please answer the following questions for those parents/step-parents/guardians you spend the most time with.**

Who usually lives at home with you? Please circle one answer on each row that applies to you.

Mother: YES    NO

Other female guardian (e.g., stepmother or foster mother): YES    NO

Father: YES    NO

Other male guardian (e.g., stepfather or foster father): YES    NO

Others (e.g., brother, sister, cousin, grandparents): YES    NO

What is your mother or other female guardian currently doing? (Please tick only one box)

Working full-time

Working part-time

Not working, but looking for a job

Other (e.g., home duties, retired)

Don't know

What is your father or other male guardian currently doing? (Please tick only one box)

Working full-time

Working part-time

Not working, but looking for a job

Other (e.g., home duties, retired)

Don't know

What is your mother's or other female guardian's main job? (e.g., school teacher, nurse, sales manager)

---

*(If she is not working now, please tell us her last main job. If you don't know, please leave this question blank.)*

---

What does your mother or other female guardian do in her main job? (e.g., teaches secondary school students, cares for patients, manages a sales team)

*Please use a sentence to describe the kind of work she does or did in that job. If you don't know, please leave this question blank.*

---

What is your father's or other male guardian's main job? (e.g., school teacher, carpenter, sales manager)

*(If he is not working now, please tell us his last main job. If you don't know, please leave this question blank.)*

---

What does your father or other male guardian do in his main job? (e.g., teaches secondary school students, builds houses, manages a sales team)

*Please use a sentence to describe the kind of work he does or did in that job. If you don't know, please leave this question blank.*

---

Which of the following does your mother or other female guardian have? Please circle your answers.

*If you are not sure which box to choose, please ask the one of the research assistants for help.*

- University degree(s): YES                      NO
- A-level(s)/AS-level(s): YES              NO
- GCSE(s) or equivalent (e.g., O-levels, CSEs): YES NO
- Other qualification(s) *(please write in)* \_\_\_\_\_
- None of these
- Don't know

Which of the following does your father or other male guardian have? Please circle your answers:

*If you are not sure which box to choose, please ask one of the research assistants for help.*

- University degree(s): YES                      NO
- A-level(s)/AS-level(s): YES              NO
- GCSE(s) or equivalent (e.g., O-levels, CSEs): YES NO
- Other qualification(s) *(please write in)* \_\_\_\_\_
- None of these
- Don't know

About how many books are there in your home? (Please tick only one box)

*Do not count magazines, newspapers or your schoolbooks.*

- None
- Very few (1-10 books)

- Enough to fill one shelf (11-50 books)
- Enough to fill one bookcase (51-100 books)
- Enough to fill two bookcases (101-200 books)
- Enough to fill three or more bookcases (more than 200 books)

**54.) Please answer the following questions about your employment history.**

a.) Do (did) you work as an employee or are (were) you self-employed?

- Employee       Self-employed with employees  
 Self-employed / freelance without employees (go to question 4)

**b.) For employees:** *indicate below how many people work (worked) for your employer at the place where you work (worked).* **For self-employed:** *indicate below how many people you employ (employed).* Go to question 4 when you have completed this question.

- 1 to 24       25 or more

c.) Do (did) you supervise any other employees?      Yes      No

**d.) Please tick one box to show which best describes the sort of work you do.** *(If you are not working now, please tick a box to show what you did in your last job or what you would like to do).*

- Modern professional occupations** (ex.: teacher - nurse - physiotherapist - social worker - welfare officer - artist - musician - police officer (sergeant or above) - software designer)
- Clerical and intermediate occupations** (ex. secretary - personal assistant - clerical worker - call centre agent - nursing auxiliary - nursery nurse)
- Senior managers or administrators** ((responsible for planning, organising and co-ordinating work and finance) ex.: finance manager - chief executive)
- Technical and craft occupations** (ex.: motor mechanic - fitter - inspector - plumber - printer - tool maker - electrician - gardener - train driver)
- Semi-routine manual and service occupations** (ex. postal worker - machine operative - security guard - caretaker - farm worker - catering assistant - receptionist - sales assistant)
- Routine manual and service occupations** (ex. HGV driver - van driver - cleaner - porter - packer - sewing machinist - messenger - labourer - waiter / waitress - bar staff)
- Middle or junior managers** (ex. office manager - retail manager - bank manager - restaurant manager - warehouse manager – publican)
- Traditional professional occupations (**ex. accountant - solicitor - medical practitioner - scientist - civil / mechanical engineer**)

## Appendix B

### Letter of Introduction to School/Organisation

Dear [NAME OF HEAD],

We, the above, are researchers at the Centre for the Study of Group Processes at the Department of Psychology, University of Kent, Canterbury. We are currently working with Communities and Local Government (CLG), a government department, on an initiative for the REACH programme. As you may be aware, this programme is intended to support and inspire young Black boys and Black men to raise their aspirations, attainment and achievement through various measures, including, amongst others, the improvement of the visibility of positive Black role models.

In the course of our collaboration with CLG we wish to assess the most effective way of delivering messages from role models to target audiences. Our objective is to identify the best way to promote positive role models for young Black men and boys and thus hope to improve the chances of the REACH role modelling scheme achieving its aim of challenging the negative stereotypes that may be associated with this group.

I am writing to you today to gain your permission to undertake a short study with pupils from your school at two times that are convenient for your school. This would require us to come into the school on days [DATE] for the first time and [DATE] for the second time. In this study we would like to present your pupils with several examples of role models from the Black community and messages that these role models convey. We would like to ask your pupils to judge these role models on several criteria, including how similar they feel the role models are to each other, how attractive they find the role models, how much they think they would like a given role model and which aspects of the messages conveyed by the role models they can remember.

We hope to administer vignettes and questionnaires, to as many of your pupils aged 11-16 as possible. The study will be anonymous and the results we receive will be treated confidentially. We can assure you that no mention will be made of the school in the write-up of our findings.

To further ensure the well-being and safety of the children, the study has been approved by the Ethics Committee of the psychology department. The materials, which we can send to you for insight in advance, do not cover potentially sensitive or upsetting material and should only take an hour to fill out. Participation is entirely voluntary on behalf of the students, and, in addition to obtaining in loco parentis consent from you, we will seek parental permission to undertake this investigation and any participant will have the possibility to withdraw from the study at any time before, during or after the study without giving a reason and without negative consequences.

Further, we would like you to know that there is a complaints procedure in place that you can follow if you are unhappy with the way this research has been conducted or you feel that your experience of taking part in this research has had negative effects



for your pupils in any way. If this should be the case, please write to the Chair of the Psychology Research Ethics Committee at the contact address provided.

We would be very grateful if you could consider our request carefully and we will be in contact shortly to discuss the possibility of undertaking the study at your institution. Also, please feel free to any member of the team, if you would like further information about the theoretical background and outlook of this research before coming to a final decision.

Thank you very much for your time and your interest,

Kind regards,

Tirza I. Leader

## Appendix C

### Parent Letter and Opt-out Form For School-aged Sample

Dear Parents,

We are researchers from the University of Kent. We are currently working with the Communities and Local Government (CLG), a government department, on an initiative for the REACH programme. In the course of our collaboration with CLG we wish to assess the most effective way of delivering messages from role models to young audiences.

The head teacher of your child's school has kindly agreed to let us ask students questions at the school on [insert date]. We would like to present your child with a story about people and their backgrounds from the broader community. We would like to ask your child to then answer a couple of questions about how similar they feel the people are to each other, how attractive they find the people, how much they think they would like a person, and which people they can remember.

We hope everybody would like to be part of this, but if you do not wish your child to take part sign and return the attached slip to the form teacher by the [DATE]. Your child will not be asked to put his/her name on anything and the information will be treated confidentially. Further, the study has been approved by the Ethics Committee to ensure your child's safety. Finally, the head teacher has agreed to consent on your behalf and on behalf of your child should the attached slip not be returned to the form teacher before the day the survey is undertaken.

Before we start you child will be told exactly what we would like them to do and why we are asking them for their opinions about these things before we start on the day. If your child decides that he/she does not want to answer any of the questions at any point before, during or after we start they can stop without giving any explanation. If you or your child decides you do not want to take part on some later day, simply contact us personally on [NUMBER]. If you would like any other information about what we are doing, please feel free to contact us using the information provided.

Additionally, we would like you to know that there is a complaints procedure in place that you can follow if you are unhappy with the way this research has been conducted or you feel that this research has had negative effects for your child in any way. If this should be the case, please send a letter addressed to: The Chair of the Psychology Research Ethics Committee to the address provided.

Thank you very much for your interest and your time,

Tirza I. Leader

Please fill out and return this sheet to your child's form teacher by [DATE], if you **would not like** your child to participate in the above study:

I do not wish my child, \_\_\_\_\_, to participate in the study taking place on [DATE].

Signed \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_

## **Appendix D**

### **Young Men Informed Consent**

#### ***REACH***

#### ***Who is Organising This Study?***

This research is organised by the Psychology Department of the University of Kent. The researcher is Tirza Leader, a member of staff.

#### ***What Are the Aims of the Study?***

The purpose of this study is to evaluate different messages to find out the best way of promoting positive role models for Black boys and young men. The information from this study will be used by Communities and Local Government, a government department, to inform the delivery of a national role model scheme that will help to challenge negative stereotypes.

#### ***What Happens to the Information I Provide?***

Participation in this study guarantees confidentiality of the information you provide. No one apart from the researcher and research supervisor will have any access to the information you provide. We will not ask you to write your name on the study materials. Instead we will ask you to create a unique participant identification number. Questionnaires will be stored in a securely locked room for as long as is required by the Data Protection Act, and then they will be destroyed by our confidential shredding service. The data collected for this study will form part of an independent piece of research tendered by Communities and Local Government. Once the data is analysed a report of the findings may be submitted for publication. Only broad trends will be reported and it will not be possible to identify any individuals. A summary of the results will be available from the researcher on request.

#### ***Contact for Further Information***

If you require any further information or have any queries about this study please contact the researcher:

Tirza Leader

email: [ADDRESS]

phone: [NUMBER]

If you wish to withdraw your data from this study, please contact the Psychology Department Office on: [NUMBER]

If you have any serious concerns about the ethical conduct of this study, please inform the Chair of the Psychology Research Ethics Panel (via the Psychology Department Office) in writing, providing a detailed account of your concern.

### Consent Form

After reading the information given above carefully, please enter today's date and tick the following boxes, if you agree to participate in this study.

DATE: \_\_\_\_\_

I have fully understood the purpose and meaning of this study. I have been informed who will have access to my answers and how they will be used after they have been passed on to the researcher.

I have been made aware that I will be able to withdraw from this study at any point in time without adverse consequences.

SIGNATURE:

---

—

## **Appendix E**

### **Debriefing for School-aged and Young Men Samples**

**Dear Participant,**

First of all we would like to thank you once again for taking part in this study! We are sure you will be interested to know why you were asked these questions, so we will try to explain what we are hoping to find out through looking at your answers.

You were asked to read a story about an adult. You then told us what you thought about him, whether you thought you would be able to get on with him, and whether you thought he was attractive. We also asked you about what you remembered about the messages he was giving.

We are working together with Communities and Local Government (CLG) – a government department - on an initiative to support the REACH programme. As you may be aware, this programme is intended to support and inspire young Black boys and Black men to raise their aspirations, attainment and achievement through various measures, including, amongst others, the improvement of the visibility of positive Black role models.

In the course of our collaboration with CLG, we wish to assess the most effective way of delivering messages from role models to target audiences and this is why you were asked to evaluate a potential role model today. Our objective is to identify the best way to promote role models and thus hope to improve the chances of the REACH role modelling scheme achieving its aim.

If you have any questions about this study please contact Tirza Leader at the above number. Remember that you are still free to withdraw at any point, without giving any reason and without any consequences for you. If you decide that you don't want us to use your answers now that you have completed the study, please contact us at the address provided stating your personal code. Remember this was the code created from your initials and your date of birth.

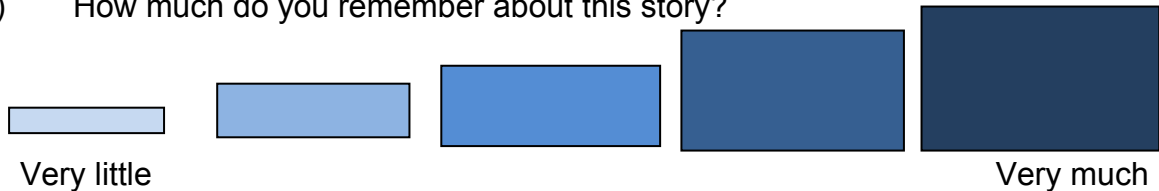
Further, we would like you to know that there is a complaints procedure in place that you can follow, if you are unhappy with the way my research has been conducted or you feel that your experience of taking part in this research has had negative effects for you in any way. If this should be the case, please write to the Chair of the Psychology Research Ethics Committee, care of Anna Redmond, at the contact address provided.

Once again, thank you very, very much for your help!

## Appendix F New Measure Items in Time 2 Questionnaire

Last time we were here we played you a story about a successful Black man. Try to think about this story when you answer the next questions.

1) How much do you remember about this story?



Please write down the following details that you can remember about this story:

2) What was the name of the person in your story?

\_\_\_\_\_

3) What job did this person do?

\_\_\_\_\_

4) What kind of background did he come from?

\_\_\_\_\_

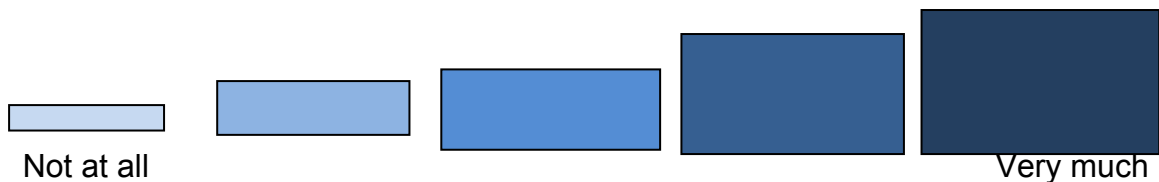
5) What did he achieve?

\_\_\_\_\_

6) Did he mainly feel proud of making lots of money, or did he mainly feel proud of doing good things for other people?

\_\_\_\_\_

7) How much did you enjoy hearing about this story?



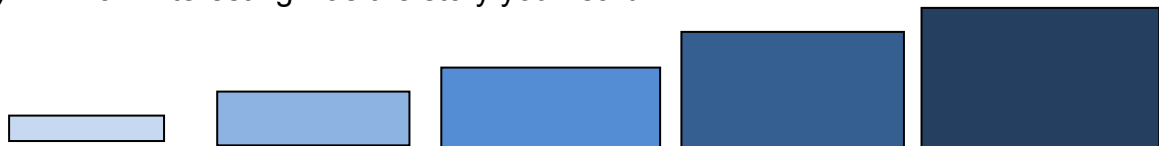
8) How did you feel about the man in your story?



I didn't like him at all

I liked him a lot

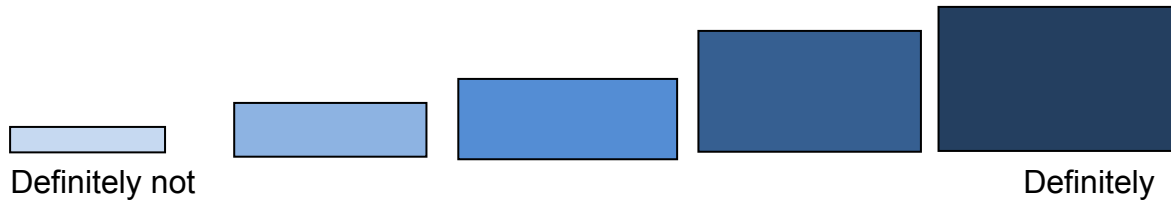
9) How interesting was the story you heard?



Not at all

Extremely

10) Did you tell anyone about this story?



11) Since you heard this story:

a) Have you met anyone else like the person in your story?

**Yes No**

b) Have you heard about someone else like the person in your story?

**Yes No**

Additional items were included from the original Time 1 questionnaire in order to establish if there had been any changes in these responses at Time 2. Specifically, the measures included were the:

- Black and White men group stereotype (see Appendix A, questions 20-21),
- Self-esteem (see Appendix A, question 30),
- Self-efficacy (see Appendix A, question 31),
- Self-stereotype (see Appendix A, questions 32),
- Career aspiration (see Appendix A, questions 41-42),
- Spontaneously cited role model (see Appendix A, questions 43-47),
- Ethnic identity (see Appendix A, question 49), and
- Demographic (see Appendix A, questions 48, 52-53).

## Appendix G

### Socio-economic Status Descriptives for Black Boys

#### Question

Participants were asked questions about their mother and father or those person(s) who are like a mother or father (i.e., who usually lives at home with you, what is your mother [father] or other female [male] guardian currently doing, what is your mother's [father's] or other female [male] guardian's main job, what does your mother [father] or other female [male] guardian do in her [his] main job, which level of education does your mother [father] or other female [male] guardian have, about how many books are there in your home; see Appendix A, question 53). The purpose of these series of questions was to determine the socio-economic status of the participants.

#### Analyses

There was no correlation between socio-economic status and education level ( $r_{(129)} = -0.08$ ,  $p = .386$ ), socio-economic status and number of books owned ( $r_{(130)} = -0.09$ ,  $p = .296$ ), or education level and number of books owned ( $r_{(145)} = 0.04$ ,  $p = .663$ ) for Black boys.

Most Black boys live with their mothers (84%) whilst only half live with their fathers (53%) and 9% live with another guardian who is not their mother or father. A third of the Black boys' guardians have a university degree (32% for female guardians and 29% for male guardians). Very few Black boys reported not owning any books in their home (1%).



Detailed summary of the socio-economic status (i.e., living arrangements, parent's education and number of books at home) of the Black boy sample.

Socio-economic Status Indicators	Frequency	Percent
<b>Living arrangements</b>		
<i>Live with Mother</i>		
Yes	307	84
No	11	3
Unstated	46	13
<i>Live with other female guardian</i>		
Yes	7	2
No	168	46
Unstated	189	52
<i>Live with Father</i>		
Yes	193	53
No	109	30
Unstated	62	17
<i>Live with other male guardian</i>		
Yes	28	8
No	190	52
Unstated	146	40

CONTINUED. Summary of the socio-economic status of the Black boy sample.

Socio-economic Status Indicators	Frequency	Percent
<b>Living arrangements</b>		
<i>Live with others (e.g. siblings)</i>		
Yes	205	56
No	59	16
Unstated	100	28
<b>Parent's Education</b>		
<i>Mother's (or female guardian's) Education</i>		
GCSE or equivalent	4	1
A/AS-levels	16	4
University Degree	114	32
Other Qualification (Masters, nurse, NVQ)	12	3
None of these	4	1
Don't know	124	34
Unstated	90	25
<i>Father's (or male guardian's) Education</i>		
GCSE or equivalent	8	2
A/AS-levels	19	5
University Degree	103	29

Other Qualification (Masters, Pastor, PhD)	8	2
None of these	8	2
Don't know	110	30
Unstated	108	30

**Number of books at home***Number of Books in Home*

None	3	1
Few	33	9
11-50	68	19
51-100	76	21
101-200	47	13
200+	49	14
Unstated	88	23

---

## Appendix H

### Manipulation Checks on Scale of Achievement and Type of Outcome Questions for Black Boys

#### Question

To measure Scale of Achievement (SA) participants were asked how easy they think it was for person X to get where he is today. To measure Type of Outcome (MM) participants were asked: “For person X, how important are other people, “For person X, how important is it to become rich?” and “For person X, how important is it to become famous?” The purpose of these analyses was to see whether or not Black boys correctly identified the differences between the different vignettes.

#### Analyses<sup>55</sup>

A 2 X 2 multivariate analysis of variance was conducted on the hypotheses of interest. Reported below are the main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), and the interaction between the two (SA vs MM).

Multivariate analyses of covariance for the manipulation check measures.						
Contrast	Multivariate Test	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
LSA vs SSA	Pillai's trace	5.27	4.0	298.0	.000	.066
Mor vs Mat	Pillai's trace	12.53	4.0	298.0	.000	.144
SA vs MM	Pillai's trace	4.89	4.0	298.0	.001	.062

Univariate tests were conducted only following significant ( $p < .05$ ) multivariate tests (i.e., LSA vs SSA, Mor vs Mat, SA vs MM).

Univariate analyses of significant multivariate tests for the manipulation check measures.							
Contrast	Dependent Variable	df	Mean Square	F	p	Partial Eta <sup>2</sup>	
LSA vs SSA	How easy was it for person X to get where he is today?	1	8.183	8.68	.003	.028	
	How important are other people?	1	9.042	9.49	.002	.031	
	How important is it to be rich?	1	0.251	0.19	.663	.001	
	How important is it to be famous?	1	4.408	3.26	.072	.011	
Mor vs Mat	How easy was it for person X to get where he is today?	1	0.400	0.43	.515	.001	
	How important are other people?	1	37.616	39.48	.000	.116	
	How important is it to be rich?	1	18.054	13.72	.000	.044	
	How important is it to be famous?	1	4.185	3.09	.080	.010	
SA vs MM	How easy was it for person X to	1	0.749	0.80	.373	.003	

<sup>55</sup> Throughout appendices light blue highlighted statistics are significant at  $p < .05$ , and orange is used to identify marginal means.

get where he is today?

How important are other people?	1	17.169	18.02	.000	.056
How important is it to be rich?	1	3.716	2.82	.094	.009
How important is it to be famous?	1	0.532	0.39	.531	.001

Pairwise comparisons were conducted for significant ( $p < .05$ ) univariate tests (i.e., how easy was it for person X to get where he is today, how important are other people, how important is it to be rich, and how important is it to be famous). Reported below are the significant ( $p < .05$ ) pairwise comparisons for these significant univariate tests.

Pairwise comparisons of significant univariate tests for the manipulation check measures.

DV	Vignettes (I)	Vignettes (J)	Mean Differenc e (I-J)	Std. Error	p	95% Confidence Interval	
						Lower	Upper
How easy was it for person X to get where he is today?	SSA/MAT	LSA/MAT	0.428	.158	.007	0.118	0.738
		LSA/MOR	0.401	.159	.012	0.087	0.715
How important are other people?	SSA/MAT	LSA/MAT	-0.821	.159	.000	-1.134	-0.509
		LSA/MOR	-1.050	.160	.000	-1.366	-0.734
	SSA/MO R	LSA/MAT	-1.181	.164	.000	-1.504	-0.857
How important is it to be rich?	SSA/MAT	LSA/MOR	0.546	.188	.004	0.175	0.917
		SSA/MOR	0.710	.193	.000	0.329	1.090
	SSA/MO R	LSA/MAT	-0.431	.184	.020	-0.793	-0.068
How important is it to be famous?	LSA/MAT	SSA/MOR	0.476	.187	.011	0.108	0.844

Means for significant contrasts for manipulation checks.

Measures	Vignette Means				Marginal Mean
			Scale		
			LSA	SSA	
Q2. How easy was it for person X to get where he is today? (1 'not at all' – 5 'very')	Type	Mat	2.04	2.46	2.22
		Mor	2.06	2.29	2.16
	Marginal Mean		2.04	2.37	
Q3. How important are other people to X? (1 'not at all' – 5 'very')	Type	Mat	3.82	3.00	3.44
		Mor	4.05	4.18	4.10
	Marginal Mean		3.92	3.59	
Q4. How important is to be rich to X? (1 'not at all' – 5 'very')	Type	Mat	3.42	3.70	3.55
		Mor	3.15	2.99	3.07
	Marginal Mean		3.30	3.33	

## Appendix I

### Effects of the Different Vignettes on Judgements about the Role Models for Black Boys

#### Question

Participants were asked to rate the role model on a series of measures (i.e., how happy they think he is, pride in the role model's story, similarity to self, whether they would like to meet him, want to be like him, could be like him, whether they find him inspiring or interesting, remember him, how similar he is to other Black men or other White men, whether they would tell friends about him, heard about and met someone like him; see Appendix A, questions 1, 6-8, 10-19). Participants are also asked to judge how other people might think about the role model (i.e., whether they would be seen as warm and friendly, clever, skilful, popular, successful, competitive, kind, be looked up to, respected, feared, envied, and pitied; see Appendix A, question 9). The purpose of the series of questions was to establish what Black boys believe other people think about the role models and how Black boys respond to the role models.

#### Analyses

##### *Categorical measures*

Frequencies of the evaluation of the role model for significant contrasts.						
Evaluation of Role Model		Vignette				Total Answered Yes
		LSA/MAT	LSA/MOR	SSA/MAT	SSA/MOR	
Q19. Have you ever met someone like X?	Frequency	51	40	57	40	188
	Percent Yes	59	51	85	55	62

A 2 X 2 multinomial logistic regression model was conducted on the categorical hypotheses of interest. Reported below are the main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), and the interaction between the two (SA vs MM) as well as the effects of the covariates on the model.

1. Multinomial logistic regression model for categorical measures of judgements about the role models.

Measure Items	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval	
							Lower	Upper
<b>Have you ever met someone else like X?</b>								
yes Intercept	0.72	1.414	0.263	1	.608			
LSA vs SSA	0.15	0.456	0.104	1	.747	1.158	0.474	2.832
Mor vs Mat	1.55	0.558	7.704	1	.006	4.701	1.576	14.021
Interaction	-1.61	0.701	5.296	1	.021	0.199	0.050	0.787
Socio-economic status	-0.12	0.172	0.444	1	.505	0.892	0.636	1.249
Self-esteem	-0.27	0.280	0.917	1	.338	0.765	0.442	1.324
Self-efficacy	0.34	0.309	1.192	1	.275	1.401	0.765	2.564
Importance of ethnic identity	-0.27	0.211	1.644	1	.200	0.763	0.504	1.154
Commitment to ethnic identity	0.20	0.147	1.883	1	.170	1.224	0.917	1.632
Contact with Whites	-0.22	0.205	1.164	1	.281	0.802	0.536	1.198
Contact with others	0.17	0.199	0.698	1	.403	1.181	0.799	1.744
Contact with Blacks	0.01	0.202	0.002	1	.967	1.008	0.679	1.497
<b>Have you ever heard of someone else like X?</b>								
yes Intercept	-2.38	1.500	2.516	1	.113			
LSA vs SSA	0.47	0.522	0.794	1	.373	1.592	0.572	4.431
Mor vs Mat	.38	0.534	0.493	1	.483	1.454	0.511	4.141
SA vs MM	-1.02	0.715	2.045	1	.153	0.360	0.089	1.461
Socio-economic status	-0.12	0.186	0.397	1	.529	0.890	0.618	1.280
Self-esteem	0.06	0.288	0.037	1	.848	1.057	0.601	1.859
Self-efficacy	0.66	0.328	4.108	1	.043	1.943	1.022	3.693
Importance of ethnic identity	0.35	0.231	2.265	1	.132	1.416	0.900	2.227

Commitment to ethnic identity	0.08	0.156	0.24 <sub>7</sub>	1	.619	1.081	0.796	1.467
Contact with Whites	-0.19	0.213	0.79 <sub>8</sub>	1	.372	0.827	0.545	1.255
Contact with others	0.16	0.215	0.53 <sub>9</sub>	1	.463	1.171	0.768	1.786
Contact with Blacks	-0.05	0.221	0.05 <sub>6</sub>	1	.814	0.949	0.616	1.463

a The reference category is: no.

### Non-categorical measures

#### 2. The effect of the covariates on the non-categorical judgements of the role models.

Effect	Multivariate Test	Value	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
Socio-economic status	Pillai's Trace	0.131	0.76	26.0	131.0	.788	.131
Self-esteem	Pillai's Trace	0.149	0.88	26.0	131.0	.634	.149
Self-efficacy	Pillai's Trace	0.276	1.92	26.0	131.0	.009	.276
Importance of ethnic identity	Pillai's Trace	0.133	0.77	26.0	131.0	.773	.133
Commitment to ethnic identity	Pillai's Trace	0.175	1.07	26.0	131.0	.385	.175
Contact with Whites	Pillai's Trace	0.272	1.88	26.0	131.0	.011	.272
Contact with others	Pillai's Trace	0.208	1.32	26.0	131.0	.156	.208
Contact with Blacks	Pillai's Trace	0.177	1.08	26.0	131.0	.373	.177
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>1.072</i>	<i>2.85</i>	<i>78.0</i>	<i>399.00</i>	<i>.000</i>	<i>.357</i>

A 2 X 2 multivariate analysis of covariance was conducted on the non-categorical hypotheses of interest. Reported below are the main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), and the interaction between the two (SA vs MM).



3. Multivariate analyses of covariance for the role model judgements.

Contrast	Multivariate Test	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
LSA vs SSA	Pillai's trace	2.28	26.0	131.0	.001	.312
Mor vs Mat	Pillai's trace	3.73	26.0	131.0	.000	.426
SA vs MM	Pillai's trace	2.54	26.0	131.0	.000	.335

Univariate tests were conducted for significant ( $p < .05$ ) multivariate tests (i.e., LSA vs SSA, Mor vs Mat and SA vs MM).

4. Univariate tests of significant multivariate analyses of covariance for the role model judgements.

Contrast	DV	df	Mean Square	F	p	Partial Eta <sup>2</sup>
LSA vs SSA	How do you feel about person X?	1	0.079	0.11	.744	.001
	How proud are you of X?	1	0.629	0.79	.375	.005
	How happy is X?	1	3.696	5.89	.016	.036
	Would like to meet X?	1	5.208	3.65	.058	.023
	How similar is X to you?	1	4.113	3.08	.081	.019
	How similar is X to Black men?	1	0.224	0.19	.662	.001
	How similar is X to White men?	1	14.437	11.08	.001	.066
	Do you want to be like X?	1	5.208	3.65	.058	.023
	Could be like X?	1	7.365	5.29	.023	.033
	How inspiring is X's story?	1	0.079	0.06	.801	.000
	How interesting is X's story?	1	0.002	0.00	.970	.000
	Will remember X's story?	1	0.312	0.21	.644	.001
	Would you tell X's story to a friend?	1	0.000	0.00	.996	.000

## 4 CONTINUED. Univariate tests for the role model judgements.

Contrast	DV	df	Mean Square	F	p	Partial Eta <sup>2</sup>
LSA vs SSA	<b>How much do others see X as...</b>					
	Warm	1	0.153	0.19	.668	.001
	Clever	1	0.038	0.04	.847	.000
	Skilful	1	1.146	1.35	.247	.009
	Popular	1	0.005	0.00	.952	.000
	Successful	1	4.316	6.39	.012	.039
	Competitive	1	4.698	2.96	.087	.019
	Kind	1	0.468	0.58	.449	.004
	Admire	1	0.235	0.16	.690	.001
	Respect	1	1.621	1.77	.185	.011
	Fear	1	0.009	0.01	.905	.000
	Envy	1	0.963	0.54	.462	.003
	Pity	1	8.658	6.67	.011	.041
	Dislike	1	0.201	0.16	.686	.001
Mor vs Mat	How do you feel about person X?	1	4.437	6.01	.015	.037
	How proud are you of X?	1	4.651	5.85	.017	.036
	How happy is X?	1	11.537	18.39	.000	.105
	Would like to meet X?	1	0.002	0.00	.968	.000
	How similar is X to you?	1	0.386	0.29	.592	.002
	How similar is X to Black men?	1	1.451	1.25	.266	.008
	How similar is X to White men?	1	6.612	5.08	.026	.032
	Do you want to be like X?	1	16.637	11.66	.001	.070
	Could be like X?	1	1.320	0.95	.332	.006
	How inspiring is X's story?	1	1.150	0.93	.337	.006
	How interesting is X's story?	1	0.955	0.79	.375	.005
	Will remember X's story?	1	7.149	4.89	.028	.030
	Would you tell X's story to a friend?	1	8.475	5.52	.020	.034
	<b>How much do others see X as...</b>					
	Warm	1	0.494	0.60	.441	.004
	Clever	1	13.523	13.20	.000	.078
	Skilful	1	7.864	9.26	.003	.056
	Popular	1	0.033	0.03	.871	.000
	Successful	1	5.988	8.88	.003	.054
	Competitive	1	0.458	0.29	.591	.002
	Kind	1	6.451	7.93	.005	.048
	Admire	1	0.466	0.32	.574	.002
	Respect	1	0.082	0.09	.765	.001
Fear	1	0.002	0.00	.955	.000	
Envy	1	0.812	0.46	.499	.003	
Pity	1	19.088	14.71	.000	.086	
Dislike	1	2.185	1.78	.184	.011	

4 CONTINUED. Univariate tests for the role model judgements.

Contrast	DV	df	Mean Square	F	p	Partial Eta <sup>2</sup>	
SA vs MM	How do you feel about person X?	1	0.891	1.21	.274	.008	
	How proud are you of X?	1	0.857	1.08	.301	.007	
	How happy is X?	1	1.202	1.92	.168	.012	
	Would like to meet X?	1	0.153	0.12	.735	.001	
	How similar is X to you?	1	2.441	1.83	.178	.012	
	How similar is X to Black men?	1	0.873	0.75	.388	.005	
	How similar is X to White men?	1	11.534	8.85	.003	.054	
	Do you want to be like X?	1	5.255	3.68	.057	.023	
	Could be like X?	1	1.029	0.74	.391	.005	
	How inspiring is X's story?	1	0.857	0.69	.407	.004	
	How interesting is X's story?	1	2.335	1.94	.166	.012	
	Will you remember X's story?	1	1.930	1.32	.252	.008	
	Would you tell X's story to a friend?	1	2.425	1.58	.211	.010	
	<b>How much do others see X as...</b>						
	Warm	1	5.110	6.16	.014	.038	
	Clever	1	0.712	0.70	.406	.004	
	Skilful	1	11.685	13.76	.000	.081	
	Popular	1	0.040	0.03	.859	.000	
	Successful	1	1.345	1.99	.160	.013	
	Competitive	1	2.545	1.61	.206	.010	
	Kind	1	1.199	1.47	.227	.009	
	Admire	1	0.128	0.09	.768	.001	
	Respect	1	1.331	1.46	.229	.009	
	Fear	1	0.078	0.12	.733	.001	
	Envy	1	5.667	3.20	.076	.020	
	Pity	1	1.743	1.34	.248	.009	
	Dislike	1	4.632	3.78	.054	.024	

Pairwise comparisons were conducted for significant ( $p < .05$ ) univariate tests (i.e., how similar is X other White men, how much do you want to be like X, how much could you be like X, Popular, kind, fear, and dislike). Reported below are the significant ( $p < .05$ ) pairwise comparisons for these significant univariate tests.

5. Pairwise comparisons of significant univariate tests for the role model judgements.

DV	Vignettes (I)	Vignettes (J)	Mean Differenc e (I-J)	Std. Error	p	95% Confidence Interval <sup>a</sup>	
						Lower	Upper
How do you feel about X?	LSA/MAT	LSA/MOR	0.49	.187	.011	0.12	0.86
How proud are you of X?	LSA/MAT	LSA/MOR	0.49	.194	.013	0.11	0.87
		SSA/MOR	0.47	.207	.023	0.07	0.88
How happy is X?	LSA/MOR	LSA/MAT	-0.71	.173	.000	-1.06	-0.37
		SSA/MAT	-0.86	.180	.000	-1.21	-0.50
		SSA/MOR	-0.49	.182	.008	-0.85	-0.13
		SSA/MOR	-0.37	.183	.048	-0.73	-0.00
How similar is X to White men?	SSA/MAT	LSA/MAT	1.17	.262	.000	0.65	1.69
		LSA/MOR	1.04	.259	.000	0.53	1.55
		SSA/MOR	0.95	.264	.000	0.43	1.47
Do you want to be like X?	SSA/MAT	LSA/MAT	0.74	.274	.008	0.20	1.29
		LSA/MOR	1.03	.271	.000	0.49	1.56
		SSA/MOR	1.01	.276	.000	0.47	1.56
Could be like X?	SSA/MAT	LSA/MAT	0.61	.271	.025	0.08	1.15
		LSA/MOR	0.63	.268	.020	0.10	1.16
Will you remember X's story?	SSA/MAT	SSA/MOR	0.65	.280	.022	0.09	1.20
Would you tell X's story to a friend?	SSA/MAT	SSA/MOR	0.71	0.29	0.01	0.14	1.28

5 CONTINUED. Pairwise comparisons for the role model judgements.

DV	Vignettes (I)	Vignettes (J)	Mean Difference (I-J)	Std. Error	p	95% Confidence Interval	
						Lower	Upper
<b>How much do others see X as...</b>							
Warm	SSA/MOR	LSA/MOR	0.43	.209	.044	0.01	0.84
		SSA/MAT	0.47	.211	.027	0.06	0.89
Clever	LSA/MAT	LSA/MOR	0.45	.221	.043	0.01	0.89
		SSA/MOR	0.55	.235	.020	0.09	1.02
		SSA/MAT	0.62	.230	.008	0.16	1.07
Skilful	LSA/MAT	LSA/MOR	0.99	.201	.000	0.59	1.39
		SSA/MAT	0.72	.212	.001	0.30	1.14
		SSA/MOR	0.62	.214	.004	0.20	1.05
Successful	SSA/MOR	LSA/MAT	-0.73	.191	.000	-1.11	-0.36
		LSA/MOR	-0.53	.189	.006	-0.90	-0.16
		SSA/MAT	-0.57	.190	.003	-0.95	-0.20
Kind	SSA/MOR	LSA/MAT	0.52	.209	.015	0.10	0.93
		SSA/MAT	0.58	.209	.006	0.17	0.99
Pity	SSA/MAT	LSA/MAT	-0.70	.262	.008	-1.22	-0.18
		LSA/MOR	-1.18	.259	.000	-1.69	-0.67
		SSA/MOR	-0.90	.264	.001	-1.43	-0.38

Means for significant contrasts for role model judgements.

Measures	Vignette Means				Marginal Mean
		Type	Scale		
			LSA	SSA	
Q1. Do you like X? (1 'not at all' – 5 'a lot')	Type	Mat	4.00	3.90	3.92
		Mor	3.60	3.73	3.73
	Marginal Mean		3.77	3.88	
Q12. How happy is X? (1 'not at all' – 5 'very')	Type	Mat	4.49	4.65	4.52
		Mor	3.79	4.27	4.01
	Marginal Mean		4.12	4.44	

CONTINUED: Means for significant contrasts for role model judgements.					
Measures	Vignette Means				
			Scale		Marginal Mean
			LSA	SSA	
Q17. Do you think you will remember this story? (1 'definitely not' – 5 'definitely')	Type	Mat	3.10	3.35	3.16
		Mor	3.10	2.73	2.90
	Marginal Mean		3.05	3.00	
Q18. Would you tell this story to a friend? (1 'definitely not' – 5 'definitely')	Type	Mat	2.82	3.12	3.03
		Mor	2.69	2.46	2.67
	Marginal Mean		2.87	2.84	
Q6. How proud are you of X? (1 'not at all' – 5 'extremely')	Type	Mat	4.43	4.27	4.35
		Mor	4.02	4.05	4.05
	Marginal Mean		4.27	4.13	
Q13. How much do you want to be like X? (1 'not at all' – 5 'very much')	Type	Mat	3.08	3.77	3.31
		Mor	2.79	2.73	2.69
	Marginal Mean		2.87	3.15	
Q14. How much could you be like X? (1 'not at all' – 5 'very much')	Type	Mat	3.33	3.85	3.52
		Mor	3.24	3.54	3.30
	Marginal Mean		3.25	3.60	
Q11. How similar is X to White men? (1 'not at all' – 5 'very')	Type	Mat	2.45	3.52	2.82
		Mor	2.55	2.65	2.62
			2.49	2.99	
<b>Q9. How much do others see X as...(1 'not at all' – 5 'extremely').</b>					
Warm	Type	Mat	3.55	3.40	3.49
		Mor	3.43	3.86	3.60
	Marginal Mean		3.48	3.62	
Clever	Type	Mat	3.98	4.33	4.07
		Mor	3.67	3.57	3.72
	Marginal Mean		3.86	3.94	
Skilful	Type	Mat	4.39	3.80	3.98
		Mor	3.48	3.89	3.72
	Marginal Mean		3.87	3.84	
Successful	Type	Mat	4.41	4.38	4.44
		Mor	4.36	3.81	4.08
	Marginal Mean		4.35	4.16	
Kind	Type	Mat	3.49	3.45	3.55
		Mor	3.79	4.05	3.77
	Marginal Mean		3.68	3.63	
Pity	Type	Mat	2.22	1.35	2.03
		Mor	2.62	2.30	2.52

---

Marginal Mean	2.54	1.96
---------------	------	------

---

## Appendix J

### Effects of the Different Vignettes on Ratings of Other Social Groups on the Stereotype Dimensions for Black Boys

#### Question

Participants were asked to rate the extent to which most people tend to view Black men and White men in terms of their warmth, cleverness, skilfulness, popularity, success, competitiveness, kindness, tendency to be admired, respected, feared, envied, pitied and disliked (see Appendix A, questions 20-21). They were also asked to rate the extent to which most people tend to view Black women and White women in terms of their warmth, cleverness, skilfulness and how much other people would respect and dislike these groups (see Appendix A, questions 22-23).

#### Analyses

##### *Effects of the different vignettes on ratings of Black Men*

###### 1. The effect of the covariates on ratings of Black men.

Covariate	Multivariate Test	Value	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
Socio-economic status	Pillai's Trace	.031	0.98	13.0	405.0	.466	.031
Self-esteem	Pillai's Trace	.044	1.45	13.0	405.0	.133	.044
Self-efficacy	Pillai's Trace	.027	0.88	13.0	405.0	.578	.027
Importance of ethnic identity	Pillai's Trace	.032	1.03	13.0	405.0	.421	.032
Commitment to ethnic identity	Pillai's Trace	.049	1.62	13.0	405.0	.077	.049
Contact with Whites	Pillai's Trace	.044	1.44	13.0	405.0	.138	.044
Contact with others	Pillai's Trace	.056	1.83	13.0	405.0	.037	.056
Contact with Blacks	Pillai's Trace	.109	3.82	13.0	405.0	.000	.109
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>.160</i>	<i>1.31</i>	<i>52.0</i>	<i>1632.0</i>	<i>.072</i>	<i>.040</i>

A 2 X 2 + 1 multivariate analysis of covariance was conducted on the hypotheses of interest. Reported below are the main effect for vignettes (Experimental vs Control) main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), the interaction between the SA and MM (SA vs MM), the main effect vs control comparisons: SA and control (LSA vs Control and SSA vs Control, Mat vs Control, and Mor vs Control).



2. Multivariate analyses of covariance for the stereotype ratings of Black men.

Contrast	Multivariate Test	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
Experimental vs Control	Pillai's trace	0.76	13.0	185.0	.703	.051
LSA vs SSA	Pillai's trace	1.61	13.0	185.0	.089	.101
Mor vs Mat	Pillai's trace	1.38	13.0	185.0	.172	.088
SA vs MM	Pillai's trace	1.61	13.0	185.0	.086	.102
LSA vs Control	Pillai's trace	1.03	13.0	185.0	.428	.067
SSA vs Control	Pillai's trace	0.73	13.0	185.0	.729	.049
Mat vs Control	Pillai's trace	1.04	13.0	185.0	.417	.068
Mor vs Control	Pillai's trace	0.65	13.0	185.0	.812	.043

*Effects of the different vignettes on ratings of White men, Black women, and White women.*

3. The effect of the covariates on ratings of White men, Black women and White women.

Covariate	Multivariate Test	Value	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>White men stereotype covariates</b>							
Socio-economic status	Pillai's Trace	.033	1.07	13.0	410.0	.384	.033
Self-esteem	Pillai's Trace	.062	2.08	13.0	410.0	.015	.062
Self-efficacy	Pillai's Trace	.027	0.88	13.0	410.0	.570	.027
Importance of ethnic identity	Pillai's Trace	.056	1.86	13.0	410.0	.034	.056
Commitment to ethnic identity	Pillai's Trace	.052	1.74	13.0	410.0	.052	.052
Contact with Whites	Pillai's Trace	.120	4.29	13.0	410.0	.000	.120
Contact with others	Pillai's Trace	.066	2.22	13.0	410.0	.008	.066
Contact with Blacks	Pillai's Trace	.118	4.21	13.0	410.0	.000	.118
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>.170</i>	<i>1.41</i>	<i>52.0</i>	<i>1652</i>	<i>.029</i>	<i>.043</i>
<b>Black women stereotype covariates</b>							
Socio-economic status	Pillai's Trace	.036	1.51	5.0	200.0	.188	.036
Self-esteem	Pillai's Trace	.060	2.54	5.0	200.0	.030	.060
Self-efficacy	Pillai's Trace	.048	2.04	5.0	200.0	.075	.048
Importance of ethnic identity	Pillai's Trace	.020	0.80	5.0	200.0	.551	.020
Commitment to ethnic identity	Pillai's Trace	.039	1.60	5.0	200.0	.161	.039
Contact with Whites	Pillai's Trace	.014	0.56	5.0	200.0	.734	.014
Contact with others	Pillai's Trace	.013	0.53	5.0	200.0	.753	.013
Contact with Blacks	Pillai's Trace	.019	0.75	5.0	200.0	.584	.019
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>.061</i>	<i>0.63</i>	<i>20.0</i>	<i>812.0</i>	<i>.895</i>	<i>.015</i>

<b>White women stereotype covariates</b>							
Socio-economic status	Pillai's Trace	.017	0.71	5.0	201.0	.615	.017
Self-esteem	Pillai's Trace	.043	1.79	5.0	201.	.117	.043
Self-efficacy	Pillai's Trace	.080	3.51	5.0	201.0	.005	.080
Importance of ethnic identity	Pillai's Trace	.023	0.95	5.0	201.0	.451	.023
Commitment to ethnic identity	Pillai's Trace	.044	1.85	5.0	201.0	.105	.044
Contact with Whites	Pillai's Trace	.044	1.85	5.0	201.0	.105	.044
Contact with others	Pillai's Trace	.027	1.10	5.0	201.0	.364	.027
Contact with Blacks	Pillai's Trace	.038	1.61	5.0	201.0	.160	.038
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>.132</i>	<i>1.39</i>	<i>20.0</i>	<i>816.0</i>	<i>.119</i>	<i>.033</i>

A 2 X 2 + 1 multivariate analysis of covariance was conducted on the hypotheses of interest. Reported below are the main effect for vignettes (Experimental vs Control) main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), the interaction between the SA and MM (SA vs MM), the main effect vs control comparisons: SA and control (LSA vs Control and SSA vs Control, Mat vs Control, and Mor vs Control).

4. Multivariate analyses of covariance for the stereotype ratings of White men, Black women, and White women.

Contrast	Multivariate Test	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>White Men Stereotype</b>						
Experiment vs Control	Pillai's trace	1.27	13.0	180.0	.237	.084
LSA vs SSA	Pillai's trace	2.12	13.0	180.0	.015	.133
Mor vs Mat	Pillai's trace	1.00	13.0	180.0	.454	.067
Interaction SA vs MM	Pillai's trace	1.08	13.0	180.0	.379	.072
LSA vs Control	Pillai's trace	1.45	13.0	180.0	.139	.095
SSA vs Control	Pillai's trace	1.32	13.0	180.0	.206	.087
Mat vs Control	Pillai's trace	1.70	13.0	180.0	.065	.109
Mor vs Control	Pillai's trace	0.78	13.0	180.0	.685	.053
<b>Black Women Stereotype</b>						
Experiment vs Control	Pillai's trace	0.73	5.0	200.0	.600	.018
LSA vs SSA	Pillai's trace	0.57	5.0	200.0	.727	.014
Mor vs Mat	Pillai's trace	0.53	5.0	200.0	.756	.013
Interaction SA vs MM	Pillai's trace	0.72	5.0	200.0	.611	.018
LSA vs Control	Pillai's trace	0.65	5.0	200.0	.659	.016
SSA vs Control	Pillai's trace	0.76	5.0	200.0	.577	.019
Mat vs Control	Pillai's trace	0.97	5.0	200.0	.435	.024
Mor vs Control	Pillai's trace	0.44	5.0	200.0	.822	.011
<b>White Women Stereotype</b>						
Experiment vs Control	Pillai's trace	0.51	5.0	201.0	.766	.013
LSA vs SSA	Pillai's trace	2.84	5.0	201.0	.017	.066
Mor vs Mat	Pillai's trace	1.10	5.0	201.0	.363	.027
Interaction SA vs MM	Pillai's trace	1.18	5.0	201.0	.320	.029
LSA vs Control	Pillai's trace	0.28	5.0	201.0	.923	.007
SSA vs Control	Pillai's trace	1.39	5.0	201.0	.230	.033
Mat vs Control	Pillai's trace	0.43	5.0	201.0	.830	.010
Mor vs Control	Pillai's trace	0.75	5.0	201.0	.585	.018

Univariate tests were conducted for significant ( $p < .05$ ) multivariate tests (i.e., for White male stereotype – LSA vs SSA and White female stereotype – LSA vs SSA).

5. Univariate tests of significant multivariate analyses of covariance for the role model judgements.

Contrast	Dependent Variable	df	Mean Square	F	p	Partial Eta <sup>2</sup>
<b>White men stereotype</b>						
LSA vs SSA	Warm	1	2.596	3.250	.073	.017
	Fear	1	9.044	8.574	.004	.043
	Clever	1	3.969	4.247	.041	.022
	Skilful	1	0.834	0.864	.354	.004
	Popular	1	0.724	0.607	.437	.003
	Envy	1	7.842	4.615	.033	.023
	Successful	1	5.458	5.641	.019	.029
	Competitive	1	0.624	0.561	.455	.003
	Pity	1	2.810	2.370	.125	.012
	Kind	1	2.582	2.661	.104	.014
	Admire	1	3.920	3.192	.076	.016
	Respect	1	2.595	2.661	.104	.014
	Dislike	1	1.767	1.566	.212	.008
<b>White women stereotype</b>						
LSA vs SSA	Warm	1	0.279	0.274	.601	.001
	Clever	1	8.840	12.096	.001	.056
	Skilful	1	0.961	1.059	.305	.005
	Respect	1	3.067	3.104	.080	.015
	Dislike	1	0.242	0.219	.640	.001

Pairwise comparisons were conducted for significant ( $p < .05$ ) univariate tests (i.e., for White male stereotype – fear, envy and success; for White female stereotype – clever). Reported below are the significant ( $p < .05$ ) pairwise comparisons for these significant univariate tests.

6. Pairwise comparisons of significant univariate tests for White men and White women.

Dependent Variable	Vignette (I)	Vignettes (J)	Mean Difference (I-J)	Std. Error	p	95% Confidence Interval <sup>a</sup>	
						Lower	Upper
<b>White men stereotype</b>							
Fear	LSA/Moral	SSA/Material	-0.630	.232	.007	-1.088	-0.172
	LSA/Moral	SSA/Moral	-0.680	.236	.004	-1.145	-0.215
Envy	LSA/Moral	SSA/Material	-0.678	.295	.022	-1.260	-0.097
Successful	LSA/Moral	SSA/Material	-0.580	.222	.010	-1.018	-0.142
<b>White women stereotype</b>							
Clever	SSA/Material	LSA/Moral	0.436	.184	.019	0.074	0.799
	SSA/Moral	LSA/Material	0.498	.190	.009	0.123	0.873
	SSA/Moral	LSA/Moral	0.590	.187	.002	0.221	0.958
	SSA/Moral	Baseline Control	0.518	.205	.012	0.113	0.922

Means for significant contrasts for group stereotypes.					
Measures	Vignette Means				
	Scale				Marginal Mean
	LSA		SSA		
Q20. Stereotype Content of <b>White Men</b> (1 'not at all' – 5 'extremely')					
Fear	Type	Mat	2.06	2.10	2.01
		Mor	1.62	2.24	1.94
	Marginal Mean	1.91	2.06		
	Baseline Control				1.87
Clever	Type	Mat	3.26	3.54	3.31
		Mor	3.24	3.54	3.38
	Marginal Mean	3.26	3.44		
	Baseline Control				3.35
Envy	Type	Mat	2.20	2.41	2.11
		Mor	1.81	2.38	1.87
	Marginal Mean	1.90	2.10		
	Baseline Control				1.97
Successful	Type	Mat	3.43	3.85	3.44
		Mor	3.29	3.62	3.45
	Marginal Mean	3.32	3.59		
	Baseline Control				3.58
Q23. Stereotype Content of <b>White Women</b> (1 'not at all' – 5 'extremely')					
Clever	Type	Mat	3.33	3.72	3.46
		Mor	3.30	3.90	3.59
	Marginal Mean	3.37	3.71		
	Baseline Control				3.39

## Appendix K

### Effects of the Different Vignettes on Reported Self-stereotype for Black Boys

#### Question

Participants were asked to answer questions about self-stereotypes (i.e., how warm, clever, skilful, popular, successful, competitive and kind do you see *yourself*; see Appendix A, question 32). The purpose of the series of questions was to establish whether or not any or all of the role models have a negative effect on Black boys' self-stereotypes.

#### Analyses

##### *Self-stereotypes*

1. The effect of the covariates on self-stereotypes.							
Covariate	Multivariate Test	Value	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
Socio-economic status	Pillai's Trace	.012	0.78	7.0	433.0	.608	.012
Self-esteem	Pillai's Trace	.165	12.24	7.0	433.0	.000	.165
Self-efficacy	Pillai's Trace	.143	10.31	7.0	433.0	.000	.143
Importance of ethnic identity	Pillai's Trace	.024	1.54	7.0	433.0	.154	.024
Commitment to ethnic identity	Pillai's Trace	.022	1.38	7.0	433.0	.211	.022
Contact with Whites	Pillai's Trace	.019	1.17	7.0	433.0	.316	.019
Contact with others	Pillai's Trace	.027	1.72	7.0	433.0	.103	.027
Contact with Blacks	Pillai's Trace	.060	3.97	7.0	433.0	.000	.060
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>.108</i>	<i>1.74</i>	<i>28.0</i>	<i>1744.0</i>	<i>.010</i>	<i>.027</i>

A 2 X 2 + 1 multivariate analysis of covariance was conducted on the hypotheses of interest. Reported below are the main effect for vignettes (Experimental vs Control) main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), the interaction between the SA and MM (SA vs MM), and a priori contrasts between SA and control (LSA vs Control and SSA vs Control) and between MM and control (Mat vs Control and Mor vs Control).

2. Multivariate analyses of covariance for self-stereotypes.						
Contrast	Multivariate Test	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
Experimental vs Control	Pillai's trace	2.15	7.0	203.0	.040	.069
LSA vs SSA	Pillai's trace	0.48	7.0	203.0	.852	.016
Mor vs Mat	Pillai's trace	0.95	7.0	203.0	.469	.032
SA vs MM	Pillai's trace	0.99	7.0	203.0	.440	.033
LSA vs Control	Pillai's trace	1.65	7.0	203.0	.123	.054
SSA vs Control	Pillai's trace	2.17	7.0	203.0	.038	.070
Mat vs Control	Pillai's trace	1.67	7.0	203.0	.118	.054
Mor vs Control	Pillai's trace	2.30	7.0	203.0	.028	.074

Univariate tests were conducted for significant ( $p < .05$ ) multivariate tests (i.e., for Experimental vs Control, SSA vs Control and Mor vs Control).

3. Univariate tests of significant multivariate analyses of covariance for the role model judgements.						
Contrast	Dependent Variable	df	Mean Square	F	p	Partial Eta <sup>2</sup>
<b>White men stereotype</b>						
Experimental vs Control	Warm	1	0.004	0.006	.938	.000
	Clever	1	4.657	8.482	.004	.039
	Skilful	1	3.640	6.769	.010	.031
	Popular	1	0.827	0.898	.344	.004
	Successful	1	0.053	0.108	.743	.001
	Competitive	1	0.087	0.080	.777	.000
	Kind	1	0.589	0.648	.422	.003
SSA vs Control	Warm	1	0.201	0.322	.571	.002
	Clever	1	4.339	7.902	.005	.036
	Skilful	1	3.291	6.120	.014	.028
	Popular	1	1.089	1.182	.278	.006
	Successful	1	0.009	0.018	.894	.000
	Competitive	1	0.325	0.300	.585	.001
	Kind	1	1.134	1.246	.266	.006
Mor vs Control	Warm	1	0.005	0.008	.928	.000
	Clever	1	6.289	11.454	.001	.052
	Skilful	1	2.702	5.025	.026	.023
	Popular	1	0.458	0.497	.481	.002
	Successful	1	0.123	0.253	.615	.001
	Competitive	1	0.372	0.343	.559	.002
	Kind	1	0.772	0.848	.358	.004



Pairwise comparisons were conducted for significant ( $p < .05$ ) univariate tests (i.e., for clever and skilful). Reported below are the significant ( $p < .05$ ) pairwise comparisons for these significant univariate tests.

4. Pairwise comparisons of significant univariate tests for self-stereotype.							
Dependent Variable	Vignette (I)	Vignettes (J)	Mean Difference (I-J)	Std. Error	p	95% Confidence Interval	
						Lower	Upper
Clever	Baseline Control	LSA/Material	-0.421	.170	.014	-0.756	-0.085
		LSA/Moral	-0.379	.173	.030	-0.720	-0.037
		SSA/Moral	-0.664	.175	.000	-1.008	-0.320
Skilful	Baseline Control	LSA/Material	-0.426	.168	.012	-0.758	-0.094
		SSA/Material	-0.366	.174	.037	-0.710	-0.023
		SSA/Moral	-0.391	.173	.025	-0.732	-0.051

Means for significant contrasts for self-stereotypes.					
Measures	Vignette Means				Marginal Mean
			Scale		
		LSA	SSA		
Q32. Self-stereotypes (1 'not at all' – 5 'extremely')					
Clever	Type	Mat	4.14	3.86	3.99
		Mor	4.07	4.34	4.18
	Marginal Mean		4.08	4.09	
	Baseline Control				3.76
Skilful	Type	Mat	4.27	4.29	4.23
		Mor	4.15	4.32	4.26
	Marginal Mean		4.20	4.30	
	Baseline Control				4.00

## Appendix L

### Effects of the Different Vignettes on Reported Career Aspirations for Black Boys

#### Question

Participants were asked how much they *would like* to be one of the following: Doctor, Mechanic, IT specialist, Social Worker, Electrician, Writer, Soldier, Athlete, Musician, Politician, Actor, Teacher, Shop Assistant and Van Driver (see Appendix A, question 41). The purpose of asking the series of questions was to determine what effect being exposed to role models may have on Black boys' career decisions, and to learn what careers were of interest to Black boys. Additionally, participants were asked how likely it was that they could do each of these occupations if they wanted to (see Appendix A, question 42) to determine what effect being exposed to role models may have on Black boys' belief in their ability to work in a career.

#### Analyses

1. The effect of the covariates on career aspirations.							
Covariate	Multivariate Test	Value	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>How much would you like to do this job?</b>							
Socio-economic status	Pillai's Trace	.072	2.29	14.0	411.0	.005	.072
Self-esteem	Pillai's Trace	.046	1.41	14.0	411.0	.145	.046
Self-efficacy	Pillai's Trace	.055	1.69	14.0	411.0	.055	.055
Importance of ethnic identity	Pillai's Trace	.027	0.81	14.0	411.0	.660	.027
Commitment to ethnic identity	Pillai's Trace	.043	1.32	14.0	411.0	.193	.043
Contact with Whites	Pillai's Trace	.257	10.15	14.0	411.0	.000	.257
Contact with others	Pillai's Trace	.071	2.26	14.0	411.0	.006	.071
Contact with Blacks	Pillai's Trace	.154	5.35	14.0	411.0	.000	.154
<i>Vignettes</i>	<i>Pillai's Trace</i>	.139	1.06	56.0	1656.0	.351	.035
<b>How likely is it that you could do this job if you wanted to?</b>							
Socio-economic status	Pillai's Trace	.058	1.85	14.0	421.0	.030	.058
Self-esteem	Pillai's Trace	.065	2.07	14.0	421.0	.012	.065
Self-efficacy	Pillai's Trace	.062	1.98	14.0	421.0	.018	.062
Importance of ethnic identity	Pillai's Trace	.046	1.45	14.0	421.0	.125	.046
Commitment to ethnic identity	Pillai's Trace	.033	1.04	14.0	421.0	.415	.033
Contact with Whites	Pillai's Trace	.236	9.31	14.0	421.0	.000	.236
Contact with others	Pillai's Trace	.066	2.13	14.0	421.0	.010	.066
Contact with Blacks	Pillai's Trace	.099	3.29	14.0	421.0	.000	.099
<i>Vignettes</i>	<i>Pillai's Trace</i>	.182	1.45	56.0	1696.0	.018	.046

A 2 X 2 + 1 multivariate analysis of covariance was conducted on the hypotheses of interest. Reported below are the main effect for vignettes (Experimental vs Control)

main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), the interaction between the SA and MM (SA vs MM), and a priori contrasts between SA and control (LSA vs Control and SSA vs Control) and between MM and control (Mat vs Control and Mor vs Control).

### 2. Multivariate analyses of covariance on career aspirations.

Contrast	Multivariate Test	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>How much would you like to do this job?</b>						
Experimental vs Control	Pillai's trace	1.13	14.0	177.0	.312	.084
LSA vs SSA	Pillai's trace	1.26	14.0	177.0	.236	.091
Mor vs Mat	Pillai's trace	1.47	14.0	177.0	.127	.104
SA vs MM	Pillai's trace	1.99	14.0	177.0	.021	.136
LSA vs Control	Pillai's trace	1.26	14.0	177.0	.237	.091
SSA vs Control	Pillai's trace	1.08	14.0	177.0	.375	.079
Mat vs Control	Pillai's trace	1.54	14.0	177.0	.101	.109
Mor vs Control	Pillai's trace	0.85	14.0	177.0	.610	.063
<b>How likely is it that you could do this job if you wanted to?</b>						
Experimental vs Control	Pillai's trace	1.29	14.0	187.0	.217	.088
LSA vs SSA	Pillai's trace	1.18	14.0	187.0	.296	.081
Mor vs Mat	Pillai's trace	1.42	14.0	187.0	.147	.096
SA vs MM	Pillai's trace	0.81	14.0	187.0	.660	.057
LSA vs Control	Pillai's trace	0.90	14.0	187.0	.555	.063
SSA vs Control	Pillai's trace	1.64	14.0	187.0	.073	.109
Mat vs Control	Pillai's trace	1.47	14.0	187.0	.126	.099
Mor vs Control	Pillai's trace	1.14	14.0	187.0	.326	.079

Univariate tests were conducted for significant ( $p < .05$ ) multivariate tests (i.e., for Experimental vs Control, SSA vs Control and Mor vs Control).

### 3. Univariate tests of significant multivariate analyses on career aspirations.

Contrast	Dependent Variable	df	Mean Square	F	p	Partial Eta <sup>2</sup>
<b>How much would you like to do this job?</b>						
SA vs MM	Doctor	1	0.404	0.224	.636	.001
	Mechanic	1	5.789	3.622	.059	.019
	IT	1	5.952	3.608	.059	.019
	Social Worker	1	0.341	0.246	.621	.001
	Electrician	1	5.535	3.483	.064	.018
	Writer	1	0.842	0.480	.489	.003
	Soldier	1	6.765	4.231	.041	.022
	Athlete	1	4.672	2.474	.117	.013
	Musician	1	0.042	0.020	.886	.000

Politician	1	6.281	3.383	.067	.017
Actor	1	0.070	0.031	.860	.000
Teacher	1	0.977	0.736	.392	.004
ShopAssistant	1	0.502	0.614	.434	.003
Vandriver	1	2.972	4.745	.031	.024

Pairwise comparisons were conducted for significant ( $p < .05$ ) univariate tests (i.e., for soldier and van driver). Reported below are the significant ( $p < .05$ ) pairwise comparisons for these significant univariate tests.

4. Pairwise comparisons of significant univariate tests on career aspirations.

Dependent Variable	Vignette (I)	Vignettes (J)	Mean Difference (I-J)	Std. Error	p	95% Confidence Interval	
						Lower	Upper
<b>How much would you like to do this job?</b>							
Soldier	LSA/Material	LSA/Moral	0.665	.266	.013	.141	1.189
		SSA/Material	0.647	.284	.024	.088	1.207
		Baseline Control	0.869	.312	.006	.253	1.485
Van Driver	LSA/Material	LSA/Moral	0.446	.166	.008	.118	.774
		SSA/Material	0.383	.177	.032	.033	.733
		Baseline Control	0.453	.195	.021	.068	.839

Means for significant contrasts for career aspirations.

Measures	Vignette Means				Marginal Mean
		Type	Scale		
			LSA	SSA	
Q41. How much would you like to do this job? (1 'not at all' – 5 'very')					
Soldier	Type	Mat	2.23	1.73	2.07
		Mor	1.75	1.95	1.85
	Marginal Mean		2.03	1.88	
		Baseline Control			1.57
Vandriver	Type	Mat	1.61	1.19	1.45
		Mor	1.18	1.32	1.32
	Marginal Mean		1.51	1.23	
		Baseline Control			1.07

## Appendix M

### Effects of the Different Vignettes on Spontaneously Cited Role Models for Black Boys

#### Question

Participants were asked if they could think of someone they wanted to be like one day, and then answered a series of questions to describe this person, as well as explain why they chose the role model (see Appendix A, questions 43-47). As described in Chapter 2, many of these questions were opened ended and were later coded. The purpose of the series of questions was to determine who Black boys were already using as role models.

#### Analyses

*Analyses of descriptives for spontaneously cited role models.*

1. Frequencies for significant contrasts of spontaneously cited role model characteristics.							
DV	Analysis	Vignettes				Control	Total
		LSA/ MAT	LSA/ MOR	SSA/ MAT	SSA/ MOR		
Old	Frequency	9	7	11	3	6	36
	Percent						
	Yes	12.7	12.3	22.4	5.3	14.0	13.0

A 2 X 2 + 1 multinomial logistic regression model was conducted on the categorical hypotheses of interest. Reported below are the main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), and the interaction between the two (SA vs MM) as well as the effects of the covariates on the model.

2. Multinomial logistic regression model for categorical measures of spontaneously cited role model descriptives.

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval	
							Lower	Upper
<b>Role Model is Male</b>								
There were not enough 'No' answers to conduct the main analyses.								
<b>Role Model is Black</b>								
yes	Intercept	-	1.510	0.475	1	.491		
		1.040						
	Socio-economic status	-	0.170	4.271	1	.039	0.704	0.505 0.982
		0.351						
	Self-esteem	0.336	0.287	1.370	1	.242	1.399	0.797 2.455
	Self-efficacy	0.283	0.293	0.934	1	.334	1.327	0.747 2.358
	Importance of ethnic identity	0.024	0.204	0.014	1	.905	1.025	0.687 1.529
	Commitment to ethnic identity	-	0.137	0.336	1	.562	0.924	0.707 1.207
		0.079						
	Contact with Whites	-	0.198	1.478	1	.224	0.786	0.533 1.159
		0.241						
	Contact with others	-	0.202	0.306	1	.580	0.894	0.602 1.329
		0.112						
	Contact with Blacks	0.395	0.211	3.492	1	.062	1.485	0.981 2.247
	Experimental vs Control	0.272	0.502	0.295	1	.587	1.313	0.491 3.509
	Intercept	-	1.580	0.098	1	.754		
		0.495						
	LSA vs SSA	0.054	0.544	0.010	1	.920	1.056	0.364 3.066
	Mor vs Mat	-	0.551	0.040	1	.841	0.896	0.304 2.639
		0.110						
	SA vs MM	-	0.740	0.808	1	.369	0.514	0.121 2.192
		0.665						
<b>Role Model is young</b>								
yes	Intercept	1.213	1.453	0.697	1	.404		
	Socio-economic status	-	0.162	3.015	1	.082	0.755	0.550 1.037
		0.281						
	Self-esteem	0.450	0.282	2.543	1	.111	1.569	0.902 2.728
	Self-efficacy	-	0.283	3.144	1	.076	0.606	0.348 1.054
		0.501						
	Importance of ethnic identity	-	0.194	0.105	1	.745	0.939	0.642 1.373
		0.063						
	Commitment to ethnic identity	0.047	0.125	0.143	1	.706	1.048	0.820 1.340
	Contact with Whites	-	0.175	0.193	1	.661	0.926	0.657 1.305
		0.077						
	Contact with others	0.037	0.185	0.039	1	.843	1.037	0.722 1.490
	Contact with Blacks	-	0.191	0.014	1	.905	0.977	0.673 1.420
		0.023						



Contact with Whites	0.024	0.183	0.017	1	.896	1.024	0.716	1.465
Contact with others	-0.100	0.193	0.268	1	.605	0.905	0.620	1.321
Contact with Blacks	0.102	0.194	0.273	1	.601	1.107	0.756	1.620
Experimental vs Control	0.232	0.476	0.237	1	.626	1.261	0.496	3.205
Intercept	-0.816	1.597	0.261	1	.609			
LSA vs SSA	-0.702	0.526	1.779	1	.182	0.496	0.177	1.390
Mor vs Mat	-0.405	0.548	0.546	1	.460	0.667	0.228	1.953
SA vs MM	0.338	0.718	0.222	1	.638	1.402	0.343	5.724

2 CONTINUED. Multinomial logistic regression for spontaneously cited role models.

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval	
							Lower	Upper
<b>Role Model is relative</b>								
yes Intercept	-2.881	1.936	2.214	1	.137			
Socio-economic status	-0.157	0.213	0.544	1	.461	0.855	0.563	1.297
Self-esteem	0.385	0.354	1.183	1	.277	1.470	0.734	2.941
Self-efficacy	0.104	0.357	0.084	1	.772	1.109	0.551	2.231
Importance of ethnic identity	-0.471	0.259	3.316	1	.069	0.624	0.376	1.037
Commitment to ethnic identity	-0.068	0.161	0.177	1	.674	0.935	0.682	1.281
Contact with Whites	0.375	0.250	2.248	1	.134	1.455	0.891	2.375
Contact with others	-0.315	0.243	1.676	1	.196	0.730	0.454	1.176
Contact with Blacks	0.020	0.253	0.006	1	.937	1.020	0.621	1.675
Experimental vs Control	1.248	0.792	2.484	1	.115	3.482	0.738	16.432
Intercept	-3.007	1.988	2.287	1	.130			
LSA vs SSA	0.359	0.630	0.326	1	.568	1.433	0.417	4.925
Mor vs Mat	0.130	0.702	0.034	1	.853	1.138	0.288	4.502
SA vs MM	0.240	0.894	0.072	1	.788	1.271	0.220	7.330
<b>Role Model is actor</b>								
yes Intercept	-1.763	2.358	0.559	1	.455			
Socio-economic status	0.184	0.251	0.538	1	.463	1.202	0.735	1.965
Self-esteem	-0.808	0.421	3.676	1	.055	0.446	0.195	1.018
Self-efficacy	0.533	0.444	1.442	1	.230	1.703	0.714	4.063
Importance of	-0.020	0.303	0.005	1	.946	0.980	0.542	1.773



ethnic identity									
Commitment to ethnic identity	-0.163	0.185	0.772	1	.379	0.850	0.591	1.222	
Contact with Whites	-0.323	0.258	1.567	1	.211	0.724	0.437	1.200	
Contact with others	0.002	0.266	0.000	1	.994	1.002	0.595	1.687	
Contact with Blacks	0.427	0.371	1.328	1	.249	1.533	0.741	3.169	
Experimental vs Control	-0.029	0.702	0.002	1	.967	0.971	0.245	3.847	
Intercept	-1.696	2.511	0.456	1	.499				
LSA vs SSA	0.151	0.755	0.040	1	.842	1.163	0.265	5.107	
Mor vs Mat	-0.276	0.825	0.112	1	.738	0.759	0.151	3.826	
SA vs MM	0.051	1.075	0.002	1	.962	1.052	0.128	8.653	

2 CONTINUED. Multinomial logistic regression for spontaneously cited role models.

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval	
							Lower	Upper
<b>Role Model is musician</b>								
yes								
Intercept	-	2.247	2.016	1.242	1	.265		
Socio-economic status	-	0.004	0.213	0.000	1	.986	0.996	0.656 1.512
Self-esteem	-	0.043	0.358	0.014	1	.906	0.958	0.475 1.934
Self-efficacy	-	0.013	0.362	0.001	1	.972	1.013	0.499 2.057
Importance of ethnic identity	-	0.243	0.258	0.885	1	.347	0.785	0.473 1.301
Commitment to ethnic identity	-	0.000	0.163	0.000	1	.998	1.000	0.726 1.376
Contact with Whites	-	0.164	0.241	0.463	1	.496	1.179	0.734 1.892
Contact with others	-	0.341	0.237	2.058	1	.151	0.711	0.447 1.133
Contact with Blacks	-	0.407	0.319	1.627	1	.202	1.502	0.804 2.808
Experimental vs Control	-	0.140	0.608	0.053	1	.818	1.150	0.349 3.788
Intercept	-	0.070	2.187	0.001	1	.975		
LSA vs SSA	-	0.599	0.613	0.957	1	.328	0.549	0.165 1.825
Mor vs Mat	-	0.228	0.616	0.137	1	.711	0.796	0.238 2.661
SA vs MM	-	0.653	0.950	0.472	1	.492	0.521	0.081 3.350
<b>Role Model is sportsman</b>								
yes								
Intercept	-	1.470	0.500	1	.479			

	1.039							
Socio-economic status	0.043	0.159	0.075	1	.784	1.044	0.765	1.425
Self-esteem	0.319	0.274	1.354	1	.245	1.376	0.804	2.355
Self-efficacy	-	0.277	2.808	1	.094	0.628	0.365	1.082
	0.464							
Importance of ethnic identity	-	0.195	1.486	1	.223	0.789	0.538	1.155
	0.237							
Commitment to ethnic identity	-	0.124	0.603	1	.438	0.908	0.713	1.158
	0.096							
Contact with Whites	-	0.175	0.006	1	.937	0.986	0.699	1.391
	0.014							
Contact with others	0.083	0.184	0.202	1	.653	1.086	0.757	1.557
Contact with Blacks	0.335	0.208	2.597	1	.107	1.397	0.930	2.099
Experimental vs Control	0.499	0.473	1.110	1	.292	1.647	0.651	4.165
Intercept	0.796	1.545	0.265	1	.606			
LSA vs SSA	-	0.485	0.949	1	.330	0.624	0.241	1.612
	0.472							
Mor vs Mat	-	0.501	1.311	1	.252	0.563	0.211	1.505
	0.574							
SA vs MM	0.777	0.678	1.310	1	.252	2.174	0.575	8.218

**Role Model is teacher**

There were not enough 'yes' answers to conduct these analyses.

**Role Model is doctor**

There were not enough 'Yes' answers to conduct the main analyses.

---

**2 CONTINUED. Multinomial logistic regression for spontaneously cited role models.**

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval	
							Lower	Upper
<b>Role Model is businessman</b>								
yes								
Intercept	-	1.986	6.189	1	.013			
	4.940							
Socio-economic status	0.326	0.207	2.494	1	.114	1.386	0.924	2.077
Self-esteem	-	0.379	0.016	1	.898	0.953	0.453	2.002
	0.049							
Self-efficacy	0.768	0.391	3.853	1	.050	2.155	1.001	4.637
Importance of ethnic identity	0.283	0.244	1.345	1	.246	1.327	0.823	2.140
Commitment to ethnic identity	-	0.160	1.284	1	.257	0.835	0.610	1.141
	0.181							
Contact with Whites	0.649	0.263	6.110	1	.013	1.914	1.144	3.202
Contact with others	-	0.239	4.391	1	.036	0.607	0.380	0.968
	0.500							
Contact with Blacks	-	0.248	1.102	1	.294	0.770	0.473	1.254
	0.261							

Experimental vs Control	-	0.557	0.087	1	.768	0.849	0.285	2.528
Intercept	-	2.220	6.792	1	.009			
LSA vs SSA	0.677	0.668	1.028	1	.311	1.969	0.532	7.290
Mor vs Mat	0.766	0.671	1.300	1	.254	2.150	0.577	8.016
SA vs MM	-	0.916	1.379	1	.240	0.341	0.057	2.053
	1.075							

**Role Model is scientist**

There were not enough 'Yes' answers to conduct the main analyses.

---

a The reference category is: no.

*Analyses of reasons why Black boys chose their spontaneously cited role models.*

A 2 X 2 multinomial logistic regression model was conducted on the categorical hypotheses of interest. Reported below are the main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), and the interaction between the two (SA vs MM) as well as the effects of the covariates on the model.

**3. Multinomial logistic regression model for categorical measures of why Black boys chose spontaneously cited role models.**

Measure Item	B	Std. Error	Wald	df	p	Exp (B)	95% Confidence Interval for		
							Lower	Upper	
<b>Role Model is Black</b>									
yes									
Intercept	-	3.355	4.091	1	.043				
	6.785								
Socio-economic status	-	0.275	0.172	1	.679	0.892	0.521	1.529	
	0.114								
Self-esteem	0.619	0.481	1.653	1	.198	1.857	0.723	4.769	
Self-efficacy	-	0.429	0.770	1	.380	0.686	0.296	1.590	
	0.376								
Importance of ethnic identity	-	0.339	0.164	1	.685	0.872	0.449	1.694	
	0.137								
Commitment to ethnic identity	0.086	0.222	0.152	1	.697	1.090	0.706	1.684	
Contact with Whites	-	0.280	0.955	1	.328	0.761	0.440	1.317	
	0.274								
Contact with others	0.653	0.369	3.130	1	.077	1.921	0.932	3.961	
Contact with Blacks	0.540	0.581	0.864	1	.353	1.716	0.549	5.360	
Experimental vs Control	0.039	0.826	0.002	1	.962	1.040	0.206	5.250	
Intercept	-	3.678	6.298	1	.012				
	9.229								
LSA vs SSA	0.212	0.872	0.059	1	.808	1.236	0.224	6.830	
Mor vs Mat	-	0.925	0.004	1	.947	0.940	0.154	5.755	
	0.062								
SA vs MM	0.435	1.233	0.125	1	.724	1.546	0.138	17.314	

**Role Model had a large scale of achievement**

yes	Intercept	-	4.598	3.356	1	.067			
		8.424							
	Socio-economic status	0.895	0.421	4.513	1	.034	2.447	1.072	5.588
	Self-esteem	0.024	0.724	0.001	1	.974	1.024	0.248	4.229
	Self-efficacy	0.111	0.670	0.027	1	.869	1.117	0.301	4.152
	Importance of ethnic identity	-	0.477	0.168	1	.682	0.823	0.323	2.094
	Commitment to ethnic identity	-	0.301	0.141	1	.707	0.893	0.495	1.611
	Contact with Whites	0.093	0.448	0.043	1	.836	1.097	0.456	2.641
	Contact with others	-	0.439	1.529	1	.216	0.581	0.246	1.374
	Contact with Blacks	0.788	0.744	1.120	1	.290	2.198	0.511	9.456
	Experimental vs Control	0.433	1.171	0.137	1	.712	1.541	0.155	15.285
	Intercept	-	4.848	2.769	1	.096			
		8.067							
	LSA vs SSA	-	1.118	0.001	1	.972	0.962	0.107	8.608
		0.039							
	Mor vs Mat	-	1.173	0.097	1	.755	0.694	0.070	6.914
		0.365							
	SA vs MM	-	1.800	0.069	1	.793	0.624	0.018	21.270
		0.471							

## 3 CONTINUED. Multinomial logistic regression for spontaneously cited role models.

Measure Item	B	Std. Error	Wald	df	p	Exp (B)	95% Confidence Interval for	
							Lower	Upper
<b>Role Model had socio-moral success</b>								
yes								
Intercept	- 2.337	2.403	0.946	1	.331			
Socio-economic status	- 0.075	0.260	0.082	1	.774	0.928	0.558	1.545
Self-esteem	0.688	0.444	2.404	1	.121	1.989	0.834	4.745
Self-efficacy	- 0.526	0.414	1.619	1	.203	0.591	0.263	1.329
Importance of ethnic identity	- 0.588	0.333	3.131	1	.077	0.555	0.289	1.065
Commitment to ethnic identity	- 0.110	0.200	0.300	1	.584	0.896	0.606	1.326
Contact with Whites	0.824	0.364	5.121	1	.024	2.280	1.117	4.656
Contact with others	- 0.594	0.349	2.886	1	.089	0.552	0.278	1.096
Contact with Blacks	0.109	0.347	0.098	1	.754	1.115	0.564	2.203
Experimental vs Control	0.177	0.738	0.058	1	.810	1.194	0.281	5.076
Intercept	- 0.754	2.676	.079	1	.778			
LSA vs SSA	- 0.686	0.677	1.027	1	.311	0.504	0.134	1.898
Mor vs Mat	- 1.994	1.125	3.138	1	.076	0.136	0.015	1.236
SA vs MM	0.858	1.481	0.336	1	.562	2.359	0.130	42.968



## 3 CONTINUED. Multinomial logistic regression for spontaneously cited role models.

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval	
							Lower	Upper
<b>Role Model shares characteristics with me</b>								
yes	Intercept	-	1.772	2.906	1	.088		
		3.021						
	Socio-economic status	0.060	0.188	0.100	1	.751	1.061	0.734 1.535
	Self-esteem	-	0.334	0.247	1	.619	0.847	0.440 1.630
		0.166						
	Self-efficacy	0.747	0.357	4.391	1	.036	2.112	1.050 4.249
	Importance of ethnic identity	-	0.220	0.705	1	.401	0.831	0.540 1.279
		0.185						
	Commitment to ethnic identity	0.001	0.145	0.000	1	.995	1.001	0.754 1.329
	Contact with Whites	0.478	0.240	3.974	1	.046	1.612	1.008 2.579
	Contact with others	-	0.233	1.276	1	.259	0.769	0.487 1.213
		0.263						
	Contact with Blacks	-	0.248	0.134	1	.714	0.913	0.561 1.486
		0.091						
	Experimental vs Control	-	0.507	1.104	1	.293	0.587	0.217 1.586
		0.533						
	Intercept	-	1.898	2.185	1	.139		
		2.805						
	LSA vs SSA	0.307	0.608	0.255	1	.614	1.359	0.413 4.479
	Mor vs Mat	0.897	0.612	2.145	1	.143	2.452	0.738 8.141
	SA vs MM	-	0.827	0.963	1	.326	0.444	0.088 2.245
		0.811						
<b>Role Model is inspirational</b>								
yes	Intercept	-	1.506	0.931	1	.335		
		1.453						
	Socio-economic status	0.237	0.163	2.110	1	.146	1.267	0.921 1.743
	Self-esteem	0.031	0.275	0.013	1	.909	1.032	0.602 1.767
	Self-efficacy	-	0.281	1.101	1	.294	0.745	0.429 1.291
		0.295						
	Importance of ethnic identity	-	0.199	3.921	1	.048	0.674	0.456 0.996
		0.395						
	Commitment to ethnic identity	0.329	0.131	6.286	1	.012	1.389	1.074 1.796
	Contact with Whites	-	0.187	0.510	1	.475	0.875	0.607 1.262
		0.133						
	Contact with others	-	0.194	0.094	1	.759	0.942	0.644 1.379
		0.060						
	Contact with Blacks	0.499	0.213	5.490	1	.019	1.647	1.085 2.499



Experimental vs Control	0.059	0.470	0.016	1	.899	1.061	0.422	2.669
Intercept	-							
	1.430	1.651	0.751	1	.386			
LSA vs SSA	0.739	0.507	2.124	1	.145	2.094	0.775	5.657
Mor vs Mat	0.007	.516	0.000	1	.990	1.007	0.366	2.769
SA vs MM	-							
	1.196	.714	2.807	1	.094	0.302	0.075	1.225

---

## 3 CONTINUED. Multinomial logistic regression for spontaneously cited role models.

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval		
							Lower	Upper	
<b>Role Model is kind</b>									
There were not enough 'Yes' answers to conduct the main analyses.									
<b>Role Model is smart</b>									
yes	Intercept	-	4.214	1.991	1	.158			
		5.946							
	Socio-economic status	0.202	0.404	0.252	1	.616	1.224	0.555	2.700
	Self-esteem	0.780	0.694	1.260	1	.262	2.181	0.559	8.505
	Self-efficacy	-	0.730	1.556	1	.212	0.403	0.096	1.682
		0.910							
	Importance of ethnic identity	0.008	0.504	0.000	1	.987	1.008	0.375	2.708
	Commitment to ethnic identity	0.877	0.626	1.962	1	.161	2.404	0.705	8.205
	Contact with Whites	0.278	0.558	0.248	1	.618	1.321	0.442	3.945
	Contact with others	0.851	0.713	1.423	1	.233	2.342	0.579	9.476
	Contact with Blacks	-	0.556	3.717	1	.054	0.343	0.115	1.018
		1.071							
There were not enough 'Yes' answers to conduct the main analyses.									
<b>Role Model is a leader</b>									
yes	Intercept	-	4.344	2.404	1	.121			
		6.736							
	Socio-economic status	0.126	0.305	0.170	1	.680	1.134	0.624	2.063
	Self-esteem	0.136	0.515	0.070	1	.791	1.146	0.418	3.145
	Self-efficacy	-	0.492	1.531	1	.216	0.544	0.207	1.427
		0.609							
	Importance of ethnic identity	0.089	0.390	0.053	1	.819	1.093	0.509	2.347
	Commitment to ethnic identity	0.127	0.269	0.223	1	.637	1.136	0.670	1.924
	Contact with Whites	-	0.311	2.550	1	.110	0.608	0.331	1.120
		0.497							
	Contact with others	1.213	0.493	6.063	1	.014	3.364	1.281	8.837
	Contact with Blacks	0.552	0.858	0.413	1	.520	1.736	0.323	9.326
	Experimental vs Control	-	0.892	0.579	1	.447	0.508	0.088	2.914
		0.678							
	Intercept	-	5.735	4.844	1	.028			
		12.62							
	LSA vs SSA	-	1.004	0.431	1	.511	0.517	0.072	3.701



## 3 CONTINUED. Multinomial logistic regression for spontaneously cited role models.

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval	
							Lower	Upper
<b>Role Model is determined</b>								
yes								
Intercept	-	2.513	0.54	1	.460			
	1.856		5					
Socio-economic status	-	0.287	1.52	1	.216	0.701	0.399	1.231
	0.355		8					
Self-esteem	-	0.443	1.64	1	.199	0.566	0.238	1.349
	0.569		9					
Self-efficacy	-	0.487	0.89	1	.343	1.587	0.611	4.121
	0.462		9					
Importance of ethnic contact	-	0.319	0.00	1	.927	0.971	0.520	1.813
	0.029		8					
Importance of ethnic identity	-	0.204	0.02	1	.873	0.968	0.649	1.443
	0.033		6					
Commitment to ethnic identity	-	0.290	0.51	1	.473	0.812	0.460	1.434
	0.208		6					
Contact with others	-	0.296	0.48	1	.485	0.813	0.455	1.453
	0.207		8					
Contact with Blacks	-	0.419	1.84	1	.174	1.766	0.777	4.016
	0.569		4					
Experimental vs Control	-	0.811	0.08	1	.769	1.269	0.259	6.221
	0.238		6					
Intercept	-	2.585	0.07	1	.789			
	0.691		1					
LSA vs SSA	-	0.824	0.08	1	.777	1.262	0.251	6.342
	0.233		0					
Mor vs Mat	-	0.823	0.43	1	.509	1.721	0.343	8.635
	0.543		6					
SA vs MM	-	1.139	0.70	1	.403	0.386	0.041	3.597
	0.953		0					

**Role Model is religious**

There were not enough 'Yes' answers to conduct the main analyses.

a The reference category is: no.

## Appendix N

### Role Model Names of Spontaneously Cited Role Models for Black Boys

#### Question

Participants were asked if they had a role model. Those that did were asked to identify the role model.

#### Spontaneously cited role model names for Black boys.

Role model name	Frequency	Percent
Barack Obama	48	18
Cristiano Ronaldo	20	8
Dad	18	7
Will Smith	9	3
Usain Bolt	9	3
Uncle	8	3
Bill Gates	6	2
Martin Luther King	5	2
Theo Walcott	5	2
Thierry Henry	4	1
Steven Gerrard	4	1
Brother	4	1
Grandad	3	1
Cesc Fabregas	3	1
Lionel Messi	3	1
Myself	3	1
Chris Brown	2	.8
David Beckham	2	.8
James Bond	2	.8
Jamie Oliver	2	.8
Kobe Bryant	2	.8
Lebron James	2	.8
Jermain Defoe	2	.8
Mario	2	.8
Mum	2	.8
No	2	.8
Pele	2	.8
Rio Ferdinand	2	.8
Robinho	2	.8
Sir Alan Sugar	2	.8
Usher	2	.8
50 Cent	1	.3
5way (making beats)	1	.3
Ainsley Harriot	1	.3
Andy McNab	1	.3
anyone who excels in their field	1	.3
Asafa Powell	1	.3
Ashley Cole	1	.3

CONTINUED Spontaneously cited role model names.		
Role model name	Frequency	Percent
B	1	.3
Bacary Sagna	1	.3
Ben	1	.3
Ben Carson	1	.3
BMW owner	1	.3
Brad Bird	1	.3
Calum	1	.3
Carlos	1	.3
Chad Kroeger	1	.3
Charlie Parker	1	.3
Cole / Dylan Sprouse	1	.3
Crigs	1	.3
Daniel Craig	1	.3
David Bolarinwa	1	.3
Doris	1	.3
Drogba (Chelsea)	1	.3
Ducan Bolton (entrepreneur)	1	.3
Dwayne Wade	1	.3
Eddie Murphy	1	.3
Fabio Cannavaro	1	.3
Fabregas	1	.3
family member	1	.3
Footballer	1	.3
Frank Lampard	1	.3
friend	1	.3
Gabriel	1	.3
Gary Lineker (presenter)	1	.3
Gazz or Ken	1	.3
Godfather	1	.3
Gradi Milenge	1	.3
It's none like me	1	.3
Jack Black & Kyle Gass	1	.3
Jason	1	.3
Jay-Z	1	.3
Johnny	1	.3
Johnny Depp	1	.3
Jonah Lomy	1	.3
Jose Mourinho	1	.3
Joseph Yobo	1	.3
Kano	1	.3
Kanye West	1	.3
Keiron	1	.3
Kevin Kruger	1	.3
Kirk Franklin and pastor Masson Brown	1	.3
Lenny Henry	1	.3
Leona Lewis/ Barbara Bachel	1	.3

CONTINUED Spontaneously cited role model names.

Role model name	Frequency	Percent
Lewis Hamilton	1	.3
Lil Wayne	1	.3
Lorry	1	.3
Marva	1	.3
Masashi Kishimoto	1	.3
Mical Richards	1	.3
Michael Jordan	1	.3
Michael Rimmer	1	.3
Mohanned Ali Boxer	1	.3
Narutu	1	.3
Nelson Mandela	1	.3
nigel	1	.3
Family	1	.3
Obafemi Martins	1	.3
Oprah Winfrey	1	.3
Pall	1	.3
Parent	1	.3
Patrick eurd	1	.3
PDidy	1	.3
R Kelly	1	.3
Richard Bransanor, Denzel Washington	1	.3
Robert Makiibi	1	.3
Robin Van Persie	1	.3
Robinh	1	.3
Sara	1	.3
Scott	1	.3
Sir Peter Cook	1	.3
Steven Spielberg	1	.3
Sway	1	.3
Synyster Gates	1	.3
Teacher	1	.3
Theirry Henry	1	.3
Thierry Lewin	1	.3
Thomas	1	.3
Timbaland or Swiss Beats	1	.3
Tobi	1	.3
Tony Royster Jr	1	.3
Vidic (Man U)	1	.3
virgil	1	.3
Wallast (?)	1	.3
Warren Saff	1	.3
Wayne Rooney	1	.3
Total	262	100

## Appendix O

### Comparison Choices for Black Boys

#### Question

Participants were asked to identify significant others (i.e., Black men, White men, Black women, White women, other men, other women) they would compare themselves when evaluating their own cleverness, personality, skill and life opportunities. They were also asked to clarify whether these comparison people were family members, friends, people at school or others (see Appendix A, questions 33-40). The purpose of this series of questions was to evaluate the potential usefulness or relevance of the role models.

1. Frequencies of comparison of self to others groups of people (i.e., Black men, White men, Black women, White women, Other men, and other women) on cleverness, personality, skilfulness, and opportunity by Black boys for each vignette.

DV	Analysis	Vignettes				Control	Total	
		LSA/ MAT	LSA/ MOR	SSA/ MAT	SSA/ MOR			
Clever	Black male	Frequency	42	34	37	45	36	194
		Percent Yes	51.2	48.6	68.5	70.3	66.7	59.9
	White male	Frequency	14	10	4	5	5	38
		Percent Yes	17.1	14.3	7.4	7.8	9.3	11.7
	Black female	Frequency	8	4	0	3	0	15
		Percent Yes	9.8	5.7	0.0	4.7	0.0	4.6
	White female	Frequency	3	2	0	3	1	9
		Percent Yes	3.7	2.9	0.0	4.7	1.9	2.8
	Other male	Frequency	15	19	13	7	12	66
		Percent Yes	18.3	27.	24.1	10.9	22.2	20.4
	Other female	Frequency	0	1	0	1	0	2
		Percent Yes	0.0	1.4	0.0	1.6	0.0	.6
Personality	Black male	Frequency	43	40	34	38	30	185
		Percent Yes	53.1	55.6	64.2	60.3	55.6	57.3
	White male	Frequency	13	6	2	10	8	39
		Percent Yes	16.0	8.3	3.8	15.9	14.8	12.1
	Black female	Frequency	8	5	4	4	4	25
		Percent Yes	9.9	6.9	7.5	6.3	7.4	7.7



e	Yes						
White	Frequency	0	3	1	1	1	6
femal	Percent	0.0	4.2	1.9	1.6	1.9	1.9
e	Yes						
Other	Frequency	17	15	12	10	11	65
male	Percent	21.0	20.8	22.6	15.9	20.4	20.1
	Yes						
Other	Frequency	0	3	0	0	0	3
femal	Percent	0.0	4.2	0.0	0.0	0.0	.9
e	Yes						

---

1 CONTINUED. Frequencies of comparison of self to others groups.								
DV	Analysis	Vignettes				Control	Total	
		LSA/ MAT	LSA/ MOR	SSA/ MAT	SSA/ MOR			
Skill	Black male	Frequency	39	28	30	34	34	165
		Percent Yes	48.8	40.6	54.5	53.1	64.2	51.4
	White male	Frequency	17	9	7	16	9	58
		Percent Yes	21.3	13.0	12.7	25.0	17.0	18.1
	Black female	Frequency	1	4	3	4	1	13
		Percent Yes	1.3	5.8	5.5	6.3	1.9	4.0
	White female	Frequency	3	2	1	1	1	8
		Percent Yes	3.8	2.9	1.8	1.6	1.9	2.5
	Other male	Frequency	19	26	13	9	8	75
		Percent Yes	23.8	37.7	23.6	14.1	15.1	23.4
Other female	Frequency	1	0	1	0	0	2	
	Percent Yes	1.3	0.0	1.8	0.0	0.0	.6	
Life Opportunities	Black male	Frequency	37	28	32	31	27	155
		Percent Yes	46.3	42.4	59.3	48.4	52.9	49.2
	White male	Frequency	19	13	8	20	9	69
		Percent Yes	23.8	19.7	14.8	31.3	17.6	21.9
	Black female	Frequency	3	8	1	7	3	22
		Percent Yes	3.8	12.1	1.9	10.9	5.9	7.0
	White female	Frequency	0	2	2	1	2	7
		Percent Yes	0.0	3.0	3.7	1.6	3.9	2.2
	Other male	Frequency	20	13	10	4	10	57
		Percent Yes	25.0	19.7	18.5	6.3	19.6	18.1
Other female	Frequency	1	2	1	1	0	5	
	Percent Yes	1.3	3.0	1.9	1.6	.0	1.6	

2. Frequencies of comparison of self to others groups of people (i.e., family, friend, school, other) on cleverness, personality, skilfulness, and opportunity by Black boys for each vignette.

DV	Analysis	Vignettes					Control	Total	
		LSA/ MAT	LSA/ MOR	SSA/ MAT	SSA/ MOR				
Clever	Family	Frequency	49	29	23	27	22	150	
		Percent Yes	58.3	41.4	42.6	44.3	40.0	46.3	
	Friend	Frequency	16	20	7	14	18	75	
		Percent Yes	19.0	28.6	13.0	23.0	32.7	23.1	
	School	Frequency	10	8	13	11	8	50	
		Percent Yes	11.9	11.4	24.1	18.0	14.5	15.4	
	Other	Frequency	9	13	11	9	7	49	
		Percent Yes	10.7	18.6	20.4	14.8	12.7	15.1	
	Personality	Family	Frequency	31	37	21	29	27	145
			Percent Yes	37.3	54.4	38.9	47.5	50.0	45.3
		Friend	Frequency	26	19	18	27	21	111
			Percent Yes	31.3	27.9	33.3	44.3	38.9	34.7
School		Frequency	15	7	9	5	4	40	
		Percent Yes	18.1	10.3	16.7	8.2	7.4	12.5	
Other		Frequency	11	5	6	0	2	24	
		Percent Yes	13.3	7.4	11.1	0.0	3.7	7.5	
Skill		Family	Frequency	30	21	17	22	20	110
			Percent Yes	38.0	31.3	30.9	34.4	36.4	34.4
		Friend	Frequency	27	24	16	17	25	109
			Percent Yes	34.2	35.8	29.1	26.6	45.5	34.1
	School	Frequency	15	9	8	14	7	53	
		Percent Yes	19.0	13.4	14.5	21.9	12.7	16.6	
	Other	Frequency	7	13	14	11	3	48	
		Percent	8.9	19.4	25.5	17.2	5.5	15.0	

		Yes							
Life Opportunities	Family	Frequency	34	31	27	30	24	146	
		Percent	42.5	47.0	49.1	47.6	46.2	46.2	
			Yes						
	Friend	Frequency	16	14	11	15	15	71	
		Percent	20.0	21.2	20.0	23.8	28.8	22.5	
			Yes						
	School	Frequency	1	7	8	8	3	43	
		Percent	21.3	10.6	14.5	12.7	5.8	13.6	
			Yes						
	Other	Frequency	13	14	9	10	10	56	
		Percent	16.3	21.2	16.4	15.9	19.2	17.7	
			Yes						

---

# Appendix P

## Effects of the Different Vignettes on Time 2 Recall of the Role Model for Black Boys

### Question

The purpose of this set of questions is to establish whether Black boys are able to remember details about the role models they had seen at Time 1 accurately at Time 2. Specifically, participants were asked how much they thought they remembered the role model and whether they could write down details about the role models name, job, background, their achievement and whether the role model had social-moral or material values.

### Analyses

#### *Noncategorical Measure*

A 2 X 2 analysis of variance was conducted on the hypotheses of interest. Reported below are the main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), and the interaction between the two (SA vs MM).

1. Analysis of variance for reported levels of memory of the role model at Time 2					
Contrast	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>How much do you remember about this story?</b>					
LSA vs SSA	0.070	1	202	.792	.000
Mor vs Mat	4.960	1	202	.027	.024
SA vs MM	4.252	1	202	.040	.021

Significant pairwise comparisons ( $p < .05$ ) for the analysis of variance is reported below.

2. Significant pairwise comparisons for reported levels of memory of the role model at Time 2 for Mor va Mat and SA vs MM.

DV	Vignette (I)	Vignette (J)	Mean Difference (I-J)	Std. Error	p	95% Confidence Interval	
						Lower	Upper
How much do you remember about this story?	LSA/MAT	LSA/MOR	0.760	.244	.002	0.279	1.242

Means for significant contrasts for reported levels of memory of the role model at Time 2.

Measures	Type	Vignette Means		Marginal Mean
		Scale		
		LSA	SSA	
Q1. How much do you remember about this story? (1 'very little' – 5 'Very much')	Mat	2.91	2.59	2.76
	Mor	2.15	2.56	2.35
	Marginal Mean	2.52	2.57	

### Categorical Measures

3. Frequencies of accurate recall of the role models by Black boys for each vignette. Percentage is of those who accurately recalled the details of each role model within each vignette.

Measures		Vignettes				Total
		LSA/ MAT	LSA/ MOR	SSA/ MAT	SSA/ MOR	
Q2. What was the name of the person in your story?	Frequency	30	11	14	39	94
	Percent Yes	45	17	28	48	38
Q3. What job did this person do?	Frequency	32	22	12	28	94
	Percent Yes	48	33	24	46	38
Q4. What kind of background did he come from?	Frequency	16	11	3	1	31
	Percent Yes	24	17	6	2	13
Q5. What did he achieve?	Frequency	16	19	19	8	62
	Percent Yes	24	29	37	13	25
Q6. Did he feel proud of making lots of money, or doing good things for other people?	Frequency	5	33	6	28	72
	Percent Yes	8	50	12	46	29

A 2 X 2 multinomial logistic regression model was conducted on the categorical hypotheses of interest. Reported below are the main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), and the interaction between the two (SA vs MM).

4. Multinomial logistic regression model for categorical measures of whether Black boys accurately recalled details about the role model's name, job, background, achievement and social-moral vs material outlook for Time 2.

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval		
							Lower	Upper	
<b>Accurate recall of role model name</b>									
yes	Intercept	-	0.256	0.147	1	.701			
		0.098							
	LSA vs SSA	-	0.418	13.060	1	.000	0.221	0.097	0.501
		1.511							
	Mor vs Mat	-	0.405	4.646	1	.031	0.418	0.189	0.924
		0.873							
	SA vs MM	-	0.578	15.487	1	.000	9.710	3.130	30.122
		2.273							

**Accurate recall of role model job**

yes	Intercept	0.164	0.257	0.409	1	.523			
	LSA vs SSA	- 0.529	0.366	2.084	1	.149	0.589	0.287	1.208
	Mor vs Mat	- 1.014	0.418	5.880	1	.015	0.363	0.160	0.823
	SA vs MM	1.618	0.550	8.639	1	.003	5.042	1.714	14.831



4 CONTINUED. Multinomial logistic regression model of role model accuracy for Time 2.

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval	
							Lower	Upper
<b>Accurate recall of role model background</b>								
yes	Intercept	-	1.008	16.489	1	.000		
		4.094						
	LSA vs SSA	2.485	1.061	5.485	1	.019	12.000	1.500 96.011
	Mor vs Mat	1.322	1.171	1.274	1	.259	3.750	0.378 37.208
	SA vs MM	-	1.250	0.486	1	.486	0.418	0.036 4.845
		0.872						
<b>Accurate recall of role model achievement</b>								
yes	Intercept	-	0.379	24.851	1	.000		
		1.891						
	LSA vs SSA	0.985	0.467	4.456	1	.035	2.678	1.073 6.684
	Mor vs Mat	1.370	0.477	8.236	1	.004	3.934	1.544 10.023
	SA vs MM	-	0.619	6.865	1	.009	0.197	0.059 0.664
		1.623						
<b>Accurate recall of role model moral/material outlook</b>								
yes	Intercept	-	0.257	0.409	1	.523		
		0.164						
	LSA vs SSA	0.164	0.356	0.213	1	.644	1.179	0.587 2.367
	Mor vs Mat	-	0.505	13.435	1	.000	0.157	0.058 0.423
		1.851						
	SA vs MM	-	0.729	0.837	1	.360	0.513	0.123 2.143
		0.667						

## Appendix Q

### Effects of the Different Vignettes on Time 2 of the Role Model Judgements for Black Boys

#### Question

The purpose of these questions was to determine whether or not Black boys still found the role models of interest at Time 2. Specifically, participants were asked how they felt about the role model, how interesting the role model's story was, had they had told anyone about the story, how much did you enjoy the story, and have you met/heard about someone similar?

#### Analyses

*Analyses for 'Matched' Items between T1 and T2 for Role Model Judgements*

A 2 X 5 multivariate analysis of variance was conducted on the hypotheses of interest. Reported below are the main effect for vignette, the main effect for time and the interaction between the vignette and time.

1. Multivariate analysis for judgements of the role model at Time 2.							
Effect	Multivariate Test	Value	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
Vignette	Pillai's Trace	.043	1.09	9.000	678.0	.372	.014
Time	Pillai's Trace	.308	33.16	3.000	224.0	.000	.308
Time vs Vignette	Pillai's Trace	.077	2.00	9.000	678.0	.037	.026

Significant pairwise comparisons ( $p < .05$ ) for Time are reported below.

2. Pairwise comparisons of significant univariate tests for judgements of the role model for Time.							
Measure	Time (I)	Time (J)	Mean Difference (I-J)	Std. Error	p	95% Confidence Interval	
						Lower	Upper
How interesting was the story you heard?	1	2	0.242	.074	.001	.097	.387
Did you tell anyone about this story?	1	2	0.831	.084	.000	.666	.997

Significant pairwise comparisons ( $p < .05$ ) for Time by Vignettes are reported below.

3. Pairwise comparisons of significant univariate tests for judgements of the role model at Time 2 for Time by Vignettes.								
Measure	Condition	Time (I)	Time (J)	<i>M</i> Diff. (I-J)	Std. Error	<i>p</i>	95% Confidence Interval	
							Lower	Upper
Did you tell anyone about this story?	LSA/Material	1	2	1.016	.158	.000	0.705	1.326
	LSA/Moral	1	2	0.548	.160	.001	0.233	0.864
	SSA/Material	1	2	1.348	.186	.000	0.982	1.714
	SSA/Moral	1	2	0.414	.165	.013	0.088	0.740
	Time	Condition (I)	Condition (J)	(I-J)	SE	<i>p</i>	Lower	Upper
	1	SSA/Material	LSA/Moral	.574	.245	.020	.090	1.057
			SSA/Moral	.641	.249	.011	.150	1.132

Means for significant contrasts (Time 1 & 2, Time by Vignette) of matched role model judgements.

Measure	Vignette	Time	<i>M</i>
Q9. How interesting was the story you heard? (1 'definitely not' – 5 'definitely')	LSA/Material	1	3.59
		2	3.38
	LSA/Moral	1	3.24
		2	3.07
	SSA/Material	1	3.61
		2	3.26
	SSA/Moral	1	3.52
		2	3.29
Q10. Would you/Did you tell anyone about this story? (1 'definitely not' – 5 'definitely')	LSA/Material	1	3.10
		2	2.09
	LSA/Moral	1	2.77
		2	2.23
	SSA/Material	1	3.35
		2	2.00

Means for significant contrasts (Time 1 & 2, Time by Vignette) of matched role model judgements.

Measure	Vignette	Time	<i>M</i>
	LSA/Material	1	3.59
		2	3.38
	LSA/Moral	1	3.24
		2	3.07
	SSA/Material	1	3.61
		2	3.26
	SSA/Moral	1	3.52
		1	2.71
		2	2.29

Since there was a significant interaction between time and vignettes, a 2 X 2 analysis of variance was conducted on whether or not the participants told someone about the role models at T2. Reported below are the main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), and the interaction between the two (SA vs MM).

4. Analysis of variance for reported levels of telling someone about the the role model at Time 2.					
Contrast	df	Mean Square	F	p	Partial Eta <sup>2</sup>
<b>Did you tell anyone about this story?</b>					
LSA vs SSA	1	0.006	0.004	.949	.000
Mor vs Mat	1	1.723	1.112	.293	.005
SA vs MM	1	0.268	0.173	.678	.001

*Analyses for 'Matched' Items between T1 and T2 for Role Model Judgements*

*Non-categorical Measure:*

*Mean for how much did you enjoy hearing about this story at Time 2: M = 3.38, SD = 1.10.*

A 2 X 2 analysis of variance was conducted on whether or not the participants enjoyed the role models'. Reported below are the main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), and the interaction between the two (SA vs MM).

5. Analysis of variance for reported levels of telling someone about the the role model at Time 2.					
Contrast	df	Mean Square	F	p	Partial Eta <sup>2</sup>
<b>How much did you enjoy this story?</b>					
LSA vs SSA	1	2.534	2.107	.148	.010
Mor vs Mat	1	2.144	1.783	.183	.008
SA vs MM	1	0.752	0.625	.430	.003

*Categorical Measure*

6. Frequencies of meeting/hearing about the role models after Time 2 for each vignette. *Percentage is of those met/heard about someone similar to the role model.*

Measures		Vignettes				Total Yes
		LSA/ MAT	LSA/ MOR	SSA/ MAT	SSA/ MOR	
Q25. Have you met anyone like X?	Frequency	17	14	17	9	57
	Percent Yes	25.8	22.6	37.0	16.1	24.8
Q25. Have you heard about anyone like X?	Frequency	38	33	33	24	128
	Percent Yes	57.6	53.2	70.2	42.1	55.2

A 2 X 2 multinomial logistic regression model was conducted on the categorical hypotheses of interest. Reported below are the main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), and the interaction between the two (SA vs MM).

7. Multinomial logistic regression model for categorical measures of whether Black boys had met/heard about someone like the role for Time 2.

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval	
							Lower	Upper
<b>Since you heard this story:</b>								
<b>Have you met anyone like X?</b>								
yes	Intercept	-	.364	20.638	1	.000		
		1.653						
	LSA vs SSA	0.421	.474	0.788	1	.375	1.523	0.602 3.856
	Mor vs Mat	1.119	.475	5.546	1	.019	3.061	1.206 7.768
	SA vs MM	-	.630	2.250	1	.134	0.389	0.113 1.336
		0.945						
<b>Have you heard about anyone like X?</b>								
yes	Intercept	-	.268	1.409	1	.235		
		0.318						
	LSA vs SSA	0.448	.370	1.465	1	.226	1.565	0.758 3.230
	Mor vs Mat	1.176	.417	7.961	1	.005	3.241	1.432 7.336
	SA vs MM	-	.548	3.326	1	.068	0.368	0.126 1.078
		1.000						

# Appendix R

## Effects of the Different Vignettes on Time 2 of Black Men Stereotype for Black Boys

### Question

The purpose of this series of questions was to determine whether the stereotypes Black boys have about Black men changed from Time 1 to Time 2 and whether or not exposure to any or all of the role models reduce the stereotypes about Black men between Time 1 and Time 2 for Black boys.

### Analyses

A 2 X 5 multivariate analysis of variance was conducted on the hypotheses of interest. Reported below are the main effect for vignette, the main effect for time and the interaction between the vignette and time.

1. Multivariate analysis for Black men stereotypes at Time 2.							
Effect	Multivariate Test	Value	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
Vignette	Pillai's Trace	.276	1.237	52.0	868.0	.126	.069
Time	Pillai's Trace	.130	2.463	13.0	214.0	.004	.130
Time by Vignette	Pillai's Trace	.273	1.223	52.0	868.0	.139	.068

Significant pairwise comparisons ( $p < .05$ ) for multivariate tests are reported below.

2. Pairwise comparisons for Black men stereotypes for Time.							
Measure	Time (I)	Time (J)	Mean Difference (I-J)	Std. Error	p	95% Confidence Interval	
						Lower	Upper
Warm	1	2	-0.225	.072	.002	-0.367	-0.083
Skilful	1	2	-0.139	.067	.039	-0.271	-0.007
Popular	1	2	-0.287	.072	.000	-0.428	-0.145
Successful	1	2	-0.146	.066	.028	-0.276	-0.016
Admire	1	2	-0.261	.081	.001	-0.421	-0.102

Means for significant contrasts for Black men stereotypes at Time 1 & 2.						
Measure	Time	M	Std. Error	95% Confidence Interval		
				Lower	Upper	
Warm	1	3.265	.070	3.127	3.404	
	2	3.491	.065	3.363	3.619	
Skilful	1	3.558	.068	3.424	3.692	
	2	3.697	.062	3.576	3.818	
Popular	1	3.524	.071	3.384	3.663	
	2	3.810	.066	3.681	3.940	

Successful	1	3.442	.069	3.306	3.578
	2	3.588	.065	3.459	3.717
Admire	1	3.373	.080	3.216	3.531
	2	3.635	.073	3.491	3.778

---



## Appendix S

### Effects of the Different Vignettes on Time 2 of Self-stereotypes for Black Boys

#### Question

The purpose of this series of questions was to establish whether or not exposure to the role model vignettes reduced Black boys' self-stereotyping between Time 1 and Time 2.

#### Analyses

A 2 X 5 multivariate analysis of variance was conducted on the hypotheses of interest. Reported below are the main effect for vignette, the main effect for time and the interaction between the vignette and time.

1. Multivariate analysis self-stereotypes at Time 2.							
Effect	Multivariate Test	Value	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
Vignettes	Pillai's Trace	.121	1.090	28.0	976.0	.342	.030
Time	Pillai's Trace	.061	2.242	7.0	241.0	.032	.061
Time by Vignettes	Pillai's Trace	.129	1.161	28.0	976.0	.258	.032

However, none of the pairwise comparisons were significant. The effect was driven by this marginal difference.

2. Pairwise comparisons for self-stereotypes at Time 2 for Time.							
Measure	Time (I)	Time (J)	Mean Difference (I-J)	Std. Error	p	95% Confidence Interval	
						Lower	Upper
Warm	1	2	0.114	.060	.057	-0.003	.231

## Appendix T

### Effects of the Different Vignettes on Time 2 of Career Aspirations for Black Boys

#### Question

The purpose of asking this series of questions was to determine what effect being exposed to role models may have on Black boys' career decisions between Time 1 and Time 2.

#### Analyses

A 2 X 5 multivariate analysis of variance was conducted on the hypotheses of interest. Reported below are the main effect for vignette, the main effect for time and the interaction between the vignette and time.

1. Multivariate analysis for career aspirations at Time 2.							
Effect	Multivariate Test	Value	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>How much would you like to do this job?</b>							
Vignette	Pillai's Trace	.300	1.171	56.0	808.0	.189	.075
Time	Pillai's Trace	.102	1.619	14.0	199.0	.077	.102
Time by Vignette	Pillai's Trace	.275	1.065	56.0	808.0	.352	.069
<b>How likely is it that you could do this job if you wanted to?</b>							
Vignette	Pillai's Trace	.292	1.157	56.0	824.0	.207	.073
Time	Pillai's Trace	.070	1.099	14.0	203.0	.360	.070
Time by Vignette	Pillai's Trace	.234	.913	56.0	824.0	.656	.058

## Appendix U

### Effects of the Different Vignettes on Time 2 of Spontaneously Cited Role Models for Black Boys

#### Question

Participants were asked to check boxes that described their role model (e.g., male, female, Black, young, famous, relative, doctor, athlete) and given an option to write in other professions not in the list. Generally, the Black boys did not vary in terms of the demographics they described for role models they chose or in terms of the reasons they gave for choosing their role model at Time 2 compared to Time 1.

#### Analyses

Significant McNemar Tests for differences between spontaneous role model nominations at Time 1 and Time 2.

Significant McNemar Tests for differences between spontaneous role model nominations at Time 1 and Time 2.				
	Chi-Square Test	<i>n</i>	<i>p</i>	Eta <sup>2</sup>
<b>Role model is...</b>				
Business Person T1 and T2	McNemar Test	188	.023	.29
Athlete T1 and T2	McNemar Test	188	.017	.33
<b>Reason for Role Model Choice</b>				
Materialistic T1 and T2	McNemar Test	166	.000	.06
Inspirational T1 and T2	McNemar Test	166	.000	.03

## Appendix V

### Socio-economic Status Descriptives for White Boys and Black Girls

#### Question

Participants were asked questions about their mother and father or those person(s) who are like a mother or father (i.e., who usually lives at home with you, what is your mother [father] or other female [male] guardian currently doing, what is your mother's [father's] or other female [male] guardian's main job, what does your mother [father] or other female [male] guardian do in her [his] main job, which level of education does your mother [father] or other female [male] guardian have, About how many books are there in your home; see Appendix A, question 53). The purpose of these series of questions was to analyze the socio-economic status (SES) of the participants.

#### Analyses

Most White boys live with their mothers (90%) whilst fewer live with their fathers (68%) and 11% live with another guardian who is not their mother or father. A fifth of the White boys' guardians have a university degree (23% for female guardians and 19% for male guardians). Very few White boys reported not owning any books in their home (2%).

1. Detailed summary of the socio-economic status (i.e., living arrangements, parent's education and number of books at home) of the White Boys sample.

Socio-economic Status Indicators	Frequency	Percent
<b>Living Arrangements</b>		
<i>Live with Mother</i>		
Yes	214	90
No	7	3
Unstated	18	7
<i>Live with other female guardian</i>		
Yes	5	2
No	132	55
Unstated	102	43
<i>Live with Father</i>		
Yes	162	68
No	52	22
Unstated	25	10
<i>Live with other male guardian</i>		
Yes	22	9
No	142	60
Unstated	75	31

1 CONTINUED. Socio-economic status of the White Boys sample.

Socio-economic Status Indicators	Frequency	Percent
<b>Parent's Education</b>		
<i>Mother's Education</i>		
GCSE or equivalent	28	12
A/AS-levels	20	8
University Degree	54	23
Other Qualification (BTEC, NVQ Level 3)	7	3
None of these	7	3
Don't know	93	39
Unstated	30	12
<i>Father's Education</i>		
GCSE or equivalent	22	9
A/AS-levels	18	8
University Degree	46	19
Other Qualification (Forklift licence)	5	2
None of these	14	6
Don't know	98	41
Unstated	36	15
<b>Number of Books in Home</b>		
None	4	2
Few	13	5
11-50	45	19
51-100	47	20
101-200	41	17
200+	59	25
Unstated	30	12

Most Black girls live with their mothers (81%) whilst fewer live with their fathers (47%) and 11% live with another guardian who is not their mother or father. A third of the Black girls' guardians have a university degree (30% for female guardians and 27% for male guardians). No Black girls reported not owning any books in their home.

2. Detailed summary of the socio-economic status (i.e., living arrangements, parent's education and number of books at home) of the Black girl sample.

Socio-economic Status Indicators	Frequency	Percent
<b>Living Arrangements</b>		
<i>Live with Mother</i>		
Yes	108	81
No	3	2
Unstated	22	17
<i>Live with other female guardian</i>		
Yes	4	3
No	60	45
Unstated	69	52

**2 CONTINUED. Socio-economic status of the Black girls sample.**

Socio-economic Status Indicators	Frequency	Percent
<i>Live with Father</i>		
Yes	62	47
No	41	31
Unstated	30	23
<i>Live with other male guardian</i>		
Yes	11	8
No	68	51
Unstated	54	41
<b>Parent's Education</b>		
<i>Mother's Education</i>		
GCSE or equivalent	4	3
A/AS-levels	18	14
University Degree	40	30
Other Qualification (Masters, ICT, NBA)	3	2.3
None of these	2	1
Don't know	32	24
Unstated	34	26
<i>Father's Education</i>		
GCSE or equivalent	3	2
A/AS-levels	8	6
University Degree	35	27
Other Qualification (Masters, NBA)	4	3
None of these	1	1
Don't know	47	35
Unstated	35	26
<b>Number of Books in Home</b>		
None	0	0
Few	11	8
11-50	23	17
51-100	26	20
101-200	19	14
200+	25	19
Unstated	29	22

## Appendix W

### T-test Comparison between Black Boy and White Boy Samples

T-test comparison between Black boy and White boy samples for covariates, evaluations of the role model, stereotype-related views about the role model, group stereotypes, self-stereotypes and career aspirations.

Measures	t	df	p (2-tailed)	Mean Difference	95% Confidence Interval	
					Lower	Upper
<b>Covariates</b>						
Socio-economic Status	1.23	467	.220	2.044	-1.227	5.315
Self-esteem	1.98	592	.048	0.113	0.001	0.225
Self-efficacy	.383	579	.702	0.021	-0.089	0.131
Commitment to Ethnic Identity	-1.97	484	.049	-0.232	-0.463	0.000
Importance of Ethnic Identity	1.47	505	.142	0.124	-0.042	0.290
Contact with Whites	-6.01	595	.000	-0.531	-0.705	-0.358
Contact with Blacks	10.30	405	.000	0.898	0.726	1.069
Contact with Others	3.33	592	.001	0.308	0.127	0.490
<b>Manipulation Check</b>						
How easy was it for person X to get where he is today?	-0.60	493	.552	-0.05	-0.226	0.121
How important are other people?	-1.29	493	.198	-0.13	-0.324	0.067
How important is it to be rich?	0.55	493	.582	0.06	-0.147	0.262
How important is it to be famous?	2.27	493	.023	0.24	0.032	0.445
<b>Evaluation of the Role Model</b>						
How do you feel about X?	2.49	490	.013	0.200	0.042	0.358
How proud are you of X?	4.05	493	.000	0.362	0.186	0.537
How happy is X?	-0.40	493	.690	-0.033	-0.197	0.130
Would like to meet X?	3.58	493	.000	0.406	0.183	0.629
How similar is X to you?	2.21	492	.027	0.230	0.026	0.434
How similar is X to Black men?	2.95	442	.003	0.263	0.088	0.439
How similar is X to White men?	-1.64	449	.102	-0.163	-0.359	0.033
Do you want to be like X?	2.70	492	.007	0.329	0.090	0.569
Could be like X?	0.53	493	.599	0.059	-0.162	0.281
How inspiring is X's story?	4.11	493	.000	0.479	0.250	0.708
How interesting is X's story?	4.02	492	.000	0.435	0.222	0.647
Will you remember X's story?	4.40	492	.000	0.507	0.281	0.734
Would you tell X's story to a friend?	5.27	491	.000	0.596	0.374	0.819

## CONTINUED. T-test comparison between Black boy and White boy samples.

Measures	t	df	p (2-tailed)	Mean Difference	95% Confidence Interval	
					Lower	Upper
<b>Stereotype-related Views About the Role Models</b>						
<b>How much do others see X as...</b>						
Warm	2.66	486	.008	0.242	0.063	0.421
Clever	-0.16	489	.871	-0.015	-0.195	0.165
Skilful	0.53	487	.596	0.048	-0.130	0.227
Popular	1.01	484	.314	0.100	-0.095	0.295
Successful	0.83	485	.410	0.069	-0.095	0.233
Competitive	1.14	483	.255	0.134	-0.097	0.364
Kind	0.30	490	.766	0.028	-0.157	0.213
Admire	1.59	489	.112	0.186	-0.043	0.415
Respect	2.24	486	.026	0.229	0.028	0.431
Fear	-0.94	489	.350	-0.076	-0.234	0.083
Envy	1.62	424	.106	0.182	-0.039	0.403
Pity	1.41	488	.160	0.171	-0.068	0.410
Dislike	-0.12	486	.903	-0.013	-0.230	0.203
<b>Group Stereotypes</b>						
<b>How much do you think other people see Black men as:</b>						
Warm	2.23	564	.026	0.179	0.021	0.336
Fear	0.78	594	.441	0.082	-0.127	0.290
Clever	4.90	577	.000	0.370	0.222	0.518
Skilful	4.87	555	.000	0.379	0.226	0.532
Popular	5.82	547	.000	0.472	0.313	0.632
Envy	2.89	582	.004	0.258	0.083	0.434
Successful	4.61	572	.000	0.364	0.209	0.520
Competitive	2.88	532	.004	0.272	0.086	0.457
Pity	2.77	594	.006	0.286	0.083	0.489
Kind	3.10	542	.002	0.257	0.094	0.421
Admire	9.40	549	.000	0.890	0.704	1.076
Respect	4.71	597	.000	0.437	0.255	0.619
Dislike	0.42	546	.673	0.040	-0.148	0.229
<b>How much do you think other people see White men as:</b>						
Warm	-2.65	601	.008	-0.194	-0.337	-0.050
Fear	-0.71	565	.477	-0.059	-0.220	0.103
Clever	0.45	594	.650	0.034	-0.115	0.184
Skilful	-0.62	597	.538	-0.048	-0.200	0.104
Popular	1.52	547	.130	0.129	-0.038	0.295
Envy	-2.15	593	.032	-0.216	-0.412	-0.019
Successful	0.25	598	.800	0.020	-0.137	0.178
Competitive	0.79	593	.432	0.071	-0.106	0.247
Pity	0.38	594	.702	0.037	-0.152	0.225
Kind	-1.79	596	.074	-0.147	-0.309	0.014
Admire	-3.69	527	.000	-0.340	-0.521	-0.159
Respect	1.03	597	.303	0.092	-0.083	0.266
Dislike	1.76	593	.079	0.164	-0.019	0.347



CONTINUED. T-test comparison between Black boy and White boy samples.

Measures	t	df	p (2-tailed)	Mean Difference	95% Confidence Interval	
					Lower	Upper
<b>How much do you think other people see Black women as:</b>						
Warm	4.86	544	.000	0.403	0.240	0.565
Clever	7.10	599	.000	0.553	0.400	0.706
Skilful	6.51	521	.000	0.516	0.360	0.672
Respect	6.33	599	.000	0.582	0.401	0.762
Dislike	-0.57	589	.570	-0.053	-0.236	0.130
<b>How much do you think other people see White women as:</b>						
Clever	1.28	594	.203	0.096	-0.052	0.243
Skilful	-1.81	592	.071	-0.142	-0.296	0.012
Respect	-0.81	597	.420	-0.071	-0.243	0.101
Dislike	1.61	586	.107	0.145	-0.032	0.321
Clever	1.28	594	.203	0.096	-0.052	0.243
<b>Self-stereotypes</b>						
<b>How much do you see yourself as:</b>						
Warm	1.15	563	.251	0.085	-0.060	0.229
Clever	2.62	564	.009	0.188	0.047	0.329
Skilful	3.87	564	.000	0.287	0.141	0.433
Popular	5.95	561	.000	0.519	0.347	0.690
Successful	1.65	563	.100	0.122	-0.024	0.267
Competitive	1.78	559	.076	0.173	-0.018	0.365
Kind	-1.03	563	.305	-0.084	-0.244	0.076
<b>Career Aspirations</b>						
<b>How much would you like to do this job?</b>						
Doctor	3.96	545	.000	0.463	0.233	0.693
Mechanic	-1.41	538	.158	-0.162	-0.388	0.063
IT	4.27	544	.000	0.505	0.273	0.737
Social Worker	3.06	528	.002	0.284	0.102	0.467
Electrician	0.85	541	.395	0.095	-0.125	0.316
Writer	1.77	543	.078	0.199	-0.022	0.421
Soldier	-5.42	440	.000	-0.657	-0.895	-0.419
Athlete	5.23	543	.000	0.653	0.407	0.898
Musician	3.10	544	.002	0.384	0.141	0.627
Politician	2.08	545	.038	0.244	0.014	0.475
Actor	4.53	542	.000	0.576	0.326	0.826
Teacher	0.29	544	.774	0.028	-0.165	0.222
Shop Assistant	1.90	511	.058	0.144	-0.005	0.294
Van Driver	-1.71	545	.088	-0.141	-0.302	0.021

## CONTINUED. T-test comparison between Black boy and White boy samples.

Measures	t	df	p (2-tailed)	Mean Difference	95% Confidence Interval	
					Lower	Upper
<b>How likely is it that you could do this job if you wanted to?</b>						
Doctor	4.10	541	.000	0.480	0.250	0.711
Mechanic	-0.83	543	.409	-0.100	-0.339	0.138
IT	2.74	540	.006	0.331	0.093	0.568
Social Worker	0.45	540	.655	0.054	-0.185	0.294
Electrician	-1.36	538	.175	-0.162	-0.397	0.073
Writer	1.62	539	.106	0.201	-0.043	0.446
Soldier	-3.43	494	.001	-0.456	-0.717	-0.194
Athlete	6.57	539	.000	0.832	0.584	1.081
Musician	2.75	539	.006	0.351	0.100	0.602
Politician	2.54	540	.012	0.307	0.069	0.545
Actor	3.60	540	.000	0.458	0.208	0.708
Teacher	0.45	541	.653	0.054	-0.181	0.288
Shop Assistant	-0.99	542	.323	-0.140	-0.418	0.138
Van Driver	-3.20	542	.001	-0.464	-0.748	-0.179

## Appendix X

### T-test Comparison between Black Boy and Black Girl Samples

T-test comparison between Black boy and Black girl samples for covariates, evaluations of the role model, stereotype-related views about the role model, group stereotypes, self-stereotypes and career aspirations.

Measures	t	df	p (2-tailed)	Mean Difference	95% Confidence Interval	
					Lower	Upper
<b>Covariates</b>						
Socio-economic Status	0.21	378	.831	0.436	-3.578	4.450
Self-esteem	0.97	487	.331	0.067	-0.068	0.202
Self-efficacy	-0.99	474	.322	-0.066	-0.196	0.064
Commitment to Ethnic Identity	1.84	184	.068	0.316	-0.023	0.656
Importance of Ethnic Identity	-0.53	406	.599	-0.056	-0.264	0.153
Contact with Whites	8.06	491	.000	0.873	0.660	1.085
Contact with Blacks	-1.87	379	.062	-0.121	-0.248	0.006
Contact with Others	2.61	489	.009	0.284	0.071	0.497
<b>Manipulation Check</b>						
How easy was it for person X to get where he is today?	-0.38	408	.707	-0.041	-0.254	0.172
How important are other people?	0.60	408	.547	0.076	-0.172	0.324
How important is it to be rich?	1.91	408	.057	0.254	-0.007	0.516
How important is it to be famous?	1.70	409	.090	0.224	-0.035	0.484
<b>Evaluation of the Role Model</b>						
How do you feel about X?	-1.78	404	.075	-0.178	-0.374	0.018
How proud are you of X?	-0.41	409	.683	-0.041	-0.241	0.158
How happy is X?	0.22	409	.827	0.024	-0.188	0.235
Would like to meet X?	2.41	409	.017	0.327	0.060	0.595
How similar is X to you?	1.20	409	.230	0.154	-0.098	0.405
How similar is X to Black men?	-1.49	408	.138	-0.178	-0.413	0.058
How similar is X to White men?	0.78	406	.439	0.106	-0.163	0.375
Do you want to be like X?	-0.31	408	.760	-0.045	-0.337	0.246
Could be like X?	-0.76	408	.448	-0.107	-0.385	0.170
How inspiring is X's story?	-0.56	406	.575	-0.078	-0.351	0.195
How interesting is X's story?	1.54	407	.124	0.205	-0.056	0.466
Will you remember X's story?	0.76	408	.448	0.104	-0.165	0.372
Would you tell X's story to a friend?	1.36	407	.174	0.193	-0.085	0.471

## CONTINUED. T-test comparison between Black boy and Black girls samples.

Measures	t	df	p (2-tailed)	Mean Difference	95% Confidence Interval	
					Lower	Upper
<b>Stereotype-related Views About the Role Models</b>						
<b>How much do others see X as...</b>						
Warm	0.44	401	.662	0.048	-0.168	0.264
Clever	0.22	407	.823	0.025	-0.194	0.244
Skilful	0.59	404	.555	0.068	-0.159	0.296
Popular	0.53	399	.599	0.064	-0.176	0.305
Successful	0.20	402	.845	0.020	-0.179	0.218
Competitive	2.96	403	.003	0.423	0.142	0.704
Kind	-0.35	406	.724	-0.040	-0.263	0.183
Admire	-1.19	405	.234	-0.169	-0.448	0.110
Respect	0.65	402	.515	0.079	-0.160	0.318
Fear	-0.19	405	.851	-0.018	-0.201	0.166
Envy	-2.02	405	.044	-0.305	-0.602	-0.008
Pity	0.01	405	.994	0.001	-0.290	0.292
Dislike	-1.13	401	.258	-0.153	-0.420	0.113
<b>Group Stereotypes</b>						
<b>How much do you think other people see Black men as:</b>						
Warm	1.48	492	.139	0.162	-0.053	0.377
Fear	-2.43	490	.015	-0.326	-0.590	-0.063
Clever	1.35	491	.177	0.145	-0.066	0.356
Skilful	0.56	492	.575	0.059	-0.149	0.267
Popular	1.02	494	.307	0.113	-0.104	0.330
Envy	-0.67	490	.506	-0.085	-0.335	.166
Successful	1.89	493	.059	0.205	-0.008	0.418
Competitive	0.43	489	.670	0.052	-0.189	0.293
Pity	0.33	488	.740	0.043	-0.213	0.300
Kind	1.92	491	.056	0.205	-0.005	0.416
Admire	1.94	486	.053	0.247	-0.003	0.498
Respect	1.88	491	.060	0.226	-0.010	0.461
Dislike	-2.88	485	.004	-0.372	-0.626	-0.119
<b>How much do you think other people see White men as:</b>						
Warm	-2.65	601	.008	-0.194	-0.337	-0.050
Fear	-0.71	565	.477	-0.059	-0.220	0.103
Clever	0.45	594	.650	0.034	-0.115	0.184
Skilful	-0.62	597	.538	-0.048	-0.200	0.104
Popular	1.52	547	.130	0.129	-0.038	0.295
Envy	-2.15	593	.032	-0.216	-0.412	-0.019
Successful	0.25	598	.800	0.020	-0.137	0.178
Competitive	0.79	593	.432	0.071	-0.106	0.247
Pity	0.38	594	.702	0.037	-0.152	0.225
Kind	-1.79	596	.074	-0.147	-0.309	0.014
Admire	-3.69	527	.000	-0.340	-0.521	-0.159
Respect	1.03	597	.303	0.092	-0.083	0.266
Dislike	1.76	593	.079	0.164	-.019	.347

CONTINUED. T-test comparison between Black boy and Black girls samples.

Measures	t	df	p (2-tailed)	Mean Difference	95% Confidence Interval	
					Lower	Upper
<b>How much do you think other people see Black women</b>						
<b>as:</b>						
Warm	4.86	544	.000	0.403	0.240	0.565
Clever	7.10	599	.000	0.553	0.400	0.706
Skilful	6.51	521	.000	0.516	0.360	0.672
Respect	6.33	599	.000	0.582	0.401	0.762
Dislike	-0.57	589	.570	-0.053	-0.236	0.130
<b>How much do you think other people see White women</b>						
<b>as:</b>						
Warm	-0.95	596	.345	-0.079	-0.242	0.085
Skilful	-1.81	592	.071	-0.142	-0.296	0.012
Respect	-0.81	597	.420	-0.071	-0.243	0.101
Dislike	1.61	586	.107	0.145	-0.032	0.321
Clever	1.28	594	.203	0.096	-0.052	0.243
Self-stereotypes						
<b>How much do you see yourself as:</b>						
Warm	-1.51	460	.132	-0.135	-0.311	0.041
Clever	1.26	462	.207	0.111	-0.062	0.283
Skilful	1.57	459	.116	0.138	-0.034	0.311
Popular	2.04	458	.042	0.208	0.007	0.410
Successful	-0.43	458	.669	-0.038	-0.212	0.136
Competitive	3.73	213	.000	0.452	0.213	0.691
Kind	-1.31	461	.191	-0.137	-0.342	0.068
Career Aspirations						
<b>How much would you like to do this job?</b>						
Doctor	3.96	545	.000	0.463	0.233	0.693
Mechanic	-1.41	538	.158	-0.162	-0.388	0.063
IT	4.27	544	.000	0.505	0.273	0.737
Social Worker	3.06	528	.002	0.284	0.102	0.467
Electrician	0.85	541	.395	0.095	-0.125	0.316
Writer	1.77	543	.078	0.199	-0.022	0.421
Soldier	-5.42	440	.000	-0.657	-0.895	-0.419
Athlete	5.23	543	.000	0.653	0.407	0.898
Musician	3.10	544	.002	0.384	0.141	0.627
Politician	2.08	545	.038	0.244	0.014	0.475
Actor	4.53	542	.000	0.576	0.326	0.826
Teacher	0.29	544	.774	0.028	-0.165	0.222
Shop Assistant	1.90	511	.058	0.144	-0.005	0.294
Van Driver	-1.71	545	.088	-0.141	-0.302	0.021

CONTINUED. T-test comparison between Black boy and Black girls samples.						
Measures	t	df	p (2-tailed)	Mean Difference	95% Confidence Interval	
					Lower	Upper
<b>How likely is it that you could do this job if you wanted to?</b>						
Doctor	4.10	541	.000	0.480	0.250	0.711
Mechanic	-0.83	543	.409	-0.100	-0.339	0.138
IT	2.74	540	.006	0.331	0.093	0.568
Social Worker	0.45	540	.655	0.054	-0.185	0.294
Electrician	-1.36	538	.175	-0.162	-0.397	0.073
Writer	1.62	539	.106	0.201	-0.043	0.446
Soldier	-3.37	540	.001	-0.456	-0.721	-0.190
Athlete	6.57	539	.000	0.832	0.584	1.081
Musician	2.75	539	.006	0.351	0.100	0.602
Politician	2.54	540	.012	0.307	0.069	0.545
Actor	3.60	540	.000	0.458	0.208	0.708
Teacher	0.45	541	.653	0.054	-0.181	0.288
Shop Assistant	-0.99	542	.323	-0.140	-0.418	0.138
Van Driver	-3.20	542	.001	-0.464	-0.748	-0.179

## Appendix Y

### Manipulation Checks on Scale of Achievement and Type of Outcome Questions for White Boys and Black Girls

#### Question

To measure Scale of Achievement (SA) participants were asked how easy they think it was for person X to get where he is today. To measure Type of Outcome (MM) participants were asked: “For person X, how important are other people, “For person X, how important is it to become rich?” and “For person X, how important is it to become famous?” The purpose of these analyses was to see whether or not White boys and Black girls correctly identified the differences between the different vignettes.

#### Analyses

##### *White Boys*

A 2 X 2 multivariate analysis was conducted on the hypotheses of interest. Reported below are the main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), and the interaction between the two (SA vs MM).

1. Multivariate analyses of covariance for the manipulation check measures.						
Contrast	Multivariate Test	F <sup>a</sup>	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>White boys</b>						
LSA vs SSA	Pillai's trace	4.02	4.0	180.0	.004	.082
Mor vs Mat	Pillai's trace	7.26	4.0	180.0	.000	.139
Interaction	Pillai's trace	1.41	4.0	180.0	.233	.030

Univariate tests were conducted for significant ( $p < .05$ ) multivariate tests (i.e., for White boys – LSA vs SSA, Mor vs Mat).

## 2. Univariate analyses of significant multivariate tests for the manipulation check measures for White boys.

Contrast	Dependent Variable	df	Mean Square	F	p	Partial Eta <sup>2</sup>
<b>White boys</b>						
LSA vs SSA	How easy was it for person X to get where he is today?	1	3.664	4.64	.033	.025
	How important are other people?	1	1.218	1.18	.278	.006
	How important is it to be rich?	1	0.224	0.21	.647	.001
	How important is it to be famous?	1	7.818	7.03	.009	.037
Mor vs Mat	How easy was it for person X to get where he is today?	1	0.045	0.06	.812	.000
	How important are other people?	1	17.672	17.17	.000	.086
	How important is it to be rich?	1	10.510	9.88	.002	.051
	How important is it to be famous?	1	0.246	0.22	.639	.001

Pairwise comparisons were conducted for significant ( $p < .05$ ) univariate tests (i.e., for White boys – how easy was it for person X to get where he is today, how important are other people, how important is it to be rich, and how important is it to be famous). Reported below are the significant ( $p < .05$ ) pairwise comparisons for these significant univariate tests.

## 3. Pairwise comparisons of significant univariate tests for the manipulation check measures.

DV	Vignettes (I)	Vignette (J)	Mean Difference (I-J)	Std. Error	p	95% Confidence Interval	
						Lower	Upper
<b>White boys</b>							
How easy was it for person X to get where he is today?	LSA/MOR	SSA/MOR	-0.508	.182	.006	-0.867	-0.149
How important are other people	LSA/MAT	SSA/MOR	-0.460	.209	.029	-0.873	-0.047
	SSA/MAT	LSA/MOR	-0.787	.216	.000	-1.214	-0.361
		SSA/MOR	-0.816	.196	.000	-1.203	-0.429
How important is it to be rich?	LSA/MOR	LSA/MAT	-0.462	.232	.048	-0.919	-0.004
		SSA/MAT	-0.551	.220	.013	-0.985	-0.117
	SSA/MOR	SSA/MAT	-0.500	.199	.013	-0.893	-0.107
How important is it to be famous?	LSA/MOR	SSA/MAT	0.488	.225	.031	0.045	0.932



Means for significant contrasts for manipulation checks for White boys.

Measures	Vignette Means				Marginal Mean
			Scale		
			LSA	SSA	
<b>White Boys</b>					
Q2. How easy was it for person X to get where he is today? (1 'not at all' – 5 'very')	Type	Mat	2.21	2.27	2.26
		Mor	1.95	2.46	2.23
	Marginal Mean		2.09	2.37	
Q3. How important are other people to X? (1 'not at all' – 5 'very')	Type	Mat	3.74	3.39	3.60
		Mor	4.18	4.20	4.19
	Marginal Mean		3.97	3.87	
Q4. How important is to be rich to X? (1 'not at all' – 5 'very')	Type	Mat	3.46	3.55	3.49
		Mor	3.00	3.05	3.05
	Marginal Mean		3.26	3.25	
Q5. How important is it for X to be famous? (1 'not at all' – 5 'very')	Type	Mat	2.26	1.84	2.07
		Mor	2.32	1.92	2.09
	Marginal Mean		2.34	1.89	

*Black Girls*

A 2 X 2 multivariate analysis was conducted on the hypotheses of interest. Reported below are the main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), and the interaction between the two (SA vs MM).

4. Multivariate analyses of covariance for the manipulation check measures.						
Contrast	Multivariate Test	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>Black girls</b>						
LSA vs SSA	Pillai's trace	3.75	4.0	96.0	.007	.135
Mor vs Mat	Pillai's trace	6.56	4.0	96.0	.000	.215
Interaction	Pillai's trace	3.81	4.0	96.0	.006	.137

Univariate tests were conducted for significant ( $p < .05$ ) multivariate tests (i.e., for Black girls - LSA vs SSA, Mor vs Mat, SA vs MM).

5. Univariate analyses of significant multivariate tests for the manipulation check measures for Black girls.						
Contrast	Dependent Variable	df	Mean Square	F	p	Partial Eta <sup>2</sup>
<b>Black Girls</b>						
LSA vs SSA	How easy was it for person X to get where he is today?	1	2.731	3.93	.050	.038
	How important are other people?	1	8.242	8.36	.005	.078
	How important is it to be rich?	1	0.027	0.02	.890	.000
	How important is it to be famous?	1	2.443	1.92	.169	.019
Mor vs Mat	How easy was it for person X to get where he is today?	1	1.525	2.20	.142	.022
	How important are other people?	1	21.539	21.84	.000	.181
	How important is it to be rich?	1	3.077	2.24	.138	.022
	How important is it to be famous?	1	0.442	0.35	.557	.003
SA vs MM	How easy was it for person X to get where he is today?	1	0.893	1.29	.260	.013
	How important are other people?	1	13.545	13.74	.000	.122
	How important is it to be rich?	1	0.209	0.15	.698	.002
	How important is it to be famous?	1	0.063	0.05	.825	.000

Pairwise comparisons were conducted for significant ( $p < .05$ ) univariate tests (i.e., for Black girls – how easy was it for person X to get where he is today and how important are other people). Reported below are the significant ( $p < .05$ ) pairwise comparisons for these significant univariate tests.

6. Pairwise comparisons of significant univariate tests for the manipulation check measures.

DV	Vignettes (I)	Vignette (J)	Mean Difference (I-J)	Std. Error	p	95% Confidence Interval	
						Lower	Upper
<b>Black girls</b>							
How easy was it for person X to get where he is today?	SSA/MAT	LSA/MAT	0.516	.237	.032	0.045	0.987
		LSA/MOR	0.574	.219	.010	0.139	1.008
How important are other people	SSA/MAT	LSA/MAT	-1.302	.283	.000	-1.863	-0.741
		LSA/MOR	-1.493	.261	.000	-2.011	-0.975
		SSA/MOR	-1.654	.279	.000	-2.208	-1.099

Means for significant contrasts for manipulation checks for Black girls.

Measures	Vignette Means				Marginal Mean
		Type	Scale		
			LSA	SSA	
<b>Black Girls</b>					
Q2. How easy was it for person X to get where he is today? (1 'not at all' – 5 'very')		Mat	2.09	2.61	2.38
		Mor	2.03	2.17	2.09
		Marginal Mean	2.06	2.41	
Q3. How important are other people to X? (1 'not at all' – 5 'very')		Mat	3.91	2.61	3.26
		Mor	4.10	4.26	4.18
		Marginal Mean	4.02	3.35	

## Appendix Z

### Effects of the Different Vignettes on Judgements about the Role Models for White boys and Black Girls

#### Question

All participants were asked to rate the role model on a series of measures (i.e., how happy they think he is, pride in the role model's story, similarity to self, whether they would like to meet him, want to be like him, could be like him, whether they find him inspiring or interesting, remember him, how similar he is to other Black men or other White men, whether they would tell friends about him, heard about and met someone like him; see Appendix A, questions 1, 6-8, 10-19). Participants are also asked to judge how other people might think about the role model (i.e., whether they would be seen as warm and friendly, clever, skilful, popular, successful, competitive, kind, be looked up to, respected, feared, envied, and pitied; see Appendix A, question 9). The purpose of these series of questions was to establish the ways in which White boys and Black girls differ from Black boys in what they believe other people think about the role models and how they respond to the role models.

#### Analyses

##### *Categorical measures*

Frequencies for significant contrasts of the evaluation of the role model for White boys.

Evaluation of Role Model		Vignette				Total Answered Yes
		LSA/ MAT	LSA/ MOR	SSA/ MAT	SSA/ MOR	
Q19. Have you ever met someone like X?	Frequency	15	17	40	27	99
	Percent					
	Yes	40	43	82	45	53

A 2 X 2 multinomial logistic regression model was conducted on the categorical hypotheses of interest. Reported below are the main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), and the interaction between the two (SA vs MM) as well as the effects of the covariates on the model.

1. Multinomial logistic regression model for categorical measures of judgements about the role models for White boys.

Measure Items	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval	
							Lower	Upper
<b>White boys</b>								
<b>Have you ever met someone else like X?</b>								
yes	Intercept	-	2.029	2.669	1	.102		
	LSA vs SSA	3.315	0.584	0.463	1	.496	1.488	0.474 4.673
	Mor vs Mat	1.962	0.549	12.754	1	.000	7.111	2.423 20.870
	SA vs MM	-	0.867	4.631	1	.031	0.155	0.028 .847
	Socio-economic status	0.135	0.244	0.306	1	.580	0.874	0.542 1.409
	Self-esteem	-	0.330	0.084	1	.772	0.909	0.476 1.735
	Self-efficacy	1.040	0.383	7.385	1	.007	2.829	1.336 5.988
	Importance of ethnic identity	0.297	0.240	1.534	1	.215	0.743	0.464 1.189
	Commitment to ethnic identity	0.044	0.190	0.053	1	.817	1.045	0.720 1.517
	Contact with Whites	-	0.252	0.356	1	.551	0.860	0.524 1.411
	Contact with others	0.344	0.265	1.687	1	.194	0.709	0.422 1.192
	Contact with Blacks	0.591	0.284	4.326	1	.038	1.806	1.035 3.152
<b>Have you ever heard of someone else like X?</b>								
yes	Intercept	0.389	2.217	0.031	1	.861		
	LSA vs SSA	0.043	0.613	0.005	1	.945	1.044	0.314 3.469
	Mor vs Mat	0.806	0.571	1.991	1	.158	2.239	0.731 6.857
	SA vs MM	-	0.997	0.016	1	.900	0.882	0.125 6.224
	Socio-economic status	0.018	0.265	0.005	1	.945	1.019	0.606 1.711
	Self-esteem	0.126	0.373	0.113	1	.736	1.134	0.546 2.353
	Self-efficacy	-	0.387	0.025	1	.875	0.941	0.441 2.008
	Importance of ethnic identity	0.208	0.281	0.547	1	.460	0.813	0.469 1.409
	Commitment to ethnic identity	0.380	0.213	3.178	1	.075	1.462	0.963 2.221
	Contact with White	-	0.291	2.331	1	.127	0.642	0.363 1.134

Contact with others	0.376	0.270	1.949	1	.163	1.457	0.859	2.471
Contact with Black	0.035	0.275	0.016	1	.900	1.035	0.604	1.774

---

2. Multinomial logistic regression model for categorical measures of judgements about the role models for Black girls.

Measure Items	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval	
							Lower	Upper
<b>Black girls</b>								
<b>Have you ever met someone else like X?</b>								
yes	Intercept	0.353	2.973	0.014	1	.905		
	LSA vs SSA	-	0.856	2.609	1	.106	0.251	0.047 1.343
	Mor vs Mat	0.174	0.928	0.035	1	.851	1.190	0.193 7.342
	SA vs MM	-	1.205	0.003	1	.953	0.932	0.088 9.885
	Socio-economic status	0.161	0.319	0.255	1	.614	0.851	0.456 1.590
	Self-esteem	0.289	0.482	0.360	1	.548	1.335	0.520 3.431
	Self-efficacy	-	0.654	0.622	1	.430	0.597	0.166 2.151
	Importance of ethnic identity	1.106	0.440	6.332	1	.012	0.331	0.140 .783
	Commitment to ethnic identity	0.141	0.244	0.334	1	.563	1.152	0.714 1.859
	Contact with Whites	0.154	0.341	0.204	1	.652	0.857	0.440 1.672
	Contact with others	0.486	0.333	2.127	1	.145	1.626	0.846 3.124
	Contact with Blacks	0.979	0.559	3.074	1	.080	2.663	0.891 7.961
<b>Have you ever heard of someone else like X?</b>								

There were not enough 'No' answers to conduct the main analyses.

a The reference category is: no.

*Non-categorical measures*

Correlations of covariates (e.g., Self-esteem and self-efficacy) that significantly affected the relationship between the role model vignettes and the measurement outcome (i.e., judgements on the role model – clever, skilful and pitiable) for White boys are reported below. The covariates did not covary the effect of the relationship between the role model vignettes and the measurement outcome for Black girls. However, White boys with high self-efficacy and self-esteem saw the role models as cleverer, more skilful and less pitiable.

3. Correlations between covariates (i.e., self-esteem and Self-efficacy) and dependent variables (i.e., role model judgements) for significant multivariate tests for White boys.

Dependent Variables	<i>n</i>	Covariates	
		Self-esteem	Self-efficacy
<b>How much do others see X as...</b>			
Clever	178		$r = .171, p = .023$
Skilful	179		$r = .161, p = .032$
Pitiable	183	$r = -.185, p = .012$	
	179		$r = -.240, p = .001$

4. The effect of the covariates on the non-categorical judgements of the role models.

Effect	Multivariate Test	Value	F	Hyp. df	Error df	<i>p</i>	Partial Eta <sup>2</sup>
<b>White boys</b>							
Socio-economic status	Pillai's Trace	0.189	0.809	26.0	90.0	.726	.189
Self-esteem	Pillai's Trace	0.419	2.499	26.0	90.0	.001	.419
Self-efficacy	Pillai's Trace	0.362	1.961	26.0	90.0	.010	.362
Importance of ethnic identity	Pillai's Trace	0.148	0.600	26.0	90.0	.930	.148
Commitment to ethnic identity	Pillai's Trace	0.259	1.212	26.0	90.0	.250	.259
Contact with Whites	Pillai's Trace	0.242	1.107	26.0	90.0	.351	.242
Contact with others	Pillai's Trace	0.179	0.756	26.0	90.0	.789	.179
Contact with Blacks	Pillai's Trace	0.241	1.096	26.0	90.0	.363	.241
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>1.122</i>	<i>2.115</i>	<i>78.0</i>	<i>276.0</i>	<i>.000</i>	<i>.374</i>
<b>Black girls</b>							
Socio-economic status	Pillai's Trace	0.375	0.693	26.0	30.0	.827	.375
Self-esteem	Pillai's Trace	0.366	0.667	26.0	30.0	.852	.366
Self-efficacy	Pillai's Trace	0.454	0.959	26.0	30.0	.540	.454
Importance of ethnic	Pillai's	0.327	0.56	26.0	30.0	.931	.327



identity	Trace		0				
Commitment to ethnic identity	Pillai's Trace	0.439	0.902	26.0	30.0	.603	.439
Contact with Whites	Pillai's Trace	0.509	1.197	26.0	30.0	.315	.509
Contact with others	Pillai's Trace	0.410	0.803	26.0	30.0	.714	.410
Contact with Blacks	Pillai's Trace	0.419	0.831	26.0	30.0	.682	.419
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>1.620</i>	<i>1.445</i>	<i>78.0</i>	<i>96.0</i>	<i>.043</i>	<i>.540</i>

A 2 X 2 multivariate analysis of covariance was conducted on the non-categorical hypotheses of interest. Reported below are the main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), and the interaction between the two (SA vs MM).

5. Multivariate analyses of covariance for the role model judgements.						
Contrast	Multivariate Test	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>White boys</b>						
LSA vs SSA	Pillai's trace	1.96	26.0	90.0	.010	.362
Mor vs Mat	Pillai's trace	2.23	26.0	90.0	.003	.392
SA vs MM	Pillai's trace	2.33	26.0	90.0	.002	.402
<b>Black girls</b>						
LSA vs SSA	Pillai's trace	0.93	26.0	30.0	.576	.445
Mor vs Mat	Pillai's trace	1.26	26.0	30.0	.271	.522
SA vs MM	Pillai's trace	2.34	26.0	30.0	.013	.670

*White boys*

Univariate tests were conducted for significant ( $p < .05$ ) multivariate tests (i.e., for White boys – LSA vs SSA, Mor vs Mat, SA vs MM).

6. Univariate tests of significant multivariate analyses of covariance for role model judgements of White boys.

Contrast	DV	df	Mean Square	F	p	Partial Eta <sup>2</sup>	
<b>White boys</b>							
LSA vs SSA	How do you feel about person X?	1	3.735	5.82	.017	.048	
	How proud are you of X?	1	2.806	2.78	.098	.024	
	How happy is X?	1	0.124	0.25	.619	.002	
	Would like to meet X?	1	0.744	0.65	.422	.006	
	How similar is X to you?	1	0.128	0.12	.726	.001	
	How similar is X to Black men?	1	0.002	0.00	.961	.000	
	How similar is X to White men?	1	0.212	0.24	.626	.002	
	Do you want to be like X?	1	0.210	0.13	.721	.001	
	Could be like X?	1	1.459	1.29	.258	.011	
	How inspiring is X's story?	1	0.959	0.63	.429	.005	
	How interesting is X's story?	1	5.734	5.05	.026	.042	
	Will remember X's story?	1	1.884	1.33	.252	.011	
	Would you tell X's story to a friend?	1	0.676	0.60	.442	.005	
	<b>How much do others see X as...</b>						
	Warm	1	0.399	0.47	.494	.004	
	Clever	1	4.977	7.02	.009	.058	
	Skilful	1	3.906	5.46	.021	.045	
	Popular	1	2.411	3.19	.077	.027	
	Successful	1	3.377	5.34	.023	.044	
	Competitive	1	0.033	0.02	.879	.000	
Kind	1	0.007	0.01	.935	.000		
Admire	1	2.567	1.80	.183	.015		
Respect	1	0.387	0.39	.534	.003		
Fear	1	0.315	0.42	.521	.004		
Envy	1	0.265	0.19	.661	.002		
Pity	1	6.180	4.93	.028	.041		
Dislike	1	0.662	0.63	.431	.005		
Mor vs Mat	How do you feel about person X?	1	0.217	0.34	.562	.003	
	How proud are you of X?	1	0.000	0.00	.983	.000	
	How happy is X?	1	11.537	18.39	.000	.105	
	Would like to meet X?	1	2.429	2.12	.148	.018	
	How similar is X to you?	1	3.168	3.06	.083	.026	
	How similar is X to Black men?	1	0.043	0.06	.816	.000	
	How similar is X to White men?	1	0.332	0.38	.541	.003	
	Do you want to be like X?	1	4.206	2.57	.112	.022	
	Could be like X?	1	6.478	5.73	.018	.047	

How inspiring is X's story?	1	0.000	0.00	.996	.000
How interesting is X's story?	1	0.881	0.78	.380	.007
Will remember X's story?	1	0.781	0.55	.460	.005
Would you tell X's story to a friend?	1	1.198	1.06	.306	.009

---

## 6 CONTINUED. Univariate tests of for the role model judgements for White boys.

Contrast	DV	df	Mean Square	F	p	Partial Eta <sup>2</sup>
Mor vs Mat	<b>How much do others see X as...</b>					
	Warm	1	4.137	4.88	.029	.041
	Clever	1	0.799	1.13	.291	.010
	Skilful	1	0.059	0.08	.774	.001
	Popular	1	0.054	0.07	.790	.001
	Successful	1	3.330	5.26	.024	.044
	Competitive	1	4.904	3.48	.065	.029
	Kind	1	0.275	0.25	.616	.002
	Admire	1	0.252	0.18	.675	.002
	Respect	1	0.086	0.09	.769	.001
	Fear	1	0.363	0.48	.490	.004
	Envy	1	2.580	1.88	.173	.016
	Pity	1	9.670	7.72	.006	.063
	Dislike	1	0.736	0.70	.406	.006
SA vs MM	How do you feel about person X?	1	1.474	2.30	.132	.020
	How proud are you of X?	1	1.612	1.60	.209	.014
	How happy is X?	1	0.423	0.85	.358	.007
	Would like to meet X?	1	6.366	5.57	.020	.046
	How similar is X to you?	1	1.384	1.33	.250	.011
	How similar is X to Black men?	1	2.570	3.29	.072	.028
	How similar is X to White men?	1	0.134	0.15	.698	.001
	Do you want to be like X?	1	0.042	0.03	.873	.000
	Could be like X?	1	3.090	2.74	.101	.023
	How inspiring is X's story?	1	2.668	1.75	.188	.015
	How interesting is X's story?	1	2.872	2.53	.114	.022
	Will you remember X's story?	1	0.313	0.22	.640	.002
	Would you tell X's story to a friend?	1	1.137	1.00	.319	.009
	<b>How much do others see X as...</b>					
	Warm	1	1.548	1.83	.179	.016
	Clever	1	3.283	4.63	.034	.039
	Skilful	1	1.910	2.67	.105	.023
	Popular	1	0.028	0.04	.848	.000
	Successful	1	0.432	0.68	.410	.006
	Competitive	1	12.173	8.63	.004	.070
	Kind	1	2.629	2.42	.122	.021
	Admire	1	0.078	0.05	.816	.000
	Respect	1	0.000	0.00	.985	.000
	Fear	1	0.015	0.02	.889	.000
	Envy	1	0.674	0.49	.485	.004
	Pity	1	3.331	2.66	.106	.023
	Dislike	1	0.054	0.05	.822	.000

Pairwise comparisons were conducted for significant ( $p < .05$ ) univariate tests (i.e., for White boys – how do you feel about person X, would you like to meet X, how

happy is X, could you be like X, how interesting is X's story, is X warm, clever, skilful, successful, competitive). Reported below are the significant ( $p < .05$ ) pairwise comparisons for these significant univariate tests.

**8. Pairwise comparisons of significant univariate tests for the role model judgements for White boys.**

DV	Vignettes (I)	Vignette (J)	Mean Difference (I-J)	Std. Error	p <sup>a</sup>	95% Confidence Interval <sup>a</sup>	
						Lower	Upper
<b>White boys</b>							
How do you feel about person X?	LSA/MAT	SSA/MAT	0.647	.236	.007	0.178	1.115
		SSA/MOR	0.487	.229	.036	0.033	0.941
Would like to meet X?	SSA/MAT	LSA/MAT	-0.696	.314	.029	-1.318	-0.074
		SSA/MOR	-0.851	.255	.001	-1.357	-0.346
How happy is X?	LSA/MAT	LSA/MOR	0.651	.231	.006	0.195	1.108
		SSA/MOR	0.432	.202	.035	0.032	0.833
	SSA/MAT	LSA/MOR	0.600	.203	.004	0.198	1.002
		SSA/MOR	0.381	.169	.026	0.046	0.716
Could you be like X?	SSA/MAT	LSA/MOR	0.760	.306	.014	0.155	1.366
		SSA/MOR	0.868	.255	.001	0.363	1.373
How interesting is Xs story?	SSA/MAT	LSA/MAT	-0.843	.313	.008	-1.463	-0.222
		LSA/MOR	-0.659	.305	.033	-1.264	-0.055
		SSA/MOR	-0.555	.254	.031	-1.059	-0.051
<b>How much do others see X as...</b>							
Warm	SSA/MAT	LSA/MOR	-0.534	.265	.046	-1.059	-0.009
		SSA/MOR	-0.649	.221	.004	-1.087	-0.212
Clever	SSA/MOR	LSA/MAT	-0.626	.241	.011	-1.104	-0.148
		LSA/MOR	-0.812	.244	.001	-1.295	-0.329
		SSA/MAT	-0.550	.202	.007	-0.951	-0.150
Skilful	LSA/MAT	SSA/MAT	0.695	.249	.006	0.201	1.189
Successful	SSA/MOR	LSA/MAT	-0.730	.227	.002	-1.181	-0.280
		LSA/MOR	-0.492	.230	.034	-0.947	-0.037
		SSA/MAT	-0.493	.190	.011	-0.870	-0.115
Competitive	SSA/MAT	LSA/MAT	0.755	.350	.033	0.062	1.449
		SSA/MOR	1.174	.284	.000	0.611	1.737
	SSA/MOR	LSA/MOR	-0.713	.343	.040	-1.392	-0.034
Pity	SSA/MAT	LSA/MAT	-0.908	.332	.007	-1.565	-0.250
		LSA/MOR	-1.149	.323	.001	-1.789	-0.509
		SSA/MOR	-1.009	.269	.000	-1.543	-0.475

Means for significant contrasts for role model judgements for White boys.					
Measures	Vignette Means				
			Scale		Marginal Mean
			LSA	SSA	
<b>White Boys</b>					
Q1. Do you like person X? (1 'not at all' – 5 'a lot')	Type	Mat	4.04	3.33	3.72
		Mor	3.65	3.57	3.52
	Marginal Mean		3.67	3.57	
Q8. Would you like to meet X? (1 'not at all' – 5 'extremely')	Type	Mat	3.32	2.18	2.77
		Mor	2.70	2.98	2.62
	Marginal Mean		2.76	2.63	
Q12. How happy is X? (1 'not at all' – 5 'very')	Type	Mat	4.57	4.59	4.55
		Mor	4.00	4.25	4.05
	Marginal Mean		4.08	4.44	
14. How much could you be like X? (1 'not at all' – 5 'very much')	Type	Mat	3.54	4.08	3.67
		Mor	3.30	3.15	3.07
	Marginal Mean		3.24	3.43	
Q16. How interesting is X's story? (1 'not at all' – 5 'extremely')	Type	Mat	3.57	2.36	2.99
		Mor	3.15	2.95	2.89
	Marginal Mean		3.11	2.80	
Q9. How much do others see X as... (1 'not at all' – 5 'extremely')	Type	Mat	3.46	2.90	3.17
		Mor	3.40	3.60	3.40
		Marginal Mean	3.30	3.29	
Warm	Type	Mat	3.46	2.90	3.17
		Mor	3.40	3.60	3.40
		Marginal Mean	3.30	3.29	
Clever	Type	Mat	4.18	4.13	4.12
		Mor	4.40	3.50	3.73
	Marginal Mean		4.05	3.81	
Skilful	Type	Mat	4.29	3.72	3.91
		Mor	4.00	3.93	3.66
	Marginal Mean		3.82	3.75	
Successful	Type	Mat	4.71	4.38	4.47
		Mor	4.40	3.95	3.94
	Marginal Mean		4.33	4.08	
Pity	Type	Mat	2.21	1.26	1.82
		Mor	2.45	2.28	2.36
	Marginal Mean		2.48	1.82	
Competitive	Type	Mat	2.54	3.23	2.97
		Mor	2.70	2.20	2.41
	Marginal Mean		2.64	2.71	

## Black Girls

Univariate tests were conducted for significant ( $p < .05$ ) multivariate tests (i.e., for White boys – LSA vs SSA, Mor vs Mat, SA vs MM; and for Black girls - SA vs MM).

### 7. Univariate tests of significant multivariate analyses of covariance for role model judgements of Black girls.

Contrast	DV	df	Mean Square	F	p	Partial Eta <sup>2</sup>	
<b>Black girls</b>							
SA vs MM	How do you feel about person X?	1	0.107	0.18	.675	.003	
	How proud are you of X?	1	0.071	0.14	.714	.002	
	How happy is X?	1	0.078	0.08	.781	.001	
	Would like to meet X?	1	0.518	0.38	.542	.007	
	How similar is X to you?	1	5.954	6.55	.013	.106	
	How similar is X to Black men?	1	1.166	1.53	.222	.027	
	How similar is X to White men?	1	5.376	5.13	.027	.085	
	Do you want to be like X?	1	26.328	20.53	.000	.272	
	Could be like X?	1	5.645	3.56	.064	.061	
	How inspiring is X's story?	1	2.942	2.38	.129	.041	
	How interesting is X's story?	1	0.222	0.21	.647	.004	
	Will you remember X's story?	1	0.000	0.00	.994	.000	
	Would you tell X's story to a friend?	1	0.615	0.48	.491	.009	
	<b>How much do others see X as...</b>						
	Warm	1	0.385	0.47	.496	.008	
	Clever	1	5.774	8.29	.006	.131	
Skilful	1	0.382	0.44	.508	.008		
Popular	1	0.411	0.49	.486	.009		
Successful	1	0.140	0.19	.668	.003		
Competitive	1	2.321	1.68	.200	.030		
Kind	1	0.567	.508	.479	.009		
Admire	1	4.431	3.45	.069	.059		
Respect	1	1.194	1.13	.293	.020		
Fear	1	3.172	8.57	.005	.135		
Envy	1	10.888	7.66	.008	.122		
Pity	1	0.096	0.10	.756	.002		
Dislike	1	4.275	4.41	.040	.074		

Pairwise comparisons were conducted for significant ( $p < .05$ ) univariate tests (i.e., for Black girls – how similar is X to you, how similar is X other White men, do you want to be like X, is X clever, someone to fear, envy or dislike). Reported below are the significant ( $p < .05$ ) pairwise comparisons for these significant univariate tests.

## 9. Pairwise comparisons of significant univariate tests for the role model judgements for Black girls.

DV	Vignettes (I)	Vignette (J)	Mean Differenc e (I-J)	Std. Error	p <sup>a</sup>	95% Confidence Interval <sup>a</sup>	
						Lower	Upper
<b>Black girls</b>							
How similar is X to you?	SSA/MAT	LSA/MAT	0.841	.405	.043	0.029	1.652
		SSA/MOR	1.095	.363	.004	0.368	1.822
How similar is X to White men?	SSA/MAT	SSA/MOR	1.253	.389	.002	0.473	2.033
Do you want to be like X?	LSA/MOR	LSA/MAT	0.885	.429	.044	0.024	1.745
		SSA/MOR	1.186	.389	.004	0.407	1.965
	SSA/MAT	LSA/MAT	1.552	.481	.002	0.588	2.516
		SSA/MOR	1.854	.431	.000	0.990	2.717
<b>How much do others see X as...</b>							
Clever	SSA/MAT	LSA/MAT	0.944	.355	.010	0.233	1.654
		LSA/MOR	0.666	.304	.033	0.056	1.276
		SSA/MOR	1.004	.317	.003	0.368	1.641
Fear	LSA/MAT	LSA/MOR	-0.605	.231	.011	-1.067	-0.143
		SSA/MAT	-0.628	.258	.018	-1.146	-0.110
Envy	SSA/MOR	LSA/MOR	-0.938	.409	.026	-1.758	-0.118
		SSA/MAT	-1.632	.453	.001	-2.541	-0.723
Dislike	SSA/MAT	SSA/MOR	1.030	.375	.008	0.280	1.781



Means for significant contrasts for role model judgements for Black girls.

Measures	Vignette Means				
			Scale		Marginal Mean
			LSA	SSA	
<b>Black Girls</b>					
Q7. How similar is X to you? (1 'not at all' – 5 'extremely')	Type	Mat	2.25	2.88	2.38
		Mor	2.35	1.81	2.21
	Marginal Mean		2.21	2.37	
Q13. How much do you want to be like X? (1 'not at all' – 5 'very much')	Type	Mat	3.29	2.85	3.32
		Mor	2.55	2.35	2.79
	Marginal Mean		3.08	3.02	
Q11. How similar is X to White men? (1 'not at all' – 5 'very')	Type	Mat	2.50	3.06	2.94
		Mor	2.39	1.87	2.31
	Marginal Mean		2.56	2.67	
Q9. How much do others see X as... (1 'not at all' – 5 'extremely')	Type	Mat	3.67	4.25	4.12
		Mor	3.87	3.31	3.64
	Marginal Mean		3.96	3.78	
Fear	Type	Mat	1.00	1.56	1.43
		Mor	1.48	1.25	1.48
	Marginal Mean		1.41	1.50	
Envy	Type	Mat	2.25	3.19	2.58
		Mor	2.26	1.63	2.38
	Marginal Mean		2.52	2.43	
Dislike	Type	Mat	1.92	2.56	2.27
		Mor	1.96	1.81	2.08
	Marginal Mean		2.06	2.27	

## Appendix AA

### Effects of the Different Vignettes on Ratings of Other Social Groups on the Stereotype Dimensions for White Boys and Black Girls

#### Question

Participants were asked to rate how they thought other people would evaluate Black men and White men in terms of their warmth, cleverness, skilfulness, popularity, success, competitiveness, kindness, admiration, respect, fear, envy, pity and dislike. They were also asked to rate how other people would evaluate Black women and White women in terms of their warmth, cleverness, skilfulness and how much other people would respect and dislike these groups. The purpose of these series of questions was to determine whether White boys and Black girls differ from Black boys in the stereotypes they have for these groups and whether or not any or all of the role models reduce the stereotypes for these groups.

#### Analyses

##### *Effects of the different vignettes on ratings of Black Men*

1. The effect of the covariates on the non-categorical judgements of the role models.							
Effect	Multivariate Test	Value	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>White boys</b>							
Socio-economic status	Pillai's Trace	0.061	0.72 3	13.0	145.0	.738	.061
Self-esteem	Pillai's Trace	0.115	1.45 1	13.0	145.0	.143	.115
Self-efficacy	Pillai's Trace	0.099	1.21 9	13.0	145.0	.271	.099
Importance of ethnic identity	Pillai's Trace	0.049	0.57 7	13.0	145.0	.870	.049
Commitment to ethnic identity	Pillai's Trace	0.060	0.70 7	13.0	145.0	.755	.060
Contact with Whites	Pillai's Trace	0.204	2.85 9	13.0	145.0	.001	.204
Contact with others	Pillai's Trace	0.055	0.65 5	13.0	145.0	.803	.055
Contact with Blacks	Pillai's Trace	0.164	2.18 5	13.0	145.0	.013	.164
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>0.313</i>	<i>0.96 6</i>	<i>52.0</i>	<i>592.0</i>	<i>.543</i>	<i>.078</i>
<b>Black girls</b>							
Socio-economic status	Pillai's Trace	0.100	0.55 3	13.0	65.0	.881	.100
Self-esteem	Pillai's	0.128	0.73	13.0	65.0	.726	.128

Self-efficacy	Trace Pillai's	0.100	0.55	13.0	65.0	.880	.100
	Trace		5				
Importance of ethnic identity	Pillai's	0.145	0.84	13.0	65.0	.610	.145
	Trace		7				
Commitment to ethnic identity	Pillai's	0.182	1.11	13.0	65.0	.365	.182
	Trace		3				
Contact with Whites	Pillai's	0.185	1.13	13.0	65.0	.346	.185
	Trace		7				
Contact with others	Pillai's	0.210	1.33	13.0	65.0	.218	.210
	Trace		3				
Contact with Blacks	Pillai's	0.150	0.88	13.0	65.0	.576	.150
	Trace		1				
<b>Vignettes</b>	<b>Pillai's</b>	<b>0.918</b>	<b>1.55</b>	<b>52.0</b>	<b>272.0</b>	<b>.013</b>	<b>.229</b>
	<b>Trace</b>		<b>7</b>				

Correlations of covariates (i.e., contact with Whites and Blacks) that significantly affected the relationship between the role model vignettes and the measurement outcome (i.e., Black male stereotypes) for White boys and Black girls are reported below. The covariates did not covary the effect of the relationship between the role model vignettes and the measurement outcome for Black girls. However, White boys with more Black friends perceived Black men (i.e., more skilful, enviable, successful, kinder, admirable, someone to respect, and likeable).

**2. Correlations between covariates (i.e., contact with Whites and Blacks) and dependent variables (i.e., Black male stereotypes) for significant multivariate tests for White boys.**

Dependent Variables	n	Covariates	
		Contact with whites	Contact with blacks
<b>Black men</b>			
Warm	235	$r = -.144, p = .027$	
Fear	234	$r = .192, p = .003$	
Skilful	232		$r = .252, p < .001$
Envy	234		$r = .161, p = .014$
Successful	234		$r = .184, p = .005$
Kind	234		$r = .245, p < .001$
Admire	232		$r = .230, p < .001$
Respect	234		$r = .274, p < .001$
Dislike	233		$r = -.144, p = .028$

A 2 X 2 + 1 multivariate analysis of covariance was conducted on the hypotheses of interest. Reported below are the main effect for vignettes (Experimental vs Control) main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), the interaction between the SA and MM (SA vs MM), and a priori contrasts between SA and control (LSA vs Control and SSA vs Control) and between MM and control (Mat vs Control and Mor vs Control).

## 3. Multivariate analyses of covariance for the stereotype ratings of Black men.

Contrast	Multivariate Test	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>White boys</b>						
Experimental vs Control	Pillai's trace	0.87	13.0	145.0	.590	.072
LSA vs SSA	Pillai's trace	0.96	13.0	145.0	.497	.079
Mor vs Mat	Pillai's trace	0.83	13.0	145.0	.624	.070
SA vs MM	Pillai's trace	1.18	13.0	145.0	.303	.095
LSA vs Control	Pillai's trace	1.11	13.0	145.0	.358	.090
SSA vs Control	Pillai's trace	0.61	13.0	145.0	.844	.052
Mat vs Control	Pillai's trace	0.97	13.0	145.0	.487	.080
Mor vs Control	Pillai's trace	0.75	13.0	145.0	.716	.063
<b>Black girls</b>						
Experimental vs Control	Pillai's trace	1.72	13.0	65.0	.078	.256
LSA vs SSA	Pillai's trace	1.22	13.0	65.0	.287	.196
Mor vs Mat	Pillai's trace	2.35	13.0	65.0	.012	.320
SA vs MM	Pillai's trace	0.91	13.0	65.0	.551	.153
LSA vs Control	Pillai's trace	2.35	13.0	65.0	.012	.319
SSA vs Control	Pillai's trace	0.93	13.0	65.0	.533	.156
Mat vs Control	Pillai's trace	1.80	13.0	65.0	.063	.264
Mor vs Control	Pillai's trace	1.93	13.0	65.0	.043	.278

Univariate tests were conducted for significant ( $p < .05$ ) multivariate tests (i.e., for Black girls – Mor vs Mat, LSA vs Control, Mor vs Control).

4. Univariate tests of significant multivariate analyses of covariance for the stereotype ratings of Black men for Black girls.

Contrast	DV	df	Mean Square	F	p	Partial Eta <sup>2</sup>
<b>Black girls</b>						
Mor vs Mat	Warm	1	0.288	0.24	.629	.003
	Fear	1	0.779	0.46	.499	.006
	Clever	1	0.843	0.70	.404	.009
	Skilful	1	1.630	1.34	.251	.017
	Popular	1	0.327	0.25	.618	.003
	Envy	1	4.094	2.35	.129	.030
	Successful	1	0.122	0.12	.736	.001
	Competitive	1	0.229	0.16	.689	.002
	Pity	1	3.482	2.47	.120	.031
	Kind	1	0.750	0.71	.402	.009
	Admire	1	0.103	0.06	.801	.001
	Respect	1	0.273	0.17	.683	.002
	Dislike	1	13.358	7.51	.008	.089
LSA vs Control	Warm	1	0.002	0.00	.971	.000
	Fear	1	0.054	0.03	.858	.000
	Clever	1	11.838	9.87	.002	.114
	Skilful	1	0.807	0.66	.419	.009
	Popular	1	10.889	8.35	.005	.098
	Envy	1	18.146	10.4	.002	.119
	Successful	1	7.185	6.74	.011	.081
	Competitive	1	7.283	5.12	.027	.062
	Pity	1	1.049	0.75	.391	.010
	Kind	1	2.465	2.33	.131	.029
	Admire	1	0.931	0.58	.450	.007
	Respect	1	0.160	0.10	.754	.001
	Dislike	1	4.426	2.49	.119	.031
Mor vs Control	Warm	1	0.002	0.00	.972	.000
	Fear	1	0.033	0.02	.889	.000
	Clever	1	2.591	2.16	.146	.027
	Skilful	1	1.257	1.03	.313	.013
	Popular	1	3.703	2.84	.096	.036
	Envy	1	22.478	12.9	.001	.144
	Successful	1	2.313	2.17	.145	.027
	Competitive	1	8.256	5.80	.018	.070
	Pity	1	0.116	0.08	.775	.001
	Kind	1	0.986	0.93	.338	.012
	Admire	1	0.003	0.00	.967	.000
	Respect	1	0.979	0.61	.439	.008
	Dislike	1	12.015	6.75	.011	.081

Pairwise comparisons were conducted for significant ( $p < .05$ ) univariate tests (i.e., for Black girls – clever, popular, envy, success, competitive and dislike). Reported

below are the significant ( $p < .05$ ) pairwise comparisons for these significant univariate tests.

5. Pairwise comparisons of significant univariate tests for the stereotype ratings of Black men for Black girls.

DV	Vignette (I)	Vignette (J)	Mean Difference (I-J)	Std. Error	p	95% Confidence Interval	
						Lower	Upper
<b>Black girls</b>							
Clever	SSA/MOR	LSA/MAT	1.023	.403	.013	0.221	1.826
		LSA/MOR	0.905	.369	.017	0.169	1.640
	Baseline Control	LSA/MAT	1.013	.377	.009	0.262	1.765
		LSA/MOR	0.895	.346	.012	0.205	1.584
Popular	SSA/MOR	LSA/MOR	0.848	.385	.031	0.081	1.614
		LSA/MAT	0.877	.393	.029	0.094	1.661
	Baseline Control	LSA/MOR	0.952	.361	.010	0.234	1.671
Envy	Baseline Control	LSA/MAT	0.923	.455	.046	0.018	1.828
		LSA/MOR	1.439	.417	.001	0.609	2.270
		SSA/MOR	1.165	.433	.009	0.303	2.028
Successful	SSA/MOR	LSA/MOR	0.720	.348	.042	0.026	1.413
		SSA/MAT	0.254	.394	.521	-0.530	1.038
	Baseline Control	LSA/MAT	0.709	.356	.050	0.000	1.417
		LSA/MOR	0.778	.326	.020	0.128	1.428
Competitive	Baseline Control	LSA/MOR	0.827	.377	.031	0.076	1.578
Dislike	SSA/MAT	LSA/MOR	1.194	.506	.021	0.187	2.201
		SSA/MOR	1.059	.509	.041	0.046	2.072
	Baseline Control	LSA/MOR	1.020	.422	.018	0.180	1.860
		SSA/MOR	0.885	.438	.047	0.012	1.757

Means for significant contrasts for Black men stereotypes for Black girls.

Measures	Vignette Means				
			Scale		Marginal Mean
			LSA	SSA	
Q21. Stereotype Content of <b>Black Men</b> (1 'not at all' – 5 'extremely')					
Clever	Type	Mat	2.86	3.21	3.16
		Mor	2.86	3.67	3.36
	Marginal Mean		3.10	3.43	
			Baseline Control		3.74
Popular	Type	Mat	3.14	3.29	3.32
		Mor	3.05	3.78	3.42
	Marginal Mean		3.17	3.57	
			Baseline Control		4.00
Envy	Type	Mat	2.21	2.36	2.10
		Mor	1.76	1.94	2.04
	Marginal Mean		1.96	2.18	
			Baseline Control		3.09
Successful	Type	Mat	3.07	3.14	3.10
		Mor	2.86	3.44	3.26
	Marginal Mean		3.08	3.29	
			Baseline Control		3.65
Competitive	Type	Mat	3.29	3.50	3.31
		Mor	3.10	3.11	3.17
	Marginal Mean		3.16	3.31	
			Baseline Control		4.04
Dislike	Type	Mat	2.86	3.36	2.73
		Mor	2.14	2.28	2.31
	Marginal Mean		2.34	2.70	
			Baseline Control		3.09

*Effects of the different vignettes on ratings of White men, Black women, and White women.*

6. The effect of the covariates on ratings of White men, Black women and White women for White boys.							
Covariate	Multivariate Test	Value	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>White boys</b>							
<b>White men stereotype</b>							
Socio-economic status	Pillai's Trace	.065	0.78 2	13.0	147.0	.678	.065
Self-esteem	Pillai's Trace	.076	0.92 9	13.0	147.0	.525	.076
Self-efficacy	Pillai's Trace	.051	0.60 6	13.0	147.0	.847	.051
Importance of ethnic identity	Pillai's Trace	.104	1.30 7	13.0	147.0	.215	.104
Commitment to ethnic identity	Pillai's Trace	.046	0.54 5	13.0	147.0	.893	.046
Contact with Whites	Pillai's Trace	.188	2.61 1	13.0	147.0	.003	.188
Contact with others	Pillai's Trace	.081	0.99 7	13.0	147.0	.457	.081
Contact with Blacks	Pillai's Trace	.140	1.84 7	13.0	147.0	.041	.140
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>.414</i>	<i>1.33 1</i>	<i>52.0</i>	<i>600.0</i>	<i>.065</i>	<i>.103</i>
<b>Black women stereotype</b>							
Socio-economic status	Pillai's Trace	.022	0.71 7	5.0	163.0	.612	.022
Self-esteem	Pillai's Trace	.025	0.83 3	5.0	163.0	.528	.025
Self-efficacy	Pillai's Trace	.030	1.01 3	5.0	163.0	.412	.030
Importance of ethnic identity	Pillai's Trace	.034	1.13 6	5.0	163.0	.344	.034
Commitment to ethnic identity	Pillai's Trace	.030	1.00 8	5.0	163.0	.415	.030
Contact with Whites	Pillai's Trace	.031	1.03 7	5.0	163.0	.398	.031
Contact with others	Pillai's Trace	.007	0.22 6	5.0	163.0	.951	.007
Contact with Blacks	Pillai's Trace	.112	4.11 4	5.0	163.0	.002	.112
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>.191</i>	<i>1.66 5</i>	<i>20.0</i>	<i>664.0</i>	<i>.034</i>	<i>.048</i>



**White women stereotype**

Socio-economic status	Pillai's Trace	.007	0.224	5.0	163.0	.952	.007
Self-esteem	Pillai's Trace	.049	1.673	5.0	163.0	.144	.049
Self-efficacy	Pillai's Trace	.065	2.271	5.0	163.0	.050	.065
Importance of ethnic identity	Pillai's Trace	.030	1.001	5.0	163.0	.419	.030
Commitment to ethnic identity	Pillai's Trace	.023	0.757	5.0	163.0	.582	.023
Contact with Whites	Pillai's Trace	.109	3.982	5.0	163.0	.002	.109
Contact with others	Pillai's Trace	.013	0.442	5.0	163.0	.819	.013
Contact with Blacks	Pillai's Trace	.029	0.986	5.0	163.0	.428	.029
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>.356</i>	<i>3.239</i>	<i>20.0</i>	<i>664.0</i>	<i>.000</i>	<i>.089</i>

7. The effect of the covariates on ratings of White men, Black women and White women for Black girls.

Covariate	Multivariate Test	Value	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>Black girls</b>							
<b>White men stereotype</b>							
Socio-economic status	Pillai's Trace	.151	0.915	13.0	67.0	.543	.151
Self-esteem	Pillai's Trace	.186	1.180	13.0	67.0	.313	.186
Self-efficacy	Pillai's Trace	.238	1.613	13.0	67.0	.103	.238
Importance of ethnic identity	Pillai's Trace	.158	0.964	13.0	67.0	.495	.158
Commitment to ethnic identity	Pillai's Trace	.115	0.671	13.0	67.0	.784	.115
Contact with Whites	Pillai's Trace	.172	1.072	13.0	67.0	.398	.172
Contact with others	Pillai's Trace	.114	0.661	13.0	67.0	.793	.114
Contact with Blacks	Pillai's Trace	.158	0.966	13.0	67.0	.493	.158
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>.691</i>	<i>1.124</i>	<i>52.0</i>	<i>280.0</i>	<i>.273</i>	<i>.173</i>
<b>Black women stereotype</b>							
Socio-economic status	Pillai's Trace	.113	1.908	5.0	75.0	.103	.113
Self-esteem	Pillai's Trace	.061	0.973	5.0	75.0	.440	.061
Self-efficacy	Pillai's Trace	.029	0.448	5.0	75.0	.813	.029
Importance of ethnic identity	Pillai's Trace	.062	0.998	5.0	75.0	.425	.062
Commitment to ethnic identity	Pillai's Trace	.015	0.235	5.0	75.0	.946	.015
Contact with Whites	Pillai's Trace	.028	0.439	5.0	75.0	.820	.028
Contact with others	Pillai's Trace	.039	0.607	5.0	75.0	.695	.039
Contact with Blacks	Pillai's Trace	.019	0.287	5.0	75.0	.919	.019
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>.258</i>	<i>1.074</i>	<i>20.0</i>	<i>312.0</i>	<i>.376</i>	<i>.064</i>
<b>White women stereotype</b>							
Socio-economic status	Pillai's Trace	.014	0.223	5.0	76.0	.952	.014
Self-esteem	Pillai's Trace	.048	0.771	5.0	76.0	.574	.048
Self-efficacy	Pillai's Trace	.096	1.613	5.0	76.0	.167	.096
Importance of ethnic identity	Pillai's Trace	.080	1.313	5.0	76.0	.267	.080
Commitment to ethnic identity	Pillai's Trace	.142	2.523	5.0	76.0	.036	.142
Contact with Whites	Pillai's Trace	.063	1.027	5.0	76.0	.408	.063
Contact with others	Pillai's Trace	.071	1.160	5.0	76.0	.337	.071
Contact with Blacks	Pillai's Trace	.130	2.271	5.0	76.0	.056	.130
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>.217</i>	<i>0.904</i>	<i>20.0</i>	<i>316.0</i>	<i>.582</i>	<i>.054</i>

Correlations of covariates (i.e., contact with Whites and Blacks, and commitment to ethnic identity) that significantly affected the relationship between the role model vignettes and the measurement outcome (i.e., group stereotypes) for White boys and Black girls are reported below. Black girls with high commitment to their ethnic identity saw White women as cleverer. Additionally, White boys with many White friends perceived White men and White women more positively (i.e., for White men – warmer, not someone to fear, skilful, successful, competitive, kinder, and likeable; for White women – warmer, cleverer, someone to respect, and likeable). White boys with more Black friends perceived Black women more positively (i.e., warmer, cleverer, skilful, someone to respect, and likeable).

8. Correlations between covariates (i.e., contact with Whites and Blacks, and commitment to ethnic identity) and dependent variables (i.e., White male, Black female and White female stereotypes) for significant multivariate tests for White boys and Black girls.

Covariates	n	Covariates		
		Contact with whites	Contact with blacks	Commitment to ethnic identity
<b>Group Stereotypes for Black Girls</b>				
<b>White women</b>				
Clever	114			r = .226, p = .016
<b>Group Stereotypes for White Boys</b>				
<b>White men</b>				
Warm	236	r = .136, p = .037		
Fear	236	r = -.239, p < .001	r = -.169, p = .009	
Skilful	234	r = .140, p = .033		
Successful	236	r = .229, p < .001		
Competitive	234	r = .159, p = .015	r = .142, p = .030	
Kind	235	r = .232, p < .001		
Dislike	234	r = -.146, p = .026		
<b>Black women</b>				
Warm	236		r = .139, p = .033	
Clever	235		r = .216, p = .001	
Skilful	236		r = .271, p < .001	
Respect	236		r = .362, p < .001	
Dislike	230		r = -.266, p < .001	
<b>White women</b>				
Warm	235	r = .159, p = .014		
Clever	234	r = .133, p = .043		
Respect	235	r = .301, p < .001		
Dislike	230	r = -.202, p = .002		

A 2 X 2 + 1 multivariate analysis of covariance was conducted on the hypotheses of interest. Reported below are the main effect for vignettes (Experimental vs Control) main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), the interaction between the SA and MM (SA vs MM), and a priori contrasts between SA and control (LSA vs Control and SSA vs Control) and between MM and control (Mat vs Control and Mor vs Control).

9. Multivariate analyses of covariance for the stereotype ratings of White men, Black women, and White women for White boys.

Contrast	Multivariate Test	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>White boys</b>						
<b>White Male Stereotype</b>						
Experiment vs Control	Pillai's trace	1.34	13.0	147.0	.196	.106
LSA vs SSA	Pillai's trace	0.84	13.0	147.0	.619	.069
Mor vs Mat	Pillai's trace	1.77	13.0	147.0	.052	.136
Interaction SA vs MM	Pillai's trace	1.50	13.0	147.0	.122	.117
LSA vs Control	Pillai's trace	0.98	13.0	147.0	.475	.080
SSA vs Control	Pillai's trace	1.57	13.0	147.0	.101	.122
Mat vs Control	Pillai's trace	1.94	13.0	147.0	.030	.146
Mor vs Control	Pillai's trace	0.91	13.0	147.0	.546	.074
<b>Black Female Stereotype</b>						
Experiment vs Control	Pillai's trace	1.41	5.0	163.0	.224	.041
LSA vs SSA	Pillai's trace	2.68	5.0	163.0	.024	.076
Mor vs Mat	Pillai's trace	0.41	5.0	163.0	.840	.012
Interaction SA vs MM	Pillai's trace	2.24	5.0	163.0	.053	.064
LSA vs Control	Pillai's trace	1.83	5.0	163.0	.109	.053
SSA vs Control	Pillai's trace	1.51	5.0	163.0	.189	.044
Mat vs Control	Pillai's trace	0.92	5.0	163.0	.467	.028
Mor vs Control	Pillai's trace	1.47	5.0	163.0	.202	.043
<b>White Female Stereotype</b>						
Experiment vs Control	Pillai's trace	2.82	5.0	163.0	.018	.080
LSA vs SSA	Pillai's trace	3.05	5.0	163.0	.012	.086
Mor vs Mat	Pillai's trace	3.67	5.0	163.0	.004	.101
Interaction SA vs MM	Pillai's trace	3.59	5.0	163.0	.004	.099
LSA vs Control	Pillai's trace	1.51	5.0	163.0	.191	.044

SSA vs Control	Pillai's trace	4.72	5.0	163.0	.000	.126
Mat vs Control	Pillai's trace	4.69	5.0	163.0	.001	.126
Mor vs Control	Pillai's trace	1.23	5.0	163.0	.298	.036

---

10. Multivariate analyses of covariance for the stereotype ratings of White men, Black women, and White women for Black girls.

Contrast	Multivariate Test	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>Black girls</b>						
<b>White Male Stereotype</b>						
Experiment vs Control	Pillai's trace	1.29	13.0	67.0	.241	.200
LSA vs SSA	Pillai's trace	0.85	13.0	67.0	.611	.141
Mor vs Mat	Pillai's trace	0.82	13.0	67.0	.635	.138
Interaction SA vs MM	Pillai's trace	1.40	13.0	67.0	.182	.214
LSA vs Control	Pillai's trace	1.40	13.0	67.0	.181	.214
SSA vs Control	Pillai's trace	1.00	13.0	67.0	.461	.163
Mat vs Control	Pillai's trace	1.12	13.0	67.0	.356	.179
Mor vs Control	Pillai's trace	1.27	13.0	67.0	.252	.198
<b>Black Female Stereotype</b>						
Experiment vs Control	Pillai's trace	0.91	5.0	75.0	.480	.057
LSA vs SSA	Pillai's trace	1.19	5.0	75.0	.324	.073
Mor vs Mat	Pillai's trace	1.15	5.0	75.0	.340	.071
Interaction SA vs MM	Pillai's trace	0.57	5.0	75.0	.725	.036
LSA vs Control	Pillai's trace	0.89	5.0	75.0	.490	.056
SSA vs Control	Pillai's trace	1.03	5.0	75.0	.404	.064
Mat vs Control	Pillai's trace	0.27	5.0	75.0	.930	.017
Mor vs Control	Pillai's trace	1.73	5.0	75.0	.138	.103
<b>White Female Stereotype</b>						
Experiment vs Control	Pillai's trace	0.59	5.0	76.0	.710	.037
LSA vs SSA	Pillai's trace	1.24	5.0	76.0	.297	.076
Mor vs Mat	Pillai's trace	1.28	5.0	76.0	.282	.078
Interaction SA vs MM	Pillai's trace	0.79	5.0	76.0	.563	.049
LSA vs Control	Pillai's trace	0.63	5.0	76.0	.679	.040
SSA vs Control	Pillai's trace	0.80	5.0	76.0	.551	.050
Mat vs Control	Pillai's trace	1.14	5.0	76.0	.346	.070
Mor vs Control	Pillai's trace	0.27	5.0	76.0	.930	.017

Univariate tests were conducted for significant ( $p < .05$ ) multivariate tests (i.e., for White boys – White male stereotype: Mat vs control, Black female stereotype: LSA vs SSA and White female stereotype: Experimental vs Control, LSA vs SSA, Mor vs Mat, SA vs MM, SSA vs Control, Mat vs Control).

11. Univariate tests of significant multivariate analyses of covariance for the stereotype ratings of White men, Black women and White women for White boys.

Contrast	DV	df	Mean Square	F	p	Partial Eta <sup>2</sup>
<b>White boys</b>						
<b>White Men</b>						
Mat vs Control	Warm	1	0.071	0.12	.730	.001
	Fear	1	0.910	1.07	.303	.007
	Clever	1	0.590	0.89	.348	.006
	Skilful	1	2.292	3.58	.060	.022
	Popular	1	1.669	2.09	.150	.013
	Envy	1	8.381	6.95	.009	.042
	Successful	1	0.358	0.45	.504	.003
	Competitive	1	1.002	0.90	.345	.006
	Pity	1	0.120	0.11	.745	.001
	Kind	1	0.556	0.78	.379	.005
	Admire	1	0.328	0.29	.590	.002
	Respect	1	0.613	0.62	.431	.004
	Dislike	1	0.015	0.01	.907	.000
<b>Black Women</b>						
LSA vs SSA	Warm	1	2.311	2.53	.114	.015
	Clever	1	0.055	0.07	.792	.000
	Skilful	1	0.270	0.33	.568	.002
	Respect	1	4.135	3.89	.050	.023
	Dislike	1	4.439	4.97	.027	.029
<b>White Women</b>						
Experimental vs Control	Warm	1	2.853	3.97	.048	.023
	Clever	1	0.037	0.05	.818	.000
	Skilful	1	1.334	1.80	.181	.011
	Respect	1	0.114	0.11	.736	.001
	Dislike	1	0.061	0.07	.792	.000
LSA vs SSA	Warm	1	0.105	0.15	.702	.001
	Clever	1	0.883	1.26	.263	.007
	Skilful	1	1.191	1.61	.206	.010
	Respect	1	2.697	2.70	.102	.016
	Dislike	1	7.936	9.06	.003	.051
Mor vs Mat	Warm	1	0.069	0.10	.757	.001
	Clever	1	0.356	0.51	.477	.003
	Skilful	1	3.602	4.87	.029	.028
	Respect	1	0.955	0.96	.330	.006
	Dislike	1	2.936	3.35	.069	.020
SA vs MM	Warm	1	10.050	13.99	.000	.077
	Clever	1	2.115	3.02	.084	.018
	Skilful	1	4.670	6.32	.013	.036



Respect	1	1.616	1.62	.205	.010
Dislike	1	0.500	0.57	.451	.003

---

## 11 CONTINUED. Univariate tests for the stereotype ratings of White women for White boys.

Contrast	DV	df	Mean Square	F	p	Partial Eta <sup>2</sup>
SSA vs Control	Warm	1	3.159	4.40	.038	.026
	Clever	1	0.092	0.13	.718	.001
	Skilful	1	2.772	3.75	.054	.022
	Respect	1	0.279	0.28	.598	.002
	Dislike	1	1.492	1.70	.194	.010
Mat vs Control	Warm	1	2.543	3.54	.062	.021
	Clever	1	0.196	0.28	.597	.002
	Skilful	1	3.544	4.80	.030	.028
	Respect	1	0.555	0.56	.457	.003
	Dislike	1	1.012	1.16	.284	.007

Pairwise comparisons were conducted for significant ( $p < .05$ ) univariate tests (i.e., for White boys – White male stereotype: envy, Black female stereotype: dislike, and White female stereotype: Warm, skilful and dislike). Reported below are the significant ( $p < .05$ ) pairwise comparisons for these significant univariate tests.

## 12. Pairwise comparisons of significant univariate tests for the stereotype ratings of White men, Black women and White women for White boys.

DV	Vignettes (I)	Vignette (J)	Mean Difference (I-J)	Std. Error	p	95% Confidence Interval <sup>a</sup>		
						Lower	Upper	
<b>White boys</b>								
<b>White Men</b>								
Envy	SSA/MAT	LSA/Moral	0.707	.307	.023	0.100	1.313	
		SSA/Moral	0.621	.249	.014	0.130	1.112	
		Baseline Control	0.918	.256	.000	0.413	1.423	
<b>Black Women</b>								
Dislike	SSA/MAT	LSA/MAT	-0.648	.268	.017	-1.176	-0.120	
		Baseline Control	-0.474	.216	.030	-0.900	-0.047	
		SSA/Moral	-0.584	.256	.024	-1.089	-0.079	
	Baseline Control	LSA/MAT	-0.410	.200	.042	-0.805	-0.015	
		SSA/Moral						
		Baseline Control						
<b>White Women</b>								
Warm	LSA/Moral	LSA/MAT	-0.569	.269	.036	-1.101	-0.037	
		SSA/Moral	-0.557	.225	.014	-1.001	-0.113	
		Baseline Control	-0.563	.229	.015	-1.015	-0.111	
	SSA/MAT	LSA/MAT	-0.682	.245	.006	-1.165	-0.199	
		SSA/Moral	-0.669	.187	.000	-1.039	-0.299	
		Baseline Control	-.675	.193	.001	-1.057	-0.293	
	Skilful	LSA/MAT	Baseline Control	0.493	.238	.040	0.023	0.963
		LSA/Moral	LSA/MAT	-0.789	.273	.004	-1.328	-0.249

		SSA/MAT	-0.581	.236	.015	-1.046	-0.116
		SSA/Moral	-0.639	.228	.006	-1.090	-0.189
Dislike	LSA/MAT	SSA/MAT	0.686	.270	.012	0.153	1.219
		SSA/Moral	0.873	.259	.001	0.362	1.384
		Baseline	0.551	.259	.035	0.039	1.062
		Control					

Means for significant contrasts for group stereotypes for White boys.

Measures	Vignette Means				Marginal Mean
			Scale		
			LSA	SSA	
Q20. Stereotype Content of <b>White Men</b> (1 'not at all' – 5 'extremely')					
Envy	Type	Mat	2.07	2.60	2.37
		Mor	2.22	2.13	2.17
	Marginal Mean	2.15	2.35		
		Baseline Control			1.92
Q22. Stereotype Content of <b>Black Women</b> (1 'not at all' – 5 'extremely')					
Dislike	Type	Mat	2.44	1.86	2.11
		Mor	2.28	1.97	2.10
	Marginal Mean	2.35	1.92		
		Baseline Control			2.42
Q23. Stereotype Content of <b>White Women</b> (1 'not at all' – 5 'extremely')					
Warm	Type	Mat	3.50	3.40	3.45
		Mor	3.39	3.84	3.64
	Marginal Mean	3.44	3.64		
		Baseline Control			3.87
Skilful	Type	Mat	3.54	3.60	3.57
		Mor	3.22	3.57	3.42
	Marginal Mean	3.37	3.58		
		Baseline Control			3.25
Dislike	Type	Mat	2.50	1.96	2.19
		Mor	2.20	1.77	1.95
	Marginal Mean	2.33	1.86		
		Baseline Control			2.17

## Appendix BB

### Effects of the Different Vignettes on Reported Self-stereotype for White Boys and Black Girls

#### Question

Participants were asked to answer questions about self-stereotypes (i.e., How warm, clever, skilful, popular, successful, competitive and kind do you see *yourself*?). The purpose of these series of questions is to establish how Black boy's self-stereotyping compares to the self-stereotype of other meaningful groups (i.e., White boys and Black girls).

#### Analyses

1. The effect of the covariates on self-stereotypes for White boys and Black girls.							
Covariate	Multivariate Test	Value	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>White boys</b>							
Socio-economic status	Pillai's Trace	.047	1.12 5	7.0	160.0	.350	.047
Self-esteem	Pillai's Trace	.239	7.17 1	7.0	160.0	.000	.239
Self-efficacy	Pillai's Trace	.265	8.25 2	7.0	160.0	.000	.265
Importance of ethnic identity	Pillai's Trace	.035	0.83 6	7.0	160.0	.559	.035
Commitment to ethnic identity	Pillai's Trace	.055	1.33 3	7.0	160.0	.238	.055
Contact with Whites	Pillai's Trace	.081	2.00 9	7.0	160.0	.057	.081
Contact with others	Pillai's Trace	.068	1.67 5	7.0	160.0	.119	.068
Contact with Blacks	Pillai's Trace	.054	1.29 4	7.0	160.0	.257	.054
<i>Vignettes</i>	<i>Pillai's Trace</i>	.217	1.33 5	28.0	652.0	.118	.054
<b>Black girls</b>							
Socio-economic status	Pillai's Trace	.099	1.16 2	7.0	74.0	.335	.099
Self-esteem	Pillai's Trace	.107	1.27 3	7.0	74.0	.276	.107
Self-efficacy	Pillai's Trace	.168	2.13 7	7.0	74.0	.050	.168
Importance of ethnic identity	Pillai's Trace	.094	1.09 9	7.0	74.0	.373	.094
Commitment to ethnic identity	Pillai's Trace	.129	1.57 3	7.0	74.0	.157	.129
Contact with Whites	Pillai's	.054	0.60	7.0	74.0	.752	.054

Contact with others	Trace Pillai's Trace	.063	0.708	7.0	74.0	.665	.063
Contact with Blacks	Trace Pillai's Trace	.030	0.324	7.0	74.0	.941	.030
Vignettes	Trace Pillai's Trace	.452	1.400	28.0	308.0	.090	.113

Correlations of covariates (i.e., self-esteem and self-efficacy) that significantly affected the relationship between the role model vignettes and the measurement outcome (i.e., self-stereotypes) for White boys and Black girls are reported below. Black girls with high self-efficacy had more positive self-stereotypes (i.e., saw themselves as warmer, cleverer, more skilful, successful and competitive). Additionally, White boys with high self-esteem and self-efficacy had more positive self-stereotypes (i.e., saw themselves as warmer, cleverer, more skilful, popular, successful, competitive and kinder).

2. Correlations between covariates (i.e., self-esteem and self-efficacy) and dependent variables (i.e., self-stereotypes) for significant multivariate tests for White boys and Black girls.

Dependent Variables	n	Covariates	
		Self-esteem	Self-efficacy
<b>White Boys</b>			
Warm	228	$r = .223, p = .001$	$r = .138, p = .036$
	229		
Clever	227	$r = .289, p < .001$	$r = .380, p < .001$
	228		
Skilful	229	$r = .362, p < .001$	$r = .462, p < .001$
	230		
Popular	227	$r = .486, p < .001$	$r = .282, p < .001$
	228		
Successful	227	$r = .428, p < .001$	$r = .478, p < .001$
	228		
Competitive	225	$r = .278, p < .001$	$r = .328, p < .001$
	226		
Kind	227	$r = .294, p < .001$	$r = .277, p < .001$
	228		
<b>Black girls</b>			
Warm	126		$r = .193, p = .031$
Clever	126		$r = .280, p = .001$
Skilful	125		$r = .296, p = .001$
Successful	123		$r = .367, p < .001$
Competitive	126		$r = .260, p = .003$

A 2 X 2 + 1 multivariate analysis of covariance was conducted on the hypotheses of interest. Reported below are the main effect for vignettes (Experimental vs Control) main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), the interaction between the SA and MM (SA vs MM), and a priori contrasts between SA and control (LSA vs Control and SSA vs Control) and between MM and control (Mat vs Control and Mor vs Control).

### 3. Multivariate analyses of covariance for the self-stereotype ratings.

Contrast	Multivariate Test	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>White boys</b>						
Experimental vs Control	Pillai's trace	2.81	7.0	160.0	.009	.109
LSA vs SSA	Pillai's trace	0.80	7.0	160.0	.591	.034
Mor vs Mat	Pillai's trace	5.85	7.0	160.0	.548	.036
Interaction SA vs MM	Pillai's trace	1.50	7.0	160.0	.170	.062
LSA vs Control	Pillai's trace	2.98	7.0	160.0	.006	.115
SSA vs Control	Pillai's trace	1.54	7.0	160.0	.158	.063
Mat vs Control	Pillai's trace	2.94	7.0	160.0	.006	.114
Mor vs Control	Pillai's trace	1.81	7.0	160.0	.089	.073
<b>Black girls</b>						
Experimental vs Control	Pillai's trace	0.88	7.0	74.0	.529	.077
LSA vs SSA	Pillai's trace	1.00	7.0	74.0	.437	.087
Mor vs Mat	Pillai's trace	2.00	7.0	74.0	.067	.159
Interaction SA vs MM	Pillai's trace	1.87	7.0	74.0	.086	.150
LSA vs Control	Pillai's trace	0.81	7.0	74.0	.581	.071
SSA vs Control	Pillai's trace	0.99	7.0	74.0	.446	.086
Mat vs Control	Pillai's trace	0.78	7.0	74.0	.604	.069
Mor vs Control	Pillai's trace	1.46	7.0	74.0	.195	.121

Univariate tests were conducted for significant ( $p < .05$ ) multivariate tests (i.e., for White boys – Experimental vs Control, LSA vs Control, Mat vs Control).

### 4. Univariate tests of significant multivariate analyses of covariance for self-stereotype ratings for White boys.

Contrast	DV	df	Mean Squar e	F	p	Partial Eta <sup>2</sup>
Experimental vs Control	Warm	1	1.603	2.49	.116	.015
	Clever	1	0.003	0.01	.940	.000
	Skilful	1	5.235	9.35	.003	.053
	Popular	1	5.222	7.42	.007	.043
	Successful	1	0.056	0.11	.741	.001

LSA vs Control	Competitive	1	0.148	0.12	.730	.001
	Kind	1	0.153	0.25	.621	.001
	Warm	1	2.171	3.38	.068	.020
	Clever	1	0.022	0.04	.844	.000
	Skilful	1	4.698	8.39	.004	.048
	Popular	1	6.393	9.08	.003	.052
	Successful	1	0.099	0.20	.659	.001
	Competitive	1	0.024	0.02	.889	.000
Mat vs Control	Kind	1	0.171	0.27	.601	.002
	Warm	1	1.616	2.51	.115	.015
	Clever	1	0.298	0.53	.466	.003
	Skilful	1	4.772	8.52	.004	.049
	Popular	1	3.474	4.94	.028	.029
	Successful	1	0.156	0.31	.579	.002
	Competitive	1	0.202	0.16	.686	.001
	Kind	1	0.024	0.04	.846	.000

Pairwise comparisons were conducted for significant ( $p < .05$ ) univariate tests (i.e., for White boys – skilful and dislike). Reported below are the significant ( $p < .05$ ) pairwise comparisons for these significant univariate tests.

#### 5. Pairwise comparisons of significant univariate tests for the self-stereotype ratings.

DV	Vignette (I)	Vignette (J)	Mean Difference (I-J)	Std. Error	p (a)	95% Confidence Interval(a)	
						Lower	Upper
<b>White boys</b>							
Skilful	Baseline Control	LSA/ MAT	-0.639	.205	.002	-1.044	-0.234
		SSA/ MOR	-0.432	.160	.008	-0.748	-0.115
Popular	Baseline-Control	LSA/ MAT	-0.504	.231	.030	-0.960	-0.048
		LSA/ MOR	-0.640	.228	.006	-1.090	-0.190



Means for significant contrasts for self-stereotypes for White boys.

Measures	Vignette Means				Marginal Mean
			Scale		
			LSA	SSA	
Q32. Self-stereotypes (1 'not at all' – 5 'extremely')					
<b>White boys</b>					
Skilful	Type	Mat	3.97	4.03	3.95
		Mor	4.05	4.19	4.08
	Marginal Mean		3.90	4.10	
	Baseline Control				3.63
Popular	Type	Mat	3.14	3.50	3.41
		Mor	3.73	3.49	3.54
	Marginal Mean		3.36	3.57	
	Baseline Control				3.10

## Appendix CC

### Effects of the Different Vignettes Career Aspirations for White Boys and Black Girls

#### Question

Participants were asked how much they *would like* to be one of the following: Doctor, Mechanic, IT specialist, Social Worker, Electrician, Writer, Soldier, Athlete, Musician, Politician, Actor, Teacher, Shop Assistant and Van Driver (see Appendix A, question 41). Additionally, participants were asked how likely it was that they could do one of the following jobs if they wanted to: Doctor, Mechanic, IT specialist, Social Worker, Electrician, Writer, Soldier, Athlete, Musician, Politician, Actor, Teacher, Shop Assistant and Van Driver (see Appendix A, question 42). The purpose of these analyses is to determine what, if any differences there are between the career aspirations and belief in ability to obtain a career between Black boys and White boys or Black girls. Additionally, these analyses were designed to determine if any of the role models influenced the career aspirations or belief in the ability to obtain a career for Black boys, White boys and Black girls.

#### Analyses

##### 1. The effect of the covariates on career aspirations for White boys.

Covariate	Multivariate Test	Value	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>White boys</b>							
<b>How much would you like to do this job?</b>							
Socio-economic status	Pillai's Trace	.110	1.275	14.0	145.0	.230	.110
Self-esteem	Pillai's Trace	.070	0.779	14.0	145.0	.690	.070
Self-efficacy	Pillai's Trace	.118	1.380	14.0	145.0	.170	.118
Importance of ethnic identity	Pillai's Trace	.134	1.608	14.0	145.0	.083	.134
Commitment to ethnic identity	Pillai's Trace	.090	1.025	14.0	145.0	.432	.090
Contact with Whites	Pillai's Trace	.147	1.788	14.0	145.0	.046	.147
Contact with others	Pillai's Trace	.141	1.704	14.0	145.0	.061	.141
Contact with Blacks	Pillai's Trace	.084	.948	14.0	145.0	.509	.084
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>.351</i>	<i>1.017</i>	<i>56.0</i>	<i>592.0</i>	<i>.445</i>	<i>.088</i>
<b>How likely is it that you could do this job if you wanted to?</b>							
Socio-economic status	Pillai's Trace	.141	1.752	14.0	149.0	.051	.141
Self-esteem	Pillai's Trace	.112	1.348	14.0	149.0	.186	.112
Self-efficacy	Pillai's Trace	.111	1.327	14.0	149.0	.198	.111
Importance of ethnic identity	Pillai's Trace	.159	2.005	14.0	149.0	.021	.159
Commitment to ethnic identity	Pillai's Trace	.076	0.871	14.0	149.0	.591	.076
Contact with Whites	Pillai's Trace	.182	2.374	14.0	149.0	.005	.182

Contact with others	Pillai's Trace	.110	1.319	14.0	149.0	.203	.110
Contact with Blacks	Pillai's Trace	.074	0.845	14.0	149.0	.619	.074
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>.355</i>	<i>1.059</i>	<i>56.0</i>	<i>608.0</i>	<i>.365</i>	<i>.089</i>

---

## 2. The effect of the covariates on career aspirations for Black girls.

Covariate	Multivariate Test	Value	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>Black girls</b>							
<b>How much would you like to do this job?</b>							
Socio-economic status	Pillai's Trace	.244	1.566	14.0	68.0	.112	.244
Self-esteem	Pillai's Trace	.150	0.854	14.0	68.0	.610	.150
Self-efficacy	Pillai's Trace	.151	0.866	14.0	68.0	.598	.151
Importance of ethnic identity	Pillai's Trace	.159	0.918	14.0	68.0	.544	.159
Commitment to ethnic identity	Pillai's Trace	.202	1.229	14.0	68.0	.276	.202
Contact with Whites	Pillai's Trace	.309	2.171	14.0	68.0	.018	.309
Contact with others	Pillai's Trace	.173	1.019	14.0	68.0	.446	.173
Contact with Blacks	Pillai's Trace	.216	1.336	14.0	68.0	.210	.216
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>.549</i>	<i>.807</i>	<i>56.0</i>	<i>284.0</i>	<i>.833</i>	<i>.137</i>
<b>How likely is it that you could do this job if you wanted to?</b>							
Socio-economic status	Pillai's Trace	.224	1.401	14.0	68.0	.177	.224
Self-esteem	Pillai's Trace	.099	0.534	14.0	68.0	.904	.099
Self-efficacy	Pillai's Trace	.262	1.728	14.0	68.0	.070	.262
Importance of ethnic identity	Pillai's Trace	.108	0.587	14.0	68.0	.866	.108
Commitment to ethnic identity	Pillai's Trace	.166	0.964	14.0	68.0	.499	.166
Contact with Whites	Pillai's Trace	.258	1.689	14.0	68.0	.079	.258
Contact with others	Pillai's Trace	.261	1.720	14.0	68.0	.072	.261
Contact with Blacks	Pillai's Trace	.158	0.908	14.0	68.0	.554	.158
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>.730</i>	<i>1.132</i>	<i>56.0</i>	<i>284.0</i>	<i>.257</i>	<i>.182</i>

Correlations of covariates (i.e., career aspirations) that significantly affected the relationship between the role model vignettes and the measurement outcome (i.e., importance of ethnic identity, and contact with White friends) for White boys and Black girls are reported below. Black girls with more White friends felt less capable of being a social worker and more capable of being a soldier. Additionally, White boys with wanted to be an athlete and musician more if their ethnic identity was important to them, and White boys with more friends wanted to be a soldier more, and a doctor, social worker, writer, athlete, musician, and actor less.

3. Correlations between covariates (i.e., career aspirations) and dependent variables (i.e., importance of ethnic identity, and contact with White friends) for significant multivariate tests for White boys and Black girls.

Dependent Variable	<i>n</i>	Covariate	
		Importance of ethnic identity	Contact with whites
<b>Career Aspirations for White Boys</b>			
<b>How much would you like to do this job?</b>			
Doctor	220		$r = -.181, p = .007$
Social Worker	220		$r = -.149, p = .027$
Writer	218		$r = -.185, p = .006$
Soldier	221		$r = .139, p = .038$
Athlete	209	$r = .206, p = .003$	
	218		$r = -.134, p = .048$
Musician	209	$r = .154, p = .026$	
	219		$r = -.140, p = .039$
Actor	219		$r = -.171, p = .011$
<b>Career Aspirations for Black Girls</b>			
<b>How likely is it that you could do this job if you wanted to?</b>			
Social Worker	125		$r = -.230, p = .010$
Soldier	125		$r = .218, p = .015$

A 2 X 2 + 1 multivariate analysis of covariance was conducted on the hypotheses of interest. Reported below are the main effect for vignettes (Experimental vs Control) main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), the interaction between the SA and MM (SA vs MM), and a priori contrasts between SA and control (LSA vs Control and SSA vs Control) and between MM and control (Mat vs Control and Mor vs Control).

## 4. Multivariate analyses of covariance for the career aspiration of White boys and Black girls.

Contrast	Multivariate Test	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>White boys</b>						
<b>How much would you like to do this job?</b>						
Experimental vs Control	Pillai's trace	1.06	14.0	145.0	.401	.093
LSA vs SSA	Pillai's trace	0.54	14.0	145.0	.909	.049
Mor vs Mat	Pillai's trace	1.47	14.0	145.0	.128	.125
Interaction SA vs MM	Pillai's trace	0.96	14.0	145.0	.496	.085
LSA vs Control	Pillai's trace	0.86	14.0	145.0	.605	.077
SSA vs Control	Pillai's trace	1.06	14.0	145.0	.397	.093
Mat vs Control	Pillai's trace	1.26	14.0	145.0	.240	.108
Mor vs Control	Pillai's trace	1.02	14.0	145.0	.433	.090
<b>How likely is it that you could do this job if you wanted to?</b>						
Experimental vs Control	Pillai's trace	1.40	14.0	146.0	.160	.118
LSA vs SSA	Pillai's trace	0.53	14.0	146.0	.914	.048
Mor vs Mat	Pillai's trace	0.82	14.0	146.0	.648	.073
Interaction SA vs MM	Pillai's trace	0.84	14.0	146.0	.628	.074
LSA vs Control	Pillai's trace	1.16	14.0	146.0	.316	.100
SSA vs Control	Pillai's trace	1.27	14.0	146.0	.231	.109
Mat vs Control	Pillai's trace	1.41	14.0	146.0	.156	.119
Mor vs Control	Pillai's trace	1.14	14.0	146.0	.326	.099
<b>Black girls</b>						
<b>How much would you like to do this job?</b>						
Experimental vs Control	Pillai's trace	0.67	14.0	68.0	.795	.121
LSA vs SSA	Pillai's trace	0.56	14.0	68.0	.886	.103
Mor vs Mat	Pillai's trace	0.91	14.0	68.0	.558	.157
Interaction SA vs MM	Pillai's trace	1.11	14.0	68.0	.363	.186
LSA vs Control	Pillai's trace	0.76	14.0	68.0	.709	.135
SSA vs Control	Pillai's trace	0.55	14.0	68.0	.896	.101
Mat vs Control	Pillai's trace	0.61	14.0	68.0	.849	.111
Mor vs Control	Pillai's trace	0.84	14.0	68.0	.626	.147
<b>How likely is it that you could do this job if you wanted to?</b>						
Experimental vs Control	Pillai's trace	0.75	14.0	69.0	.713	.133
LSA vs SSA	Pillai's trace	0.79	14.0	69.0	.676	.138
Mor vs Mat	Pillai's trace	1.80	14.0	69.0	.056	.267
Interaction SA vs MM	Pillai's trace	1.34	14.0	69.0	.210	.213
LSA vs Control	Pillai's trace	0.95	14.0	69.0	.517	.161
SSA vs Control	Pillai's trace	0.59	14.0	69.0	.863	.107
Mat vs Control	Pillai's trace	0.63	14.0	69.0	.835	.113
Mor vs Control	Pillai's trace	1.35	14.0	69.0	.202	.215

## Appendix DD

### Frequencies of Professions and Ethnicities provided in Open-ended Questions and Role Model Names of Spontaneously Cited Role Models for Black girls

#### Question

Participants were asked if they could think of someone they wanted to be like one day, and then answered a series of questions to describe this person, as well as explain why they chose the role model (see Appendix A, questions 43-47). The purpose of these analyses is to determine if Black boys differ from White boys, Black girls and White girls in who they currently view as role models.

Professions and ethnicity provided in open-ended questions 'other information about role model' and 'please write down what this person does' for the spontaneously cited role models of Black girls. Percentages are for those 101 Black girls that provided additional information about their role model.

Other professions and ethnicities	Frequency	Percent
President	7	5
<b>Sportsperson</b>	<b>4</b>	<b>4</b>
Runner	2	2
Basketball player	1	1
Swimmer	1	1
<b>Businessperson</b>	<b>13</b>	<b>9</b>
Director	1	1
Equipment manager at a bank	1	1
Secretary of state for defence	1	1
Virgin Founder	1	1
<b>Musician</b>	<b>8</b>	<b>6</b>
Musician – Singer	11	8
Musician – Gospel	2	2
Musician - Saxophone	1	1
<b>Student</b>	<b>3</b>	<b>3</b>
Student – Artist	1	1
Student – Law	1	1
Student – Secondary school	1	1
Writer	4	3
Lawyer	3	2
Midwife	3	2
Nurse	3	2
Fashion designer	2	2
Model	2	2
TV Presenter	2	2
Author	1	1
Barrister or Works with childcare or dressmaker	1	1
Beauty consultant	1	1

Chef	1	1
Fashion designer	2	2
Florist	1	1

CONTINUED. Professions and ethnicity provided for spontaneously cited role models.

Other professions and ethnicities	Frequency	
	y	Percent
Human Rights Organisation of the UN	1	1
Manager of prison and retirement home	1	1
Occupational Therapist	1	1
Pediatrician	1	1
Physiotherapist	1	1
Politician	1	1
Social Worker	1	1
<b>Ethnicity</b>		
African	1	1
Mixed Race	1	1

Role model names of spontaneously cited role models for Black girls.

Role model name	Frequency	Percent
Mum	9	6.8
Barack Obama	7	5.3
Beyonce	5	3.8
Oprah Winfrey	5	3.8
Aunt	2	1.5
Grandma	2	1.5
I Want To Be Myself	2	1.5
Jaqueline Wilson	2	1.5
Kimora Lee Simmons	2	1.5
Myself	2	1.5
Tyra Banks	2	1.5
Usain Bolt	2	1.5
Aldo Zilli	1	.8
Arleen Shan	1	.8
Ashanty (Musician)	1	.8
Ashwariya Rai (Asian)	1	.8
Aunt (works near the Queen)	1	.8
Auntie	1	.8
Bill Gates / Oprah Winfrey / Richard	1	.8
Branson	1	.8
Cece Winans	1	.8
Chris Brown's wifey	1	.8
Ciara (singer, dancer)	1	.8



Condoliza Rice	1	.8
D&G / Oprah Winfrey	1	.8
Dad	1	.8
Dani Hammer and Jack Will in Willson	1	.8

---

## CONTINUED. Spontaneously cited role model names for Black girls.

Role model name	Frequency	Percent
Danielle Steel	1	.8
Delphia	1	.8
Don't Know	1	.8
Dwayne Wade	1	.8
Gucci	1	.8
Gwen Stefani	1	.8
Halle Berry	1	.8
Hilary Duff / Keira Knightly	1	.8
Jackie Chan	1	.8
Jada Pinkett Smith	1	.8
Jennie	1	.8
kate taylor/my dad	1	.8
Kesh the fashion designer	1	.8
Keyshia cole	1	.8
Leah	1	.8
Madeline Santulu	1	.8
mariah carey	1	.8
Mum or grandma or constance Briscoe	1	.8
mum/dad	1	.8
Nadine	1	.8
No	1	.8
olivia	1	.8
Oprah Winfrey/Tyra B	1	.8
Pediatrician (childr	1	.8
Rachel	1	.8
Rebecca Adlington	1	.8
Richard Branson	1	.8
Rochelle	1	.8
Rosa Parks	1	.8
Sally Jessica	1	.8
Selena Gomez	1	.8
Sister	1	.8
Tannasha	1	.8
Uncle	1	.8
Utada Hikaru	1	.8
Will Smith	1	.8
Yolanda Brown	1	.8
Total	133	100.0

## Appendix EE

### Effects of the Different Vignettes on Spontaneously Cited Role Models for White Boys and Black girls

#### Question

Participants were asked if they could think of someone they wanted to be like one day, and then answered a series of questions to describe this person, as well as explain why they chose the role model (see Appendix A, questions 43-47). The purpose of these analyses is to determine if Black boys differ from White boys, Black girls and White girls in who they currently view as role models.

#### Analyses

*Analyses of descriptives for spontaneously cited role models for White boys.*

#### 1. Frequencies of significant contrasts for spontaneously cited role model characteristics by White boys.

DV	Analysis	Vignettes				Control	Total
		LSA/ MAT	LSA/ MOR	SSA/ MAT	SSA/ MOR		
<b>White boys</b>							
Famous	Frequency	10	13	14	18	20	75
	Percent Yes	32.3	61.9	50.0	39.1	55.6	46.3
Sportsman	Frequency	16	14	13	18	10	71
	Percent Yes	51.6	66.7	46.4	39.1	27.8	43.8

A 2 X 2 + 1 multinomial logistic regression model was conducted on the categorical hypotheses of interest. Reported below are the main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), and the interaction between the two (SA vs MM) as well as the effects of the covariates on the model.

#### 2. Multinomial logistic regression model for categorical measures of spontaneously cited role model descriptives for White boys.

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval	
							Lower	Upper
<b>Role Model is Black</b>								
yes	Intercept	3.843	2.703	2.022	1	.155		
	Socio-economic status	-0.441	0.346	1.625	1	.202	0.644	0.327 1.267
	Self-esteem	0.422	0.519	.660	1	.416	1.524	0.551 4.214
	Self-efficacy	-1.307	0.541	5.837	1	.016	0.271	0.094 0.781
	Importance of ethnic identity	-0.161	0.326	.245	1	.620	0.851	0.450 1.611
	Commitment to ethnic identity	-0.121	0.280	.188	1	.665	0.886	0.512 1.533
	Contact with Whites	-1.028	0.438	5.508	1	.019	0.358	0.152 0.844
	Contact with others	0.295	0.351	.705	1	.401	1.343	0.675 2.675
	Contact with Blacks	0.898	0.455	3.900	1	.048	2.455	1.007 5.985



Commitment to ethnic identity	0.558	0.283	3.902	1	.048	1.748	1.004	3.041
Contact with Whites	0.096	0.280	0.117	1	.732	1.100	0.636	1.904
Contact with others	0.478	0.339	1.992	1	.158	1.613	0.830	3.132
Contact with Blacks	- 0.499	0.329	2.291	1	.130	0.607	0.318	1.158
Experimental vs Control	0.422	0.704	0.360	1	.549	1.525	0.384	6.057
Intercept	1.518	3.087	0.242	1	.623			
LSA vs SSA	- 2.534	1.369	3.424	1	.064	0.079	0.005	1.162
Mor vs Mat	- 1.450	0.812	3.189	1	.074	0.234	0.048	1.152
SA vs MM	2.081	1.753	1.410	1	.235	8.012	0.258	248.5 9

---

## 2 CONTINUED. Multinomial logistic regression for spontaneously cited role models.

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval		
							Lower	Upper	
<b>Role Model is famous</b>									
yes	Intercept	-	1.621	0.435	1	.510			
		1.069							
	Socio-economic status	-	0.210	0.001	1	.969	0.992	0.658	1.496
		0.008							
	Self-esteem	0.712	0.320	4.939	1	.026	2.037	1.088	3.816
	Self-efficacy	-	0.323	1.514	1	.218	0.672	0.357	1.265
		0.397							
	Importance of ethnic identity	0.078	0.208	0.139	1	.709	1.081	0.718	1.626
	Commitment to ethnic identity	0.138	0.179	0.589	1	.443	1.148	0.807	1.631
	Contact with Whites	-	0.205	0.621	1	.431	0.851	0.570	1.271
		0.161							
	Contact with others	-	0.223	0.046	1	.830	0.953	0.615	1.476
		0.048							
	Contact with Blacks	0.070	0.220	0.100	1	.752	1.072	0.696	1.650
	Experimental vs Control	-	0.435	2.082	1	.149	0.534	0.227	1.252
		0.628							
	Intercept	-	2.256	1.016	1	.313			
		2.275							
	LSA vs SSA	1.459	0.687	4.512	1	.034	4.301	1.119	16.526
	Mor vs Mat	0.350	0.580	.363	1	.547	1.419	0.455	4.426
	SA vs MM	-	0.994	5.028	1	.025	0.108	0.015	0.755
		2.230							
<b>Role Model is relative</b>									
yes	Intercept	-	1.762	0.403	1	.525			
		1.119							
	Socio-economic status	0.053	0.222	0.057	1	.812	1.054	0.682	1.629
	Self-esteem	-	0.314	3.134	1	.077	0.573	0.310	1.061
		0.556							
	Self-efficacy	0.262	0.324	0.653	1	.419	1.299	0.689	2.449
	Importance of ethnic identity	-	0.215	0.281	1	.596	0.892	0.585	1.360
		0.114							
	Commitment to ethnic identity	0.084	0.186	0.205	1	.650	1.088	0.756	1.567
	Contact with Whites	0.216	0.226	0.915	1	.339	1.241	0.797	1.933
	Contact with others	0.256	0.241	1.125	1	.289	1.291	0.805	2.071
	Contact with Blacks	-	0.233	0.415	1	.519	0.861	0.545	1.359
		0.150							
	Experimental vs Control	0.123	0.469	0.068	1	.794	1.131	0.451	2.836

	Intercept	1.050	2.287	0.211	1	.646			
LSA vs SSA	-	1.278	0.786	2.645	1	.104	0.279	0.060	1.300
Mor vs Mat	-	0.411	0.589	0.487	1	.485	0.663	0.209	2.102
SA vs MM		1.029	1.056	0.950	1	.330	2.799	0.353	22.178

**Role Model is actor**

There were not enough 'Yes' answers to conduct the main analyses.

---

## 2 CONTINUED. Multinomial logistic regression for spontaneously cited role models.

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval		
							Lower	Upper	
<b>Role Model is musician</b>									
yes	Intercept	-	3.471	10.857	1	.001			
		11.44							
	Socio-economic status	0.293	0.406	0.521	1	.470	1.340	0.605	2.969
	Self-esteem	1.122	0.656	2.924	1	.087	3.070	0.849	11.102
	Self-efficacy	0.775	0.660	1.379	1	.240	2.170	0.596	7.907
	Importance of ethnic identity	0.279	0.335	0.693	1	.405	1.322	0.685	2.551
	Commitment to ethnic identity	-	0.298	0.247	1	.619	0.862	0.481	1.546
	Contact with Whites	-	0.346	0.924	1	.336	.717	0.364	1.413
	Contact with others	0.532	0.414	1.652	1	.199	1.703	0.756	3.834
	Contact with Blacks	-	0.375	0.001	1	.971	0.986	0.473	2.056
		0.014							
	Experimental vs Control	-	0.788	0.019	1	.892	0.898	0.192	4.208
		0.107							
	Intercept	-	5.111	7.925	1	.005			
		14.39							
	LSA vs SSA	0.616	1.199	0.263	1	.608	1.851	0.176	19.418
	Mor vs Mat	0.775	1.030	0.566	1	.452	2.170	0.288	16.326
	SA vs MM	-	1.934	0.674	1	.412	0.204	0.005	9.057
		1.588							
<b>Role Model is sportsman</b>									
yes	Intercept	-	1.660	0.545	1	.461			
		1.225							
	Socio-economic status	-	0.219	0.849	1	.357	0.817	0.532	1.255
	Self-esteem	0.202	0.317	2.827	1	.093	1.705	0.915	3.174
	Self-efficacy	-	0.332	5.242	1	.022	0.467	0.243	0.896
		0.761							
	Importance of ethnic identity	0.434	0.223	3.791	1	.052	1.543	0.997	2.389
	Commitment to ethnic identity	-	0.189	0.048	1	.827	0.960	0.663	1.389
	Contact with Whites	0.041	0.212	0.141	1	.707	1.083	0.715	1.641
	Contact with others	-	0.229	0.193	1	.661	0.904	0.577	1.418
		0.101							
	Contact with Blacks	0.142	0.233	0.372	1	.542	1.153	0.730	1.821
	Experimental vs	0.927	0.475	3.806	1	.051	2.527	0.996	6.414



Control	Intercept	-	2.132	0.298	1	.585			
		1.165							
LSA vs SSA		1.519	0.692	4.814	1	.028	4.566	1.176	17.73 1
Mor vs Mat		0.155	0.581	0.071	1	.790	1.168	0.374	3.645
SA vs MM		0.851	0.962	0.782	1	.377	0.427	0.065	2.815

**Role Model is teacher**

There were not enough 'yes' answers to conduct these analyses.

**Role Model is doctor**

There were not enough 'Yes' answers to conduct the main analyses.

---

## 2 CONTINUED. Multinomial logistic regression for spontaneously cited role models.

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval		
							Lower	Upper	
<b>Role Model is businessman</b>									
yes									
Intercept	-	2.157	6.448	1	.011				
	5.478								
Socio-economic status	0.242	0.259	.877	1	.349	1.274	0.767	2.117	
Self-esteem	-	0.351	.039	1	.844	0.933	0.470	1.855	
	0.069								
Self-efficacy	0.723	0.399	3.286	1	.070	2.060	0.943	4.499	
Importance of ethnic identity	-	0.244	0.150	1	.699	0.910	0.564	1.468	
	0.095								
Commitment to ethnic identity	0.174	0.212	0.671	1	.413	1.190	0.785	1.803	
Contact with Whites	0.364	0.244	2.236	1	.135	1.439	0.893	2.320	
Contact with others	-	0.276	0.091	1	.763	0.920	0.535	1.581	
	0.083								
Experimental vs Control	-	0.253	1.353	1	.245	0.745	0.454	1.223	
	0.294								
Intercept	-	2.521	2.353	1	.125				
	3.868								
LSA vs SSA	-	0.889	0.442	1	.506	0.554	0.097	3.165	
	0.591								
Mor vs Mat	0.421	0.637	0.435	1	.509	1.523	0.437	5.311	
SA vs MM	0.902	1.151	0.614	1	.433	2.465	0.258	23.52	2

**Role Model is scientist**

There were not enough 'Yes' answers to conduct the main analyses.

a The reference category is: no.

*Analyses of reasons why White boys chose their spontaneously cited role models.*

A 2 X 2 multinomial logistic regression model was conducted on the categorical hypotheses of interest. Reported below are the main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), and the interaction between the two (SA vs MM) as well as the effects of the covariates on the model.

3. Multinomial logistic regression model for categorical measures of why White boys chose spontaneously cited role models.

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval	
							Lower	Upper
<b>Role Model is Black</b>								
There were not enough 'Yes' answers to conduct the main analyses.								
<b>Role Model had a large scale of achievement</b>								
There were not enough 'Yes' answers to conduct the main analyses.								
<b>Role Model had socio-moral success</b>								
There were not enough 'Yes' answers to conduct the main analyses.								
<b>Role Model is a leader</b>								
There were not enough 'Yes' answers to conduct the main analyses.								
<b>Role Model is determined</b>								
There were not enough 'Yes' answers to conduct the main analyses.								
<b>Role Model is religious</b>								
There were not enough 'Yes' answers to conduct the main analyses.								

3 CONTINUED. Multinomial logistic regression for spontaneously cited role models.

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval	
							Lower	Upper
<b>Role Model had material success</b>								
yes	Intercept	-						
		0.395	1.626	0.059	1	.808		
	Socio-economic status	0.176	0.210	0.702	1	.402	1.192	0.790 1.800
	Self-esteem	-						
		0.354	0.301	1.386	1	.239	0.702	0.389 1.266
	Self-efficacy	-						
		0.134	0.311	0.187	1	.666	0.874	0.475 1.608
	Importance of ethnic identity	0.112	0.204	0.303	1	.582	1.119	0.750 1.669
	Commitment to ethnic identity	0.237	0.177	1.798	1	.180	1.267	0.896 1.792
	Contact with Whites	0.192	0.207	0.855	1	.355	1.211	0.807 1.818
	Contact with others	-						
		0.156	0.230	0.460	1	.498	0.856	0.545 1.343
	Contact with Blacks	-						
		0.083	0.225	0.137	1	.711	0.920	0.592 1.430
	Experimental vs Control	0.508	0.438	1.346	1	.246	1.663	0.704 3.925
	Intercept	1.583	2.137	0.549	1	.459		
	LSA vs SSA	-						
		1.205	0.709	2.891	1	.089	0.300	0.075 1.202
	Mor vs Mat	-						
		0.235	0.566	0.173	1	.678	0.790	0.260 2.398
	SA vs MM	1.097	0.980	1.252	1	.263	2.995	0.438 20.459



3 CONTINUED. Multinomial logistic regression for spontaneously cited role models.

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval	
							Lower	Upper
<b>Role Model is inspirational</b>								
yes Intercept	-	3.462	8.674	1	.003			
	10.20							
Socio-economic status	0.086	0.373	0.054	1	.817	1.090	0.525	2.262
Self-esteem	-	0.438	1.013	1	.314	0.644	0.273	1.518
	0.441							
Self-efficacy	1.885	0.641	8.648	1	.003	6.588	1.875	23.143
Importance of ethnic identity	-	0.303	2.361	1	.124	0.628	0.347	1.137
	0.465							
Commitment to ethnic identity	0.505	0.275	3.381	1	.066	1.657	0.967	2.838
Contact with Whites	-	0.303	1.326	1	.249	0.705	0.389	1.278
	0.349							
Contact with others	0.363	0.376	0.930	1	.335	1.437	0.688	3.005
Contact with Blacks	0.028	0.382	0.005	1	.941	1.029	0.486	2.175
Experimental vs Control	1.941	1.153	2.834	1	.092	6.965	0.727	66.724
Intercept	-	3.747	5.032	1	.025			
	8.405							
LSA vs SSA	0.779	0.860	0.820	1	.365	2.179	0.404	11.759
Mor vs Mat	0.393	0.826	0.227	1	.634	1.482	0.294	7.475
SA vs MM	-	1.482	2.334	1	.127	0.104	0.006	1.898
	2.264							

**Role Model is kind**

There were not enough 'Yes' answers to conduct the main analyses.

**Role Model is smart**

yes Intercept	-	4.763	0.000	1	.999			
	0.007							
Socio-economic status	0.856	0.547	2.445	1	.118	2.354	0.805	6.882
Self-esteem	-	0.750	7.551	1	.006	.127	0.029	0.554
	2.061							
Self-efficacy	1.001	0.787	1.619	1	.203	2.722	0.582	12.732
Importance of ethnic identity	-	0.490	0.624	1	.430	0.679	0.260	1.775
	0.387							
Commitment to ethnic identity	0.068	0.375	0.033	1	.855	1.071	0.514	2.232
Contact with Whites	-	0.496	0.901	1	.342	0.625	0.236	1.650
	0.470							
Contact with others	0.084	0.642	0.017	1	.896	1.088	0.309	3.827
Contact with Blacks	-	0.602	0.030	1	.863	0.901	0.277	2.930
	0.104							
Experimental vs Control	0.697	1.224	0.325	1	.569	2.009	0.182	22.135
Intercept	6.383	6.918	0.851	1	.356			
LSA vs SSA	-	1.911	0.388	1	.533	0.304	0.007	12.866
	1.190							

Mor vs Mat	0.937	1.341	0.488	1	.485	2.552	0.184	35.370
SA vs MM	0.811	2.199	0.136	1	.712	0.444	0.006	33.094

---

a The reference category is: no.

## Appendix FF

### Role Model Names of Spontaneously Cited Role Models for White Boys

#### Question

Participants were asked if they had a role model. Those that did were asked to identify the role model.

Role model names of spontaneously cited role models for White boys.		
Role model name	Frequency	Percent
Dad	12	5.0
C. Ronaldo	8	3.3
Uncle	7	2.9
Sir Alan Sugar	5	2.1
Steven Gerrard	5	2.1
Brother	4	1.7
Aaron Lennon	3	1.3
Barack Obama	3	1.3
Bill Gates	3	1.3
David Beckham	2	.8
Pele	2	.8
Rafael Nadal	2	.8
Richard Branson	2	.8
Air Marshall	1	.4
Alex Ferguson	1	.4
Alex Zane	1	.4
Andrew Loppage	1	.4
Andy Farrel	1	.4
Andy McCall	1	.4
Antony	1	.4
Architect	1	.4
Bahm	1	.4
Banksy	1	.4
Beethoven	1	.4
Ben Parker	1	.4
Bradley	1	.4
Brian	1	.4
Brian Paddick	1	.4
Cesc Fabregas	1	.4
Cousin (man)	1	.4
Dan Abnett	1	.4
Daniel Cook	1	.4

Danny Cipriani	1	.4
----------------	---	----

CONTINUED. Spontaneously cited role model names for White boys.		
---	--	--

Role model name	Frequency	Percent
Dave Mirra / Tony Haw	1	.4
David Beckham / David Bentley	1	.4
David Bentley	1	.4
David Burke	1	.4
David James	1	.4
Don't know name	1	.4
Etem Celebi	1	.4
Eugene Finn	1	.4
famous mechanic	1	.4
Francesco Fabregas	1	.4
Francesco Totti	1	.4
Frank Lampard	1	.4
Frankie Boyle/ Duncan Bannatyne	1	.4
Freddie Mercury	1	.4
Frederick	1	.4
George	1	.4
George Craig	1	.4
Grandad	1	.4
I Want To Be Myself	1	.4
Ice Evans	1	.4
iker cassilas/ mr thomas	1	.4
James Bond	1	.4
James Cathill	1	.4
James Golway	1	.4
Jeff Hardy	1	.4
Jimi Hendrix	1	.4
JK Rowling	1	.4
Joe Calzaghe	1	.4
John Terry	1	.4
John Terry McIntyre	1	.4
Justin Timberlake	1	.4
Kaka	1	.4
Kevin Pieterston	1	.4
Kurt Cobain	1	.4
kyle falconer	1	.4
Ledley King	1	.4
Lewis Hamilton	1	.4
Lil Wayne, T-Pain, &	1	.4
Louis Hamilton, Jeremy Clarkson,	1	.4



Richard Hammond, James May

Martin Greensmith 1 .4

CONTINUED. Spontaneously cited role model names for White boys.

Role model name	Frequency	Percent
Martin Johnson (rugby player)	1	.4
Michael Shannon	1	.4
Michael Vaughn	1	.4
Mikolaj	1	.4
Mobb Deep	1	.4
Mozart	1	.4
Mum	1	.4
Myself	1	.4
nicola	1	.4
No	1	.4
Paddy	1	.4
Paul	1	.4
Prince William	1	.4
R. Quaresma	1	.4
Richard Cygar	1	.4
Robert	1	.4
Robert Green	1	.4
Rocky Balboa	1	.4
Ryan Giggs	1	.4
Sebastien Foucan	1	.4
Sir Alex Ferguson	1	.4
soldier	1	.4
Step Dad	1	.4
Steven Hoare	1	.4
The prophet Eligta	1	.4
Theo Walcott	1	.4
Tiger Woods	1	.4
Tony	1	.4
Torres Or A Forensic Scientist	1	.4
Tyra Banks	1	.4
Usain Bolt	1	.4
Usif	1	.4
Valentino Rossi	1	.4
Van Persie	1	.4
Vis Diesel	1	.4
Zydrunas Sovickas	1	.4
Unstated (Did not provide Role Model's name)	85	37.4

---

Total	154	62.6
-------	-----	------

---

## Appendix GG

### Comparison Choices for White Boys and Black Girls

#### Question

Participants were asked to identify significant others (i.e., Black men, White men, Black women, White women, other men, other women) they would compare themselves when evaluating their own cleverness, personality, skill and life opportunities. They were also asked to clarify whether these comparison people were family members, friends, people at school or others (see Appendix A, questions 33-40). The purpose of this series of questions was to evaluate the potential usefulness or relevance of the role models.

#### Analyses

1. Frequencies of comparison of self to others groups of people (i.e., Black men, White men, Black women, White women, Other men, and other women) on cleverness, personality, skilfulness, and opportunity by White boys for each vignette.

DV	Analysis	Vignettes				Control	Total	
		LSA/ MAT	LSA/ MOR	SSA/ MAT	SSA/ MOR			
<b>White boys</b>								
Clever	Black male	Frequency	2	4	2	3	4	15
		Percent Yes	6.1	12.5	4.4	5.3	7.8	6.9
	White male	Frequency	18	20	25	31	24	118
		Percent Yes	54.5	62.5	55.6	54.4	47.1	54.1
	Black female	Frequency	1	0	0	0	1	2
		Percent Yes	3.0	0.0	0.0	0.0	2.0	0.9
	White female	Frequency	4	2	0	6	5	17
		Percent Yes	12.1	6.3	0.0	10.5	9.8	7.8
	Other male	Frequency	7	6	17	17	17	64
		Percent Yes	21.2	18.8	37.8	29.8	33.3	29.4
Other female	Frequency	1	0	1	0	0	2	
	Percent Yes	3.0	0.0	2.2	0.0	0.0	0.9	
Personality	Black male	Frequency	5	3	5	7	1	21
		Percent Yes	14.7	9.1	11.9	12.3	2.0	9.7
	White male	Frequency	13	20	22	26	28	109
		Percent Yes	38.2	60.6	52.4	45.6	56.0	50.5
	Black female	Frequency	1	1	0	0	2	4
		Percent Yes	2.9	3.0	0.0	0.0	4.0	1.9
	White female	Frequency	6	4	0	3	4	17
		Percent Yes	17.6	12.1	0.0	5.3	8.0	7.9
	Other male	Frequency	7	5	14	20	14	60
		Percent Yes	20.6	15.2	33.3	35.1	28.0	27.8
Other female	Frequency	2	0	1	1	1	5	
	Percent Yes	5.9	0.0	2.4	1.8	2.0	2.3	

## 1 CONTINUED. Frequencies of comparison to others groups for White boys.

DV	Analysis	Vignettes				Control	Total		
		LSA/ MAT	LSA/ MOR	SSA/ MAT	SSA/ MOR				
Skill	Black male	Frequency	7	1	1	7	8	24	
		Percent Yes	20.6	3.1	2.4	12.3	16.7	11.3	
	White male	Frequency	17	19	22	27	19	104	
		Percent Yes	50.0	59.4	52.4	47.4	39.6	48.8	
	Black female	Frequency	0	0	0	1	0	1	
		Percent Yes	0.0	0.0	0.0	1.8	0.0	.5	
	White female	Frequency	0	2	1	0	6	9	
		Percent Yes	0.0	6.3	2.4	0.0	12.5	4.2	
	Other male	Frequency	9	10	17	21	15	72	
		Percent Yes	26.5	31.3	40.5	36.8	31.3	33.8	
	Other female	Frequency	1	0	1	1	0	3	
		Percent Yes	2.9	.0	2.4	1.8	0.0	1.4	
	Life Opportunities	Black male	Frequency	3	3	1	5	1	13
			Percent Yes	8.8	9.4	2.4	8.8	2.0	6.1
White male		Frequency	17	17	24	32	25	115	
		Percent Yes	50.0	53.1	58.5	56.1	50.0	53.7	
Black female		Frequency	1	2	0	1	1	5	
		Percent Yes	2.9	6.3	0.0	1.8	2.0	2.3	
White female		Frequency	4	1	0	3	5	13	
		Percent Yes	11.8	3.1	0.0	5.3	10.0	6.1	
Other male		Frequency	6	8	16	15	17	62	
		Percent Yes	17.6	25.0	39.0	26.3	34.0	29.0	
Other female		Frequency	3	1	0	1	1	6	
		Percent Yes	8.8	3.1	0.0	1.8	2.0	2.8	

## 2. Frequencies of comparison of self to others groups of people (i.e., Black men, White men, Black women, White women, Other men, and other women) on cleverness, personality, skilfulness, and opportunity by Black girls for each vignette.

DV	Analysis	Vignettes				Control	Total
		LSA/ MAT	LSA/ MOR	SSA/ MAT	SSA/ MOR		

**Black girls**

Clever	Black male	Frequency	2	1	2	0	0	5
		Percent	9.1	3.7	9.1	0.0	0.0	4.1
		Yes						
	White male	Frequency	0	0	0	1	0	1
		Percent	0.0	0.0	0.0	4.3	0.0	0.8
		Yes						
	Black female	Frequency	16	17	15	13	22	83
		Percent	72.7	63.0	68.2	56.5	75.9	67.5
		Yes						
	White female	Frequency	0	0	1	2	1	4
		Percent	0.0	.0	4.5	8.7	3.4	3.3
		Yes						
	Other male	Frequency	0	0	1	0	1	2
		Percent	0.0	0.0	4.5	0.0	3.4	1.6
		Yes						
	Other female	Frequency	4	9	3	7	5	28
		Percent	18.2	33.3	13.6	30.4	17.2	22.8
		Yes						

---

2 CONTINUED. Frequencies of comparison to others groups for Black girls.									
DV	Analysis	Vignettes					Control	Total	
		LSA/ MAT	LSA/ MOR	SSA/ MAT	SSA/ MOR				
Personality	Black male	Frequency	1	1	1	0	1	4	
		Percent Yes	4.5	3.7	5.0	0.0	3.4	3.3	
	White male	Frequency	0	0	0	0	0	0	
		Percent Yes	0.0	0.0	0.0	0.0	0.0	0.0	
	Black female	Frequency	19	17	15	15	22	88	
		Percent Yes	86.4	63.0	75.0	68.2	75.9	73.3	
	White female	Frequency	0	1	1	1	1	4	
		Percent Yes	0.0	3.7	5.0	4.5	3.4	3.3	
	Other male	Frequency	0	1	1	0	0	2	
		Percent Yes	0.0	3.7	5.0	0.0	0.0	1.7	
	Other female	Frequency	2	7	2	6	5	22	
		Percent Yes	9.1	25.9	10.0	27.3	17.2	18.3	
	Skill	Black male	Frequency	2	2	2	2	3	11
			Percent Yes	9.1	7.4	9.1	9.5	10.3	9.1
White male		Frequency	0	0	2	0	0	2	
		Percent Yes	0.0	0.0	9.1	0.0	0.0	1.7	
Black female		Frequency	13	18	12	10	20	73	
		Percent Yes	59.1	66.7	54.5	47.6	69.0	60.3	
White female		Frequency	2	1	0	2	2	7	
		Percent Yes	9.1	3.7	0.0	9.5	6.9	5.8	
Other male		Frequency	0	0	1	1	0	2	
		Percent Yes	0.0	0.0	4.5	4.8	0.0	1.7	
Other female		Frequency	5	6	5	6	4	26	
		Percent Yes	22.7	22.2	22.7	28.6	13.8	21.5	
Life Opportunities		Black male	Frequency	1	0	3	0	3	7
			Percent Yes	4.8	0.0	13.6	0.0	10.3	5.9
	White male	Frequency	2	2	0	2	0	6	
		Percent Yes	9.5	7.7	0.0	9.5	0.0	5.0	
	Black female	Frequency	13	16	12	13	17	71	
		Percent Yes	59.1	66.7	54.5	47.6	69.0	60.3	

female	Percent	61.9	61.5	54.5	61.9	58.6	59.7
	Yes						
White	Frequency	2	4	3	1	5	15
female	Percent	9.5	15.4	13.6	4.8	17.2	12.6
	Yes						
Other	Frequency	0	0	2	0	0	2
male	Percent	0.0	0.0	9.1	0.0	0.0	1.7
	Yes						
Other	Frequency	3	4	2	5	4	18
female	Percent	14.3	15.4	9.1	23.8	13.8	15.1
	Yes						

---

3. Frequencies of comparison of self to others groups of people (i.e., family, friend, school, other) on cleverness, personality, skilfulness, and opportunity by White boys for each vignette.

DV	Analysis	Vignettes					Control	Total
		LSA/ MAT	LSA/ MOR	SSA/ MAT	SSA/ MOR			
<b>White boys</b>								
Clever	Family	Frequency	20	13	15	27	20	95
		Percent Yes	55.6	43.3	31.9	47.4	39.2	43.0
	Friend	Frequency	10	14	15	19	20	78
		Percent Yes	27.8	46.7	31.9	33.3	39.2	35.3
	School	Frequency	2	3	10	10	8	33
		Percent Yes	5.6	10.0	21.3	17.5	15.7	14.9
	Other	Frequency	4	0	7	1	3	15
		Percent Yes	11.1	0.0	14.9	1.8	5.9	6.8
Personality	Family	Frequency	19	12	17	21	19	88
		Percent Yes	51.4	38.7	37.0	37.5	38.0	40.0
	Friend	Frequency	10	14	24	29	22	99
		Percent Yes	27.0	45.2	52.2	51.8	44.0	45.0
	School	Frequency	3	5	3	5	7	23
		Percent Yes	8.1	16.1	6.5	8.9	14.0	10.5
	Other	Frequency	5	0	2	1	2	10
		Percent Yes	13.5	0.0	4.3	1.8	4.0	4.5
Skill	Family	Frequency	11	7	11	21	18	68
		Percent Yes	29.7	22.6	25.6	37.5	36.7	31.5
	Friend	Frequency	11	19	15	18	21	84
		Percent Yes	29.7	61.3	34.9	32.1	42.9	38.9
	School	Frequency	10	4	10	14	8	46
		Percent Yes	27.0	12.9	23.3	25.0	16.3	21.3
	Other	Frequency	5	1	7	3	2	18
		Percent Yes	13.5	3.2	16.3	5.4	4.1	8.3
Life Opportunities	Family	Frequency	19	12	27	30	29	117
		Percent	51.4	38.7	62.8	52.6	58.0	52.7



	Yes						
Friend	Frequency	7	11	8	15	7	48
	Percent	18.9	35.5	18.6	26.3	14.0	22.0
	Yes						
School	Frequency	7	6	3	10	10	36
	Percent	18.9	19.4	7.0	17.5	20.0	16.5
	Yes						
Other	Frequency	4	2	5	2	4	17
	Percent	10.8	6.5	11.6	3.5	8.0	7.8
	Yes						

---

4. Frequencies of comparison of self to others groups of people (i.e., family, friend, school, other) on cleverness, personality, skilfulness, and opportunity by Black girls for each vignette.

DV	Analysis	Vignettes				Control	Total	
		LSA/ MAT	LSA/ MOR	SSA/ MAT	SSA/ MOR			
<b>Black girls</b>								
Clever	Family	Frequency	10	13	9	11	12	55
		Percent	45.5	50.0	42.9	47.8	42.9	45.8
		Yes						
	Friend	Frequency	4	5	9	3	6	27
		Percent	18.2	19.2	42.9	13.0	21.4	22.5
		Yes						
	School	Frequency	4	3	1	5	8	21
		Percent	18.2	11.5	4.8	21.7	28.6	17.5
		Yes						
	Other	Frequency	4	5	2	4	2	17
		Percent	18.2	19.2	9.5	17.4	7.1	14.2
		Yes						
Personality	Family	Frequency	10	14	8	9	9	50
		Percent	47.6	51.9	40.0	42.9	32.1	42.7
		Yes						
	Friend	Frequency	9	8	10	11	11	49
		Percent	42.9	29.6	50.0	52.4	39.3	41.9
		Yes						
	School	Frequency	1	4	0	0	3	8
		Percent	4.8	14.8	0.0	0.0	10.7	6.8
		Yes						
	Other	Frequency	1	1	2	1	5	10
		Percent	4.8	3.7	10.0	4.8	17.9	8.5
		Yes						
Skill	Family	Frequency	11	13	5	9	8	46
		Percent	50.0	48.1	23.8	45.0	29.6	39.3
		Yes						
	Friend	Frequency	4	6	8	6	7	31
		Percent	18.2	22.2	38.1	30.0	25.9	26.5
		Yes						
	School	Frequency	5	5	6	5	6	27
		Percent	22.7	18.5	28.6	25.0	22.2	23.1
		Yes						
	Other	Frequency	2	3	2	0	6	13
		Percent	9.1	11.1	9.5	0.0	22.2	11.1
		Yes						
Life Opportunities	Family	Frequency	10	11	9	15	10	55
		Percent	47.6	42.3	42.9	83.3	35.7	48.2
		Yes						

Friend	Frequency	4	6	6	0	6	22
	Percent	19.0	23.1	28.6	0.0	21.4	19.3
School	Yes						
	Frequency	2	2	1	2	4	11
	Percent	9.5	7.7	4.8	11.1	14.3	9.6
Other	Yes						
	Frequency	5	7	5	1	8	26
	Percent	23.8	26.9	23.8	5.6	28.6	22.8
	Yes						

---

## Appendix HH

### Socio-economic status descriptives for Black young men

#### Question

Participants were asked questions about their level of education, how many books they own, working as an employee or self-employed, if employed how many people work for your employer, if self-employed how many people they employ, if they supervise others and the sort of work they do (i.e. modern professional occupations, clerical and intermediate occupations, senior managers or administrators, technical and craft occupations, semi-routine manual and service occupations, routine manual and service occupations, middle or junior managers and traditional professional occupations; see Appendix A, question 54). The purpose of these series of questions was to analyze the socio-economic status (SES) of the participants.

#### Analyses

There was no correlation between socio-economic status and education level ( $r_{(129)} = -0.08$ ,  $p = .386$ ), socio-economic status and number of books owned ( $r_{(130)} = -0.09$ ,  $p = .296$ ), or education level and number of books owned ( $r_{(145)} = 0.04$ ,  $p = .663$ ) for Black young men.

Black young men who had a job were more likely to be employed by someone else (80%) rather than self-employed, work in small companies (47%), not be a supervisor (78%), and work in either a modern professional, clerical & intermediate, or semi-routine manual & service occupation (16% each). They were also likely to have some type of degree or qualification (92%) and own some books (only 11% reported owning none).

Black young men who are currently unemployed seem to seeking either a modern professional (10%), technical and craft (10%) semi-routine manual & service (9%), routine manual & service (8%), or senior managers/administrators (8%) occupations. However, 50% of this group left this question blank. They were also likely to have some type of degree or qualification (82%), the majority of which with a GSCE or equivalent (49%), and own some books (only 5% reported owning none).

Black young men who replied as "other" to the question seem to be interested in either semi-routine manual & service (18%), or senior managers/administrators (10%) occupations. However, 52% of this group left this question blank. They were also likely to have some type of qualification (85%), the majority of which with a GSCE or equivalent (46%), and own some books (only 2% reported owning none).

Detailed summary of the socio-economic status of the Black young men sample who are employed.

Employment Status	Socio-economic Status Indicators	Frequency	Percent
<b>Employed</b>		<b>45</b>	<b>100</b>
	<i>Employment Status</i>		
	Employed	36	80
	Self-employed with employees	8	18
	Self-employed without employees	1	2
	<i>Number of Employees in workplace</i>		
	1-24 employees	21	47
	25+ employees	13	29
	Unstated	11	24
	Supervisor (yes)	10	22
	Supervisor (no)	35	78
	<i>Type of Employment</i>		
	Modern professional occupations	7	16
	Clerical and intermediate occupations	7	16
	Senior managers or administrators	1	2
	Technical and craft occupations	6	13
	Semi-routine manual and service occupations	7	16
	Routine manual and service occupations	3	7
	Middle or junior managers	3	7
	Traditional professional occupations	1	2
	Unstated	10	21
	<i>Education</i>		
	GCSE or equivalent	21	47
	A/AS-levels	12	27
	University Degree	2	4
	Other Qualification (BTEC, Diploma, ICT, NVQ Level 3)	7	16
	None of these	2	4
	Unstated	1	2
	<i>Number of Books in Home</i>		
	None	5	11
	1-10	7	15
	11-50	13	29
	51-100	8	18
	101-200	5	11
	200+	4	9
	Unstated	3	7

Detailed summary of the socio-economic status of the Black young men sample who are seeking a job.

Employment Status	Socio-economic Status Indicators	Frequency	Percent
<b>Job Seeker</b>		<b>67</b>	<b>100</b>
	<i>Type of Employment Preferred</i>		
	Modern professional occupations	7	10
	Clerical and intermediate occupations	2	3
	Senior managers or administrators	5	8
	Technical and craft occupations	7	10
	Semi-routine manual and service occupations	6	9
	Routine manual and service occupations	5	8
	Middle or junior managers	1	1
	Traditional professional occupations	1	1
	Unstated	33	50
	<i>Education</i>		
	GCSE or equivalent	33	49
	A/AS-levels	14	21
	University Degree	1	2
	Other Qualification (BTEC, Level 1 Computers, Level 1 Gym Instructor, Level 2 Plasterer, Diploma, WAEC)	7	10
	None of these	9	13
	Unstated	3	5
	<i>Number of Books in Home</i>		
	None	3	5
	1-10	21	30
	11-50	27	40
	51-100	10	15
	101-200	3	5
	200+	3	5

Detailed summary of the socio-economic status of the Black young men sample who replied other.

Employment Status	Socio-economic Status Indicators	Frequency	Percent
<b>Other</b>		<b>39</b>	<b>100</b>
	<i>Type of Employment Preferred</i>		
	Modern professional occupations	1	3
	Clerical and intermediate occupations	3	8
	Senior managers or administrators	4	10
	Technical and craft occupations	1	3
	Semi-routine manual and service occupations	7	18
	Routine manual and service occupations	1	3
	Middle or junior managers	1	3
	Traditional professional occupations	0	0
	Unstated	21	52
	<i>Education</i>		
	GCSE or equivalent	18	46
	A/AS-levels	10	26
	University Degree	1	3
	Other Qualification (BTEC, Adult Numeracy Level 1, DEGU)	4	10
	None of these	4	10
	Unstated	2	5
	<i>Number of Books in Home</i>		
	None	1	2
	1-10	19	49
	11-50	5	13
	51-100	7	18
	101-200	3	8
	200+	2	5
	Unstated	2	5

## Appendix II

### Manipulation Checks on Scale of Achievement and Type of Outcome Questions for Black Young Men

#### Question

To measure Scale of Achievement (SA) participants were asked how easy they think it was for person X to get where he is today. To measure Type of Outcome (MM) participants were asked: "For person X, how important are other people," "For person X, how important is it to become rich?" and "For person X, how important is it to become famous?" The purpose of these analyses was to see whether or not Black young men correctly identified the differences between the different vignettes.

#### Analyses

A 2 X 2 multivariate analysis of covariance was conducted on the hypotheses of interest. Reported below are the main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), and the interaction between the two (SA vs MM).

Multivariate analyses of covariance for the manipulation check measures.						
Contrast	Multivariate Test	F <sup>a</sup>	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
LSA vs SSA	Pillai's trace	1.30	4.0	116.0	.273	.043
Mor vs Mat	Pillai's trace	6.91	4.0	116.0	.000	.192
SA vs MM	Pillai's trace	3.59	4.0	116.0	.008	.110

a All Fs are an exact statistic

Univariate tests were conducted only following significant ( $p < .05$ ) multivariate tests (i.e., Mor vs Mat, SA vs MM).

Univariate analyses of significant multivariate tests for the manipulation check measures.						
Contrast	Dependent Variable	df	Mean Square	F	p	Partial Eta <sup>2</sup>
Mor vs Mat	How easy was it for person X to get where he is today?	1	0.494	0.12	.733	.001
	How important are other people?	1	8.853	20.98	.000	.150
	How important is it to be rich?	1	0.937	3.42	.067	.028
	How important is it to be famous?	1	2.275	4.33	.040	.035
SA vs MM	How easy was it for person X to get where he is today?	1	0.494	0.48	.488	.004
	How important are other people?	1	8.853	7.26	.008	.057
	How important is it to be rich?	1	0.937	0.77	.382	.006
	How important is it to be famous?	1	2.275	1.46	.230	.012



Pairwise comparisons were conducted for significant ( $p < .05$ ) univariate tests (i.e., how important are other people, and how important is it to be famous). Reported below are the significant ( $p < .05$ ) pairwise comparisons for these significant univariate tests.

Pairwise comparisons of significant univariate tests for the manipulation check measures.

DV	Vignettes (I)	Vignettes (J)	Mean Difference (I-J)	Std. Error	p <sup>a</sup>	95% Confidence Interval <sup>a</sup>	
						Lower	Upper
How important are other people?	SSA/MAT	LSA/MAT	-0.972	.288	.001	-1.543	-.402
		LSA/MOR	-1.349	.276	.000	-1.896	-.802
		SSA/MOR	-1.452	.281	.000	-2.007	-.896
How important is it to be famous?	SSA/MOR	LSA/MAT	-0.661	.326	.045	-1.306	-0.016
		SSA/MAT	-0.742	.317	.021	-1.370	-0.114

Means for significant contrasts for manipulation checks for Black young men.

Measures	Vignette Means				Marginal Mean
		Type	Scale		
			LSA	SSA	
Q3. How important are other people to X? (1 'not at all' – 5 'very')	Type	Mat	3.71	2.74	3.20
		Mor	4.09	4.19	4.14
	Marginal Mean		3.92	3.47	
Q5. How important is it for X to be famous? (1 'not at all' – 5 'very')	Type	Mat	2.50	2.58	2.54
		Mor	2.30	1.84	2.08
	Marginal Mean		2.39	2.21	

## Appendix JJ

### Effects of the Different Vignettes on Judgements about the Role Models for Black Young Men

#### Question

Participants were asked to rate how they thought about the role model (i.e., liking, happy, pride, similarity to self, like to meet him, want to be like him, could be like him, find inspiring, find interesting, remember him, would tell friends about him, heard about and met someone like him) and how other people might think about the role model (i.e., would regard him as warm and friendly, clever, skilful, popular, successful, competitive, kind, look up to, respected, feared, envied, pitied, as similar to other Black men, as similar to other White men, and as happy). The purpose of these series of questions was to establish what Black young men believe other people think about the role models and how Black young men respond to the role models.

#### Analyses

##### *Categorical measures*

#### 1. Frequencies of significant contrast of the evaluation of the role model for Black young men.

Evaluation of Role Model		Vignette				Total Answered Yes
		LSA/MAT	LSA/MOR	SSA/MAT	SSA/MOR	
Q19. Have you ever heard about someone like X?	Frequency	22	25	24	28	99
	Percent	79	76	77	93	81
	Yes					
Q19. Have you ever met anyone like X?	Frequency	19	20	24	29	92
	Percent	68	61	77	94	75
	Yes					

A 2 X 2 multinomial logistic regression model was conducted on the categorical hypotheses of interest. Reported below are the main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), and the interaction between the two (SA vs MM) as well as the effects of the covariates on the model.

2. Multinomial logistic regression model for categorical measures of judgements about the role models.<sup>a</sup>

Measure Item	B	Std. Error	Wald	df	p	Exp (B)	95% Confidence Interval	
							Lower	Upper
<b>Have you ever met anyone else like X?</b>								
yes Intercept	-1.36	2.659	0.260	1	.610			
LSA vs SSA	-0.07	0.720	0.009	1	.923	0.933	0.228	3.822
Mor vs Mat	2.63	1.219	4.653	1	.031	13.866	1.272	151.17
SA vs MM	-4.13	1.511	7.463	1	.006	0.016	0.001	0.312
Socio-economic status	0.14	0.142	0.989	1	.320	1.151	0.872	1.519
Self-esteem	1.32	0.567	5.417	1	.020	3.744	1.232	11.383
Self-efficacy	-1.66	0.619	7.206	1	.007	0.190	0.056	0.638
Importance of ethnic contact	0.28	0.409	0.478	1	.490	1.327	0.595	2.959
Commitment to ethnic contact	-0.02	0.356	0.002	1	.963	0.984	0.489	1.976
Contact with Whites	-0.20	0.293	0.454	1	.501	0.821	0.462	1.458
Contact with others	0.03	0.386	0.624	1	.430	1.357	0.636	2.893
Contact with Blacks	0.48	0.417	1.335	1	.248	1.619	0.715	3.667
<b>Have you ever heard of anyone else like X?</b>								
yes Intercept	-0.94	2.527	0.140	1	.709			
LSA vs SSA	0.72	0.756	0.916	1	.339	2.061	0.469	9.059
Mor vs Mat	1.78	0.948	3.530	1	.060	5.932	0.926	38.000
SA vs MM	-2.74	1.299	4.458	1	.035	0.064	0.005	0.821
Socio-economic status	0.02	0.141	0.019	1	.889	1.020	0.773	1.345
Self-esteem	0.71	0.560	1.588	1	.208	2.026	0.676	6.075
Self-efficacy	-0.97	0.576	2.854	1	.091	0.378	0.122	1.169
Importance of ethnic contact	0.19	0.426	0.189	1	.664	1.204	0.522	2.774

Commitment to ethnic contact	0.29	0.356	0.68 1	1	.40 9	1.342	0.667	2.699
Contact with Whites	-0.16	0.289	0.28 8	1	.59 2	0.856	0.486	1.510
Contact with others	-0.09	0.386	0.04 9	1	.82 5	0.918	0.431	1.956
Contact with Blacks	0.42	0.425	0.99 8	1	.31 8	1.528	0.665	3.513

---

a The reference category is: no.

*Non-categorical measures*

3. The effect of the covariates on the non-categorical judgements of the role models.							
Covariate	Multivariate Test	Value	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>Covariates</b>							
Socio-economic status	Pillai's Trace	.326	1.08	26.0	58.0	.391	.326
Self-esteem	Pillai's Trace	.372	1.32	26.0	58.0	.187	.372
Self-efficacy	Pillai's Trace	.380	1.37	26.0	58.0	.160	.380
Importance of ethnic identity	Pillai's Trace	.444	1.78	26.0	58.0	.035	.444
Commitment to ethnic identity	Pillai's Trace	.238	0.70	26.0	58.0	.845	.238
Contact with Whites	Pillai's Trace	.307	0.99	26.0	58.0	.495	.307
Contact with others	Pillai's Trace	.213	0.60	26.0	58.0	.921	.213
Contact with Blacks	Pillai's Trace	.358	1.24	26.0	58.0	.243	.358
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>1.144</i>	<i>1.42</i>	<i>78.0</i>	<i>180.0</i>	<i>.029</i>	<i>.381</i>

A 2 X 2 multivariate analysis of covariance was conducted on the non-categorical hypotheses of interest. Reported below are the main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), and the interaction between the two (SA vs MM).

4. Multivariate analyses of covariance for the role model judgements.						
Contrast	Multivariate Test	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
LSA vs SSA	Pillai's trace	1.06	26.0	58.0	.410	.323
Mor vs Mat	Pillai's trace	1.72	26.0	58.0	.044	.435
SA vs MM	Pillai's trace	1.39	26.0	58.0	.147	.385

Univariate tests were conducted only following significant ( $p < .05$ ) multivariate tests (i.e., Mor vs Mat).

5. Univariate tests of significant multivariate analyses of covariance for the role model judgements for Black young men.

Contrast	DV	df	Mean Square	F	p	Partial Eta <sup>2</sup>
Mor vs Mat	How do you feel about X?	1	2.138	2.76	.101	.032
	How proud are you of X?	1	0.633	0.87	.355	.010
	How happy is X?	1	1.158	1.49	.226	.018
	Would like to meet X?	1	0.165	0.13	.719	.002
	How similar is X to you?	1	0.366	0.25	.620	.003
	How similar is X to Black men?	1	0.103	0.14	.705	.002
	How similar is X to White men?	1	12.506	10.53	.002	.113
	Do you want to be like X?	1	10.561	7.50	.008	.083
	Could be like X?	1	5.359	4.64	.034	.053
	How inspiring is X's story?	1	0.000	0.00	.988	.000
	How interesting is X's story?	1	0.242	0.19	.668	.002
	Will remember X's story?	1	0.061	0.04	.848	.000
	Would you tell X's story to a friend?	1	0.965	0.72	0.40	0.01

5 CONTINUED. Univariate tests for the role model judgements.

Contrast	DV	df	Mean Square	F	p	Partial Eta <sup>2</sup>
<b>How much do others see X as...</b>						
	Warm	1	1.986	2.52	.116	.029
	Clever	1	0.000	0.00	.986	.000
	Skilful	1	0.192	0.20	.653	.002
	Popular	1	8.727	9.69	.003	.105
	Successful	1	0.224	0.27	.607	.003
	Competitive	1	10.481	9.13	.003	.099
	Kind	1	4.770	5.53	.021	.062
	Admire	1	0.085	0.10	.754	.001
	Respect	1	0.002	0.00	.958	.000
	Fear	1	3.713	4.24	.043	.049
	Envy	1	5.267	3.25	.075	.038
	Pity	1	1.373	0.88	.350	.011
	Dislike	1	5.526	4.44	.038	.051

Pairwise comparisons were conducted for significant ( $p < .05$ ) univariate tests (i.e., how similar is X other White men, how much do you want to be like X, how much could you be like X, Popular, kind, fear, and dislike). Reported below are the significant ( $p < .05$ ) pairwise comparisons for these significant univariate tests.

6. Pairwise comparisons of significant univariate tests for the role model judgements.

DV	Vignettes (I)	Vignettes (J)	Mean Difference (I-J)	Std. Error	p	95% Confidence Interval	
						Lower	Upper
How similar is X other White men?	SSA/MAT	LSA/MOR	0.95	.33	.01	0.30	1.61
		SSA/MOR	1.10	.32	.00	0.46	1.74
How much do you want to be like X?	SSA/MOR	LSA/MAT	-0.90	.39	.02	-1.67	-0.14
		SSA/MAT	-0.76	.35	.03	-1.45	-0.06
How much could you be like X?	LSA/MAT	LSA/MOR	0.76	.38	.05	0.01	1.52
Popular	LSA/MAT	LSA/MOR	0.69	.33	.04	0.02	1.35
		SSA/MOR	1.00	.31	.00	0.39	1.61
		SSA/MAT	0.65	.28	.02	0.10	1.21
Competitive	LSA/MAT	LSA/MOR	0.97	.38	.01	0.222	1.721
		SSA/MOR	0.80	.35	.02	0.109	1.491
		SSA/MAT	0.67	.32	.04	0.024	1.308
Kind	LSA/MOR	SSA/MAT	0.85	.28	.00	0.30	1.41
Fear	LSA/MAT	LSA/MOR	0.83	.33	.01	0.17	1.48
		SSA/MAT	0.93	.30	.00	0.34	1.53
		SSA/MOR	0.98	.30	.00	0.37	1.58
Dislike	LSA/MAT	SSA/MOR	0.88	.36	.02	0.16	1.60

Means for significant contrasts for role model judgements for Black young men.					
Measures	Vignette Means				
			Scale		Marginal Mean
			LSA	SSA	
Q11. How similar is X to White men? (1 'not at all' – 5 'very')	Type	Mat	2.95	3.27	2.97
		Mor	2.17	2.17	2.30
	Marginal Mean		2.52	2.74	
Q13. How much do you want to be like X? (1 'not at all' – 5 'very much')	Type	Mat	3.48	3.38	3.30
		Mor	3.04	2.54	2.89
	Marginal Mean		3.18	3.00	
Q14. How much could you be like X? (1 'not at all' – 5 'very much')	Type	Mat	4.24	4.04	4.02
		Mor	3.67	3.54	3.64
	Marginal Mean		3.79	3.85	
Q9. How much do others see X as... (1 'not at all' – 5 'extremely')	Type	Mat	3.00	2.77	2.79
		Mor	2.54	2.13	2.56
	Marginal Mean		2.78	2.56	
Competitive	Type	Mat	3.81	3.58	3.59
		Mor	2.92	3.04	3.08
	Marginal Mean		3.28	3.36	
Kind	Type	Mat	3.57	3.15	3.24
		Mor	4.00	3.58	3.73
	Marginal Mean		3.75	3.25	
Fear	Type	Mat	2.29	1.42	1.81
		Mor	1.54	1.38	1.53
	Marginal Mean		1.92	1.42	
Dislike	Type	Mat	2.62	2.08	2.38
		Mor	1.83	1.79	1.95
	Marginal Mean		2.17	2.15	



## Appendix KK

### Effects of the Different Vignettes on Ratings of Other Social Groups on the Stereotype Dimensions for Black Young Men

#### Question

Participants were asked to rate how they thought other people would evaluate Black men and White men in terms of their warmth, cleverness, skilfulness, popularity, success, competitiveness, kindness, admiration, respect, fear, envy, pity and dislike. They were also asked to rate how other people would evaluate Black women and White women in terms of their warmth, cleverness, skilfulness and how much other people would respect and dislike these groups. The purpose of these series of questions was to determine the stereotypes that Black young men have for these groups and whether or not any or all of the role models reduce the stereotypes for these groups (especially for Black men).

#### Analyses

*Effects of the different vignettes on ratings of Black men*

1. The effect of the covariates on ratings of Black men.							
Covariate	Multivariate Test	Value	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
Socio-economic status	Pillai's Trace	.109	0.91	13.0	97.0	.543	.109
Self-esteem	Pillai's Trace	.142	1.23	13.0	97.0	.269	.142
Self-efficacy	Pillai's Trace	.101	0.84	13.0	97.0	.614	.101
Importance of ethnic identity	Pillai's Trace	.203	1.90	13.0	97.0	.039	.203
Commitment to ethnic identity	Pillai's Trace	.231	2.24	13.0	97.0	.013	.231
Contact with Whites	Pillai's Trace	.136	1.18	13.0	97.0	.307	.136
Contact with others	Pillai's Trace	.162	1.44	13.0	97.0	.154	.162
Contact with Blacks	Pillai's Trace	.051	0.40	13.0	97.0	.967	.051
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>.522</i>	<i>1.16</i>	<i>52.0</i>	<i>400.0</i>	<i>.225</i>	<i>.131</i>

A 2 X 2 + 1 multivariate analysis of covariance was conducted on the hypotheses of interest. Reported below are the main effect for vignettes (Experimental vs Control) main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), the interaction between the SA and MM (SA vs MM), the main effect vs control comparisons: SA and control (LSA vs Control and SSA vs Control, Mat vs Control, and Mor vs Control).

## 2. Multivariate analyses of covariance for the stereotype ratings of Black men.

Vignettes	Multivariate Test	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
Experimental vs Control	Pillai's trace	1.93	13.0	97.0	.036	.205
LSA vs SSA	Pillai's trace	0.81	13.0	97.0	.648	.098
Mor vs Mat	Pillai's trace	0.58	13.0	97.0	.865	.070
SA vs MM	Pillai's trace	1.50	13.0	97.0	.132	.167
LSA vs Control	Pillai's trace	2.32	13.0	97.0	.013	.237
SSA vs Control	Pillai's trace	1.23	13.0	97.0	.271	.141
Mat vs Control	Pillai's trace	1.97	13.0	97.0	.031	.209
Mor vs Control	Pillai's trace	1.44	13.0	97.0	.154	.162

Univariate tests were conducted for significant ( $p < .05$ ) multivariate tests (i.e., Experimental vs Control, LSA vs Control and Mat vs Control).

## 3. Univariate tests of significant multivariate analyses of covariance for the stereotype ratings of Black men.

Vignettes Contrast	DV	df	Mean Square	F	p	Partial Eta <sup>2</sup>
Experimental vs Control	Warm	1	6.764	6.63	.011	.057
	Fear	1	0.000	0.00	.998	.000
	Clever	1	3.678	4.10	.045	.036
	Skilful	1	0.504	0.49	.486	.004
	Popular	1	0.130	0.11	.746	.001
	Envy	1	0.380	0.23	.630	.002
	Successful	1	1.358	0.94	.333	.009
	Competitive	1	0.026	0.02	.895	.000
	Pity	1	0.270	0.17	.677	.002
	Kind	1	3.950	3.36	.070	.030
	Admire	1	0.903	0.61	.435	.006
	Respect	1	12.392	9.08	.003	.077
	Dislike	1	8.151	5.55	.020	.048
LSA vs Control	Warm	1	7.760	7.61	.007	.065
	Fear	1	0.121	0.06	.814	.001
	Clever	1	3.072	3.43	.067	.030
	Skilful	1	0.133	0.13	.721	.001
	Popular	1	0.615	0.50	.481	.005
	Envy	1	0.000	0.00	.991	.000
	Successful	1	0.944	0.66	.420	.006
	Competitive	1	0.001	0.00	.975	.000
	Pity	1	0.506	0.33	.569	.003
	Kind	1	2.789	2.37	.126	.021
	Admire	1	0.172	0.12	.733	.001
	Respect	1	11.452	8.39	.005	.072
	Dislike	1	10.918	7.43	.007	.064
Mat vs Control	Warm	1	6.907	6.77	.011	.058

Fear	1	0.001	0.00	.986	.000
Clever	1	2.400	2.68	.105	.024
Skilful	1	0.007	0.01	.934	.000
Popular	1	0.125	0.10	.751	.001
Envy	1	0.069	0.04	.837	.000
Successful	1	0.252	0.18	.676	.002
Competitive	1	0.024	0.02	.900	.000
Pity	1	0.156	0.10	.752	.001
Kind	1	3.166	2.69	.104	.024
Admire	1	0.396	0.27	.605	.002
Respect	1	10.659	7.81	.006	.067
Dislike	1	6.317	4.30	.040	.038

Pairwise comparisons were conducted for significant ( $p < .05$ ) univariate tests (i.e., warm, clever, respect and dislike). Reported below are the significant ( $p < .05$ ) pairwise comparisons for these significant univariate tests.

4. Pairwise comparisons of significant univariate tests for the stereotype ratings of Black men.

DV	Vignettes (I)	Vignettes (J)	Mean Difference (I-J)	Std. Error	p	95% Confidence Interval(a)	
						Lower	Upper
Warm	Control	LSA/MAT	0.866	.323	.008	-1.506	-0.226
Clever	Control	SSA/MOR	0.652	.297	.030	-1.241	-0.063
Respect	Control	LSA/MAT	1.010	.373	.008	0.270	1.750
		LSA/MOR	0.773	.352	.030	0.076	1.469
		SSA/MAT	0.753	.352	.035	0.054	1.451
		SSA/MOR	0.927	.367	.013	0.200	1.654
Dislike	LSA/MAT	SSA/MAT	0.980	.373	.010	0.240	1.719
	Control	LSA/MAT	-1.168	.388	.003	-1.936	-0.400
		SSA/MOR	-0.879	.381	.023	-1.633	-0.125

Means for significant contrasts for Black men stereotypes for Black young men.					
Measures	Vignette Means				
			Scale		Marginal Mean
			LSA	SSA	
Q21. Stereotype Content of <b>Black Men</b> (1 'not at all' – 5 'extremely')					
Warm	Type	Mat	2.78	2.85	2.80
		Mor	2.69	2.76	2.77
	Marginal Mean		2.75	2.81	
		Baseline Control			3.41
Clever	Type	Mat	3.09	3.15	3.17
		Mor	2.96	2.76	2.85
	Marginal Mean		3.10	2.92	
		Baseline Control			3.41
Respect	Type	Mat	3.35	3.31	3.38
		Mor	3.15	3.16	3.14
	Marginal Mean		3.32	3.20	
		Baseline Control			4.05
Dislike	Type	Mat	3.04	2.08	2.59
		Mor	2.31	2.80	2.57
	Marginal Mean		2.57	2.29	
		Baseline Control			1.73

*Effects of the different vignettes on ratings of White men, Black women, and White women*

5. The effect of the covariates on ratings of White men, Black women and White women.							
Covariate	Multivariate Test	Value	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>White men stereotype covariates</b>							
Socio-economic status	Pillai's Trace	.102	.81	13.0	92.000	.651	.102
Self-esteem	Pillai's Trace	.217	1.96	13.0	92.000	.034	.217
Self-efficacy	Pillai's Trace	.207	1.85	13.0	92.000	.047	.207
Importance of ethnic identity	Pillai's Trace	.112	.89	13.0	92.000	.568	.112
Commitment to ethnic identity	Pillai's Trace	.208	1.86	13.0	92.000	.045	.208
Contact with Whites	Pillai's Trace	.111	.88	13.0	92.000	.572	.111
Contact with others	Pillai's Trace	.132	1.08	13.0	92.000	.389	.132
Contact with Blacks	Pillai's Trace	.161	1.36	13.0	92.000	.196	.161
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>.523</i>	<i>1.10</i>	<i>52.0</i>	<i>380.000</i>	<i>.306</i>	<i>.131</i>
<b>Black women stereotype covariates</b>							
Socio-economic status	Pillai's Trace	.070	1.59	5.0	106.0	.170	.070
Self-esteem	Pillai's Trace	.039	.86	5.0	106.0	.513	.039
Self-efficacy	Pillai's Trace	.039	.85	5.0	106.0	.515	.039
Importance of ethnic identity	Pillai's Trace	.066	1.50	5.0	106.0	.197	.066
Commitment to ethnic identity	Pillai's Trace	.035	.77	5.0	106.0	.573	.035
Contact with Whites	Pillai's Trace	.112	2.68	5.0	106.0	.025	.112
Contact with others	Pillai's Trace	.054	1.21	5.0	106.0	.311	.054
Contact with Blacks	Pillai's Trace	.127	3.08	5.0	106.0	.012	.127
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>.120</i>	<i>0.67</i>	<i>20.0</i>	<i>436.0</i>	<i>.854</i>	<i>.030</i>
<b>White women stereotype covariates</b>							
Socio-economic status	Pillai's Trace	.065	1.51	5.0	109.0	.194	.065
Self-esteem	Pillai's Trace	.043	0.98	5.0	109.0	.431	.043
Self-efficacy	Pillai's Trace	.041	0.93	5.0	109.0	.465	.041
Importance of ethnic identity	Pillai's Trace	.102	2.47	5.0	109.0	.037	.102
Commitment to ethnic identity	Pillai's Trace	.052	1.21	5.0	109.0	.311	.052
Contact with Whites	Pillai's Trace	.011	0.25	5.0	109.0	.938	.011
Contact with others	Pillai's Trace	.016	0.35	5.0	109.0	.882	.016
Contact with Blacks	Pillai's Trace	.027	0.60	5.0	109.0	.697	.027
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>.202</i>	<i>1.19</i>	<i>20.0</i>	<i>448.0</i>	<i>.257</i>	<i>.050</i>

A 2 X 2 + 1 multivariate analysis of covariance was conducted on the hypotheses of interest. Reported below are the main effect for vignettes (Experimental vs Control) main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), the interaction between the SA and MM (SA vs MM), the main effect vs control comparisons: SA and control (LSA vs Control and SSA vs Control, Mat vs Control, and Mor vs Control).

6. Multivariate analyses of covariance for the stereotype ratings of White men, Black women, and White women.

Contrast	Multivariate Test	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>White Male Stereotype</b>						
Experimental vs Control	Pillai's trace	1.45	13.0	92.0	.152	.170
LSA vs SSA	Pillai's trace	1.23	13.0	92.0	.273	.148
Mor vs Mat	Pillai's trace	0.80	13.0	92.0	.660	.101
Interaction SA vs MM	Pillai's trace	0.79	13.0	92.0	.671	.100
LSA vs Control	Pillai's trace	1.59	13.0	92.0	.102	.184
SSA vs Control	Pillai's trace	1.26	13.0	92.0	.251	.151
Mat vs Control	Pillai's trace	1.26	13.0	92.0	.251	.151
Mor vs Control	Pillai's trace	1.44	13.0	92.0	.157	.169
<b>Black Female Stereotype</b>						
Experimental vs Control	Pillai's trace	0.62	5.0	106.0	.684	.028
LSA vs SSA	Pillai's trace	0.36	5.0	106.0	.877	.017
Mor vs Mat	Pillai's trace	1.05	5.0	106.0	.392	.047
Interaction SA vs MM	Pillai's trace	0.69	5.0	106.0	.636	.031
LSA vs Control	Pillai's trace	0.43	5.0	106.0	.827	.020
SSA vs Control	Pillai's trace	0.72	5.0	106.0	.611	.033
Mat vs Control	Pillai's trace	0.54	5.0	106.0	.743	.025
Mor vs Control	Pillai's trace	0.84	5.0	106.0	.524	.038
<b>White Female Stereotype</b>						
Experimental vs Control	Pillai's trace	2.21	5.0	109.0	.058	.092
LSA vs SSA	Pillai's trace	0.20	5.0	109.0	.960	.009
Mor vs Mat	Pillai's trace	1.51	5.0	109.0	.194	.065
Interaction SA vs MM	Pillai's trace	1.34	5.0	109.0	.255	.058
LSA vs Control	Pillai's trace	1.79	5.0	109.0	.121	.076
SSA vs Control	Pillai's trace	1.99	5.0	109.0	.085	.084
Mat vs Control	Pillai's trace	2.44	5.0	109.0	.039	.101
Mor vs Control	Pillai's trace	1.73	5.0	109.0	.133	.074

Univariate tests were conducted for significant ( $p < .05$ ) multivariate tests (i.e., for White female stereotype – MAT vs Control).

7. Univariate tests of significant multivariate analyses of covariance for the stereotype ratings of White women.

Contrast	DV	df	Mean Square	F	p	Partial Eta <sup>2</sup>
Mat vs Control	Warm	1	0.781	0.62	.435	.005
	Clever	1	0.869	0.99	.321	.009
	Skilful	1	0.033	0.04	.850	.000
	Respect	1	7.675	9.44	.003	.077
	Dislike	1	1.324	1.00	.319	.009

Pairwise comparisons were conducted for significant ( $p < .05$ ) univariate tests (i.e., for White female stereotype – respect). Reported below are the significant ( $p < .05$ ) pairwise comparisons for these significant univariate tests.

8. Pairwise comparisons of significant univariate tests for the stereotype ratings of White women.

DV	Vignettes (I)	Vignettes (J)	Mean Difference (I-J)	Std. Error	p	95% Confidence Interval(a)	
						Lower	Upper
Respect	Control	LSA/MAT	0.877	.282	.002	0.319	1.436
		SSA/MAT	0.571	.264	.033	0.047	1.095
		SSA/MOR	0.821	.275	.004	0.275	1.367

Means for significant contrasts for group stereotypes for Black young men.

Measures	Vignette Means				Marginal Mean
	Scale				
	LSA	SSA			
Q23. Stereotype Content of <b>White Women</b> (1 'not at all' – 5 'extremely')					
Respect	Type	Mat	3.36	3.47	3.41
		Mor	3.64	3.35	3.50
	Marginal Mean		3.51	3.41	
	Baseline Control				4.00

## Appendix LL

### Effects of the Different Vignettes on Reported Self-stereotype and Career Aspirations for Black Young Men

#### Question

Participants were asked to answer questions about positive self-stereotypes (i.e., How warm, clever, skilful, popular, successful, competitive and kind do you see *yourself?*). The purpose of the series of questions was to establish how exposure to the role model messages may affect Black young men's self-stereotyping.

#### Analyses

##### *Self-stereotypes*

1. The effect of the covariates on self-stereotypes.							
Covariate	Multivariate Test	Value	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
Socio-economic status	Pillai's Trace	.070	1.10	7.0	102.0	.371	.070
Self-esteem	Pillai's Trace	.022	0.33	7.0	102.0	.940	.022
Self-efficacy	Pillai's Trace	.120	1.98	7.0	102.0	.065	.120
Importance of ethnic identity	Pillai's Trace	.072	1.14	7.0	102.0	.347	.072
Commitment to ethnic identity	Pillai's Trace	.123	2.05	7.0	102.0	.056	.123
Contact with Whites	Pillai's Trace	.057	0.88	7.0	102.0	.526	.057
Contact with others	Pillai's Trace	.065	1.01	7.0	102.0	.432	.065
Contact with Blacks	Pillai's Trace	.060	0.94	7.0	102.0	.483	.060
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>.196</i>	<i>0.77</i>	<i>28.0</i>	<i>420.0</i>	<i>.794</i>	<i>.049</i>

A 2 X 2 + 1 multivariate analysis of covariance was conducted on the hypotheses of interest. Reported below are the main effect for vignettes (Experimental vs Control) main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), the interaction between the SA and MM (SA vs MM), and a priori contrasts between SA and control (LSA vs Control and SSA vs Control) and between MM and control (Mat vs Control and Mor vs Control).



## 2. Multivariate analyses of covariance for the self-stereotype ratings.

Contrast	Multivariate Test	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
Experimental vs Control	Pillai's trace	0.77	7.0	102.0	.610	.050
LSA vs SSA	Pillai's trace	0.31	7.0	102.0	.950	.021
Mor vs Mat	Pillai's trace	0.71	7.0	102.0	.661	.047
SA vs MM	Pillai's trace	1.16	7.0	102.0	.331	.074
LSA vs Control	Pillai's trace	0.68	7.0	102.0	.690	.044
SSA vs Control	Pillai's trace	0.72	7.0	102.0	.654	.047
Mat vs Control	Pillai's trace	0.65	7.0	102.0	.712	.043
Mor vs Control	Pillai's trace	0.88	7.0	102.0	.528	.057

## Career Aspirations

### 3. The effect of the covariates on career aspirations.

Covariate	Multivariate Test	Value	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>Would you like to do this job?</b>							
Socio-economic status	Pillai's Trace	.148	0.85	14.0	68.0	.620	.148
Self-esteem	Pillai's Trace	.172	1.01	14.0	68.0	.457	.172
Self-efficacy	Pillai's Trace	.093	0.50	14.0	68.0	.927	.093
Importance of ethnic identity	Pillai's Trace	.092	0.50	14.0	68.0	.928	.092
Commitment to ethnic identity	Pillai's Trace	.140	0.79	14.0	68.0	.679	.140
Contact with Whites	Pillai's Trace	.146	0.83	14.0	68.0	.632	.146
Contact with others	Pillai's Trace	.257	1.68	14.0	68.0	.081	.257
Contact with Blacks	Pillai's Trace	.113	0.62	14.0	68.0	.840	.113
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>.676</i>	<i>1.03</i>	<i>56.0</i>	<i>284.0</i>	<i>.421</i>	<i>.169</i>
<b>Could do this job if you wanted to?</b>							
Socio-economic status	Pillai's Trace	.303	2.24	14.0	72.0	.014	.303
Self-esteem	Pillai's Trace	.185	1.17	14.0	72.0	.316	.185
Self-efficacy	Pillai's Trace	.139	0.83	14.0	72.0	.632	.139
Importance of ethnic identity	Pillai's Trace	.202	1.30	14.0	72.0	.230	.202
Commitment to ethnic identity	Pillai's Trace	.170	1.06	14.0	72.0	.412	.170
Contact with Whites	Pillai's Trace	.258	1.78	14.0	72.0	.058	.258
Contact with others	Pillai's Trace	.198	1.27	14.0	72.0	.247	.198
Contact with Blacks	Pillai's Trace	.195	1.25	14.0	72.0	.261	.195
<i>Vignettes</i>	<i>Pillai's Trace</i>	<i>.615</i>	<i>0.97</i>	<i>56.0</i>	<i>300.0</i>	<i>.534</i>	<i>.154</i>

A 2 X 2 + 1 multivariate analysis of covariance was conducted on the hypotheses of interest. Reported below are the main effect for vignettes (Experimental vs Control) main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), the interaction between the SA and MM (SA vs MM), the main effect vs control comparisons: SA and control (LSA vs Control and SSA vs Control, Mat vs Control, and Mor vs Control).

4. Multivariate analyses of covariance for the career aspiration of Black young men.						
Contrast	Multivariate Test	F	Hyp. df	Error df	p	Partial Eta <sup>2</sup>
<b>Would you like to do this job?</b>						
Experimental vs Control	Pillai's trace	1.16	14.0	68.0	.325	.193
LSA vs SSA	Pillai's trace	1.42	14.0	68.0	.170	.226
Mor vs Mat	Pillai's trace	0.62	14.0	68.0	.840	.113
SA vs MM	Pillai's trace	0.95	14.0	68.0	.508	.164
LSA vs Control	Pillai's trace	1.35	14.0	68.0	.205	.217
SSA vs Control	Pillai's trace	1.06	14.0	68.0	.412	.179
Mat vs Control	Pillai's trace	1.19	14.0	68.0	.307	.196
Mor vs Control	Pillai's trace	0.95	14.0	68.0	.513	.163
<b>Could do this job if you wanted to?</b>						
Experimental vs Control	Pillai's trace	0.93	14.0	67.0	.535	.162
LSA vs SSA	Pillai's trace	0.96	14.0	67.0	.502	.167
Mor vs Mat	Pillai's trace	0.61	14.0	67.0	.846	.113
SA vs MM	Pillai's trace	0.67	14.0	67.0	.800	.122
LSA vs Control	Pillai's trace	0.90	14.0	67.0	.562	.158
SSA vs Control	Pillai's trace	0.97	14.0	67.0	.497	.168
Mat vs Control	Pillai's trace	0.97	14.0	67.0	.491	.169
Mor vs Control	Pillai's trace	0.77	14.0	67.0	.702	.138

# Appendix MM

## Effects of the Different Vignettes on Spontaneously Cited Role Models for Black Young Men

### Question

Participants were asked if they could think of someone they wanted to be like one day, and then answered a series of questions to describe this person (see Appendix A, questions 43-47). The purpose of the series of questions was to determine who Black young men were already using as role models.

### Analyses

*Analyses of descriptives for spontaneously cited role models.*

#### 1. Frequencies of significant contrasts of spontaneously cited role model characteristics by Black young men.

DV		Vignettes				Control	Total
		LSA/ MAT	LSA/ MOR	SSA/ MAT	SSA/ MOR		
Businessman	Frequency	6	10	7	5	4	32
	Percent Yes	30.0	43.5	41.2	23.8	16.7	30.5

A 2 X 2 + 1 multinomial logistic regression model was conducted on the categorical hypotheses of interest. Reported below are the main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), and the interaction between the two (SA vs MM) as well as the effects of the covariates on the model.

#### 2. Multinomial logistic regression model for categorical measures of spontaneously cited role model descriptives.

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval	
							Lower	Upper

#### Role Model is Male

There were not enough 'No' answers to conduct the main analyses.

#### Role Model is Black

yes	Intercept	-	2.106	0.187	1	.665		
		0.911						
	Socio-economic status	-	0.125	0.089	1	.765	0.963	0.754 1.231
		0.037						
	Self-esteem	-	0.452	0.953	1	.329	0.643	0.265 1.560
		0.441						
	Self-efficacy	-	0.438	3.320	1	.068	2.220	0.941 5.237
		0.798						
	Importance of ethnic identity	-	0.353	1.725	1	.189	1.590	0.796 3.175
		0.464						
	Commitment to ethnic identity	-	0.303	0.667	1	.414	1.281	0.707 2.319
		0.247						
	Contact with Whites	-	0.250	0.604	1	.437	1.215	0.744 1.984
		0.194						
	Contact with others	-	0.291	0.128	1	.721	0.901	0.510 1.593
		0.104						

Contact with Blacks	-	0.384	0.93	1	.335	0.691	0.326	1.465
	0.370		1					
Experimental vs Control	-	0.650	1.77	1	.182	0.420	0.117	1.502
	0.867		9					
Intercept	-	2.466	1.58	1	.208			
	3.105		5					
LSA vs SSA	-	0.919	3.23	1	.072	0.192	0.032	1.161
	1.652		0					
Mor vs Mat	-	0.839	0.60	1	.436	0.520	0.100	2.693
	0.654		8					
SA vs MM	-	1.320	2.56	1	.110	8.266	0.622	109.902
	2.112		0					

2 CONTINUED. Multinomial logistic regression for spontaneously cited role models.

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval	
							Lower	Upper
<b>Role Model is young</b>								
yes								
Intercept	-	2.242	0.13	1	.715			
	0.818		3					
Socio-economic status	-	0.134	0.01	1	.917	0.986	0.759	1.282
	0.014		1					
Self-esteem	1.134	.540	4.41	1	.036	3.109	1.080	8.953
			9					
Self-efficacy	-	0.478	3.85	1	.050	0.391	0.153	0.998
	0.938		7					
Importance of ethnic identity	0.374	0.365	1.05	1	.305	1.453	0.711	2.970
			1					
Commitment to ethnic identity	-	0.341	0.42	1	.517	0.802	0.411	1.563
	0.221		0					
Contact with Whites	0.090	0.281	0.10	1	.749	1.094	0.630	1.900
			3					
Contact with others	-	0.307	0.00	1	.984	0.994	0.544	1.816
	0.006		0					
Contact with Blacks	-	0.444	0.75	1	.385	0.680	0.285	1.624
	0.386		4					
Experimental vs Control	-	0.628	0.09	1	.758	0.824	0.241	2.821
	0.194		5					
Intercept	-	3.015	0.51	1	.473			
	2.162		4					
LSA vs SSA	-	1.057	0.03	1	.856	0.825	0.104	6.545
	0.192		3					
Mor vs Mat	-	1.069	0.51	1	.475	0.466	0.057	3.787
	0.764		1					
SA vs MM	-	1.596	1.10	1	.293	5.350	0.234	122.190
	1.677		4					

**Role Model is old**

There were not enough 'yes' answers to conduct these analyses.

**Role Model is famous**

yes								
Intercept	-	2.430	4.37	1	.03			
	5.082		3		7			
Socio-economic status	0.177	0.130	1.86	1	.17	1.194	0.926	1.539
			9		2			

Self-esteem	1.218	0.515	5.60 0	1	.01 8	3.382	1.233	9.278
Self-efficacy	- 1.549	0.508	9.29 5	1	.00 2	0.212	0.078	.575
Importance of ethnic identity	0.367	0.345	1.13 5	1	.28 7	1.444	0.735	2.836
Commitment to ethnic identity	0.179	0.317	0.31 9	1	.57 2	1.196	0.643	2.225
Contact with Whites	- 0.170	0.269	0.39 8	1	.52 8	0.844	0.498	1.430
Contact with others	0.042	0.298	0.02 0	1	.88 8	1.043	0.582	1.868
Contact with Blacks	0.517	0.433	1.42 6	1	.23 2	1.677	0.718	3.919
Experimental vs Control	1.583	0.697	5.16 0	1	.02 3	4.872	1.243	19.098
Intercept	- 4.638	3.078	2.27 1	1	.13 2			
LSA vs SSA	- 1.506	0.919	2.68 3	1	.10 1	0.222	0.037	1.344
Mor vs Mat	0.418	0.851	0.24 1	1	.62 3	1.519	0.286	8.053
SA vs MM	0.077	1.337	0.00 3	1	.95 4	1.080	0.079	14.826

**Role Model is relative**

There were not enough 'yes' answers to conduct these analyses.

**Role Model is actor**

There were not enough 'yes' answers to conduct these analyses.

**Role Model is musician**

There were not enough 'yes' answers to conduct these analyses.

---

## 2 CONTINUED. Multinomial logistic regression for spontaneously cited role models.

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval	
							Lower	Upper
<b>Role Model is sportsman</b>								
yes	Intercept	0.427	2.158	0.039	1	.843		
	Socio-economic status	-0.012	0.131	0.008	1	.928	0.988	0.764 1.278
	Self-esteem	0.252	0.486	0.269	1	.604	1.287	0.496 3.338
	Self-efficacy	0.048	0.472	0.010	1	.920	1.049	0.416 2.646
	Importance of ethnic identity	-0.247	0.371	0.443	1	.506	0.781	0.378 1.616
	Commitment to ethnic identity	-0.408	0.338	1.456	1	.228	0.665	0.343 1.290
	Contact with Whites	0.369	0.297	1.540	1	.215	1.447	0.807 2.592
	Contact with others	0.079	0.310	0.065	1	.799	1.082	0.590 1.986
	Contact with Blacks	-0.270	0.409	0.435	1	.509	0.763	0.342 1.702
	Experimental vs Control	-0.476	0.620	0.590	1	.443	0.621	0.184 2.093
	Intercept	1.627	2.672	0.371	1	.543		
	LSA vs SSA	0.387	0.928	0.174	1	.677	1.472	0.239 9.083
	Mor vs Mat	-0.768	1.004	0.586	1	.444	0.464	0.065 3.316
	SA vs MM	0.173	1.415	0.015	1	.903	1.189	0.074 19.044
<b>Role Model is teacher</b>								
yes	Intercept	-7.598	4.903	2.402	1	.121		
	Socio-economic status	-0.172	0.244	0.497	1	.481	0.842	0.522 1.358
	Self-esteem	0.418	0.719	0.338	1	.561	1.518	0.371 6.208
	Self-efficacy	-1.551	0.920	2.840	1	.092	0.212	0.035 1.288
	Importance of ethnic identity	-0.373	0.669	0.310	1	.577	0.689	0.186 2.556
	Commitment to ethnic identity	0.783	0.632	1.533	1	.216	2.188	0.634 7.559
	Contact with Whites	-0.811	0.458	3.135	1	.077	0.444	0.181 1.091

Contact with others	1.320	0.658	4.02 6	1	.04 5	3.745	1.031	13.60 3
Contact with Blacks	0.970	0.987	0.96 5	1	.32 6	2.638	0.381	18.26 6
Experimental vs Control	1.206	1.321	0.83 4	1	.36 1	3.339	0.251	44.44 4
Intercept	- 24.63	12.57 6	3.83 6	1	.05 0			
LSA vs SSA	- 4.155	2.671	2.42 0	1	.12 0	0.016	8.4E- 005	2.943
Mor vs Mat	- 2.714	2.424	1.25 4	1	.26 3	0.066	0.001	7.662
SA vs MM	6.486	4.106	2.49 5	1	.11 4	655.8 1	0.210	20495

---

## 2 CONTINUED. Multinomial logistic regression for spontaneously cited role models.

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval	
							Lower	Upper
<b>Role Model is doctor</b>								
There were not enough 'Yes' answers to conduct the main analyses.								
<b>Role Model is businessman</b>								
yes	Intercept	-	2.301	0.381	1	.537		
		1.420						
	Socio-economic status	-	0.130	0.780	1	.377	0.891	0.691 1.150
		0.115						
	Self-esteem	-	0.464	0.167	1	.683	0.827	0.333 2.054
		0.189						
	Self-efficacy	0.010	0.432	0.000	1	.982	1.010	0.433 2.354
	Importance of ethnic identity	-	0.365	3.204	1	.073	0.520	0.255 1.064
		0.653						
	Commitment to ethnic identity	0.516	0.339	2.313	1	.128	1.675	0.862 3.258
	Contact with Whites	-	0.260	0.009	1	.926	0.976	0.586 1.626
		0.024						
	Contact with others	-	0.300	0.571	1	.450	0.797	0.443 1.435
		0.227						
	Contact with Blacks	0.399	0.404	0.974	1	.324	1.490	0.675 3.290
	Experimental vs Control	0.962	0.716	1.806	1	.179	2.616	0.643 10.636
	Intercept	2.718	2.528	1.156	1	.282		
	LSA vs SSA	2.224	0.970	5.254	1	.022	9.247	1.380 61.944
	Mor vs Mat	0.418	0.857	0.238	1	.626	1.520	0.283 8.159
	SA vs MM	-	1.321	2.890	1	.089	0.106	0.008 1.410
		2.245						

**Role Model is scientist**

There were not enough 'Yes' answers to conduct the main analyses.

a The reference category is: no.



*Analyses of reasons why Black young men chose their spontaneously cited role models.*

A 2 X 2 + 1 multinomial logistic regression model was conducted on the categorical hypotheses of interest. Reported below are the main effect for scale of achievement (LSA vs SSA), the main effect for type of success (Mor vs Mat), and the interaction between the two (SA vs MM) as well as the effects of the covariates on the model.

**3. Multinomial logistic regression model for categorical measures of why Black young men chose spontaneously cited role models.**

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval	
							Lower	Upper
<b>Role Model is Black</b>								
There were not enough 'Yes' answers to conduct the main analyses.								
<b>Role Model had a large scale of achievement</b>								
There were not enough 'Yes' answers to conduct the main analyses.								
<b>Role Model had socio-moral success</b>								
There were not enough 'Yes' answers to conduct the main analyses.								
<b>Role Model had material success</b>								
yes	Intercept	-	2.108	0.212	1	.645		
		0.971						
	Socio-economic status	0.096	0.128	0.563	1	.453	1.101	0.856 1.416
	Self-esteem	-	0.474	0.594	1	.441	0.694	0.274 1.757
		0.365						
	Self-efficacy	0.316	0.467	0.459	1	.498	1.372	0.550 3.423
	Importance of ethnic identity	0.144	0.348	0.171	1	.680	1.155	0.584 2.283
	Commitment to ethnic identity	-	0.318	1.474	1	.225	0.680	0.364 1.268
		0.386						
	Contact with Whites	0.312	0.274	1.300	1	.254	1.366	0.799 2.336
	Contact with others	-	0.302	0.338	1	.561	0.839	0.464 1.517
		0.175						
	Contact with Blacks	0.107	0.393	0.074	1	.786	1.113	0.515 2.403
	Experimental vs Control	0.270	0.649	0.173	1	.677	1.310	0.367 4.680
	Intercept	0.485	2.598	0.035	1	.852		
	LSA vs SSA	0.395	0.856	0.213	1	.644	1.485	0.277 7.953
	Mor vs Mat	-	0.956	1.614	1	.204	0.297	0.046 1.934
		1.214						
	SA vs MM	0.465	1.397	0.111	1	.739	1.592	0.103 24.588
<b>Role Model is kind</b>								
There were not enough 'Yes' answers to conduct the main analyses.								
<b>Role Model is smart</b>								
There were not enough 'Yes' answers to conduct the main analyses.								
<b>Role Model is a leader</b>								
There were not enough 'Yes' answers to conduct the main analyses.								
<b>Role Model is religious</b>								
There were not enough 'Yes' answers to conduct any of the analyses.								

## 3 CONTINUED. Multinomial logistic regression for spontaneously cited role models.

Measure Item	B	Std. Error	Wald	df	p	Exp	95% Confidence Interval	
							Lower	Upper
<b>Role Model shares characteristics with me</b>								
yes	Intercept	-						
		0.353	3.863	0.008	1	.927		
	Socio-economic status	-						
		0.257	0.198	1.694	1	.193	0.77	0.525 1.139
	Self-esteem	1.287	0.740	3.023	1	.082	3.62	0.849 15.441
	Self-efficacy	-						
		0.231	0.555	0.173	1	.678	0.79	0.267 2.357
	Importance of ethnic identity	-						
		0.952	0.526	3.273	1	.070	0.39	0.138 1.083
	Commitment to ethnic identity	0.059	0.480	0.015	1	.902	1.06	0.414 2.717
	Contact with Whites	-						
		0.520	0.408	1.626	1	.202	0.60	0.268 1.322
	Contact with others	-						
		0.023	0.422	0.003	1	.957	0.98	0.427 2.235
	Contact with Blacks	0.031	0.595	0.003	1	.959	1.03	0.321 3.308
	Experimental vs Control	-						
		1.143	0.862	1.757	1	.185	0.32	0.059 1.728
	Intercept	-						
		5.421	9.504	0.325	1	.568		
	LSA vs SSA	1.472	2.299	0.410	1	.522	4.36	0.048 394.83
	Mor vs Mat	-						
		0.654	1.825	0.128	1	.720	0.52	0.015 18.610
	SA vs MM	-						
		2.983	3.719	0.643	1	.422	0.05	3E-005 74.158
<b>Role Model is inspirational</b>								
yes	Intercept	-						
		3.869	2.518	2.361	1	.124		
	Socio-economic status	0.058	0.146	0.158	1	.691	1.06	0.796 1.411
	Self-esteem	-						
		0.203	0.534	0.145	1	.703	0.82	0.287 2.323
	Self-efficacy	0.670	0.512	1.714	1	.191	1.95	0.717 5.333
	Importance of ethnic identity	0.000	0.390	0.000	1	.999	1.00	0.465 2.150
	Commitment to ethnic identity	0.132	0.378	0.122	1	.727	1.14	0.544 2.395
	Contact with Whites	0.061	0.302	0.040	1	.841	1.06	0.587 1.922
	Contact with others	-						
		0.115	0.355	0.106	1	.745	0.89	0.444 1.786
	Contact with Blacks	-						
		0.261	0.427	0.374	1	.541	0.77	0.334 1.778
	Experimental vs Control	1.615	1.102	2.146	1	.143	5.03	0.579 43.582
	Intercept	-						
		3.300	2.616	1.591	1	.207		
	LSA vs SSA	-						
		1.356	1.020	1.765	1	.184	0.26	0.035 1.904

Mor vs Mat	0.175	0.779	0.050	1	.822	1.19	0.259	5.483
SA vs MM	0.937	1.382	0.460	1	.498	2.55	0.170	38.303
<b>Role Model is determined</b>								
yes								
Intercept	-	3.829	0.140	1	.708			
	1.433							
Socio-economic status	0.157	0.215	0.532	1	.466	1.17	0.767	1.783
Self-esteem	-	0.748	1.886	1	.170	0.36	0.083	1.551
	1.028							
Self-efficacy	0.208	0.773	0.073	1	.787	1.23	0.271	5.605
Importance of ethnic identity	-	0.497	0.014	1	.905	0.94	0.356	2.497
	0.059							
Commitment to ethnic identity	0.425	0.427	0.988	1	.320	1.53	0.662	3.531
Contact with others	-	0.483	1.103	1	.294	0.60	0.233	1.552
	0.508							
Contact with Blacks	1.004	0.698	2.067	1	.151	2.73	0.694	10.726
Experimental vs Control	-	1.002	0.004	1	.952	0.94	0.132	6.703
	0.061							
Intercept	-	6.716	0.827	1	.363			
	6.108							
LSA vs SSA	-	1.724	1.032	1	.310	0.17	0.006	5.092
	1.752							
Mor vs Mat	-	1.583	0.154	1	.694	0.54	0.024	11.946
	0.622							
SA vs MM	1.331	2.703	0.242	1	.623	3.78	0.019	756.52

a The reference category is: no.

## Appendix NN

### Role Model Names of Spontaneously Cited Role Models for Black Young Men

#### Question

Participants were asked if they had a role model. Those that did were asked to identify the role model.

Role model names of spontaneously cited role models for Black young men.

Role model name	Frequency	Percent
Barack Obama	19	19
Jesus	6	6
Dad	5	5
Richard Branson	5	5
Rio Ferdinand	2	2
Myself	2	2
Ronaldo	2	2
Uncle	2	2
Will Smith	2	2
?	1	1
A Youth Lawyer	1	1
Aaron Sweeney	1	1
Alan Sugar	1	1
Andrade	1	1
Arsene Wenger	1	1
Ben Carson	1	1
Bob Marley	1	1
Brad Pitt	1	1
Cousin	1	1
Crush Bandicoot	1	1
Damien	1	1
David	1	1
Denzel Washington	1	1
Francesco Totti	1	1
Friend	1	1
Gordon Brown	1	1
Hector Saints	1	1
Ian Write	1	1
Jermaine Defoe	1	1
Kane	1	1
Keith	1	1
King Solomon	1	1
Korede	1	1
Lewis Hamilton	1	1
Lil Wayne	1	1
Louis Nani Or Christ	1	1

Malcom X	1	1
Marlon (but in my own way loads mixed up)	1	1

CONTINUED. Spontaneously cited role models for Black young men.

Role model name	Frequency	Percent
Martin Luther	1	1
Micah Richards	1	1
Michael	1	1
Musician	1	1
NFL Football Player Jones Drew	1	1
Patrick Veira	1	1
Pharrell Williams	1	1
Rafiel Laurent	1	1
Robert Daley	1	1
Robin Smith	1	1
Samuel L. Jackson	1	1
Sean Diddy Combs	1	1
Sean John	1	1
Stephen Hawking	1	1
Sway	1	1
T.D.Jakes	1	1
The Former CEO For Merrill Lynch	1	1
Tim Campbell	1	1
Tupac	1	1
Tyrone	1	1
Wayne Rooney	1	1
Unstated (did not provide role model name)	14	14
Total	105	100.0

## Appendix OO

### Comparison Choices for Black Young Men

#### Question

Participants were asked to identify significant others (i.e., Black men, White men, Black women, White women, other men, other women) they would compare themselves to in terms of their own cleverness, personality, skill and life opportunities. They were also asked to clarify whether these comparison people were family members, friends, people at school or others (see Appendix A, questions 33-40). The purpose of this series of questions was to evaluate the potential usefulness of the role models either in terms of similarity to these others or in terms of highlighting differences.

#### Analyses

1. Frequencies of comparison of self to others groups of people (i.e., Black men, White men, Black women, White women, Other men, and other women) on cleverness, personality, skilfulness, and opportunity by Black young men for each vignette.

DV	Analysis	Vignettes					Total	
		LSA/ MAT	LSA/ MOR	SSA/ MAT	SSA/ MOR	Control		
Clever	Black male	Frequency	13	20	15	10	17	75
		Percent Yes	17.3	26.7	20.0	13.3	22.7	100
	White male	Frequency	5	4	4	5	2	20
		Percent Yes	25.0	20.0	20.0	25.0	10.0	100
	Black female	Frequency	2	1	0	1	1	5
		Percent Yes	40.0	20.0	0.0	20.0	20.0	100
	White female	Frequency	2	0	0	0	1	3
		Percent Yes	66.7	.0	0.0	0.0	33.3	100
	Other male	Frequency	5	6	11	10	4	36
		Percent Yes	13.9	16.7	30.6	27.8	11.1	100
	Other female	Frequency	0	0	0	2	2	4
		Percent Yes	0.0	.0	0.0	50.0	50.0	100
Personality	Black male	Frequency	14	17	13	9	18	71
		Percent Yes	19.7	23.9	18.3	12.7	25.4	100
	White male	Frequency	4	4	4	3	3	18
		Percent Yes	22.2	22.2	22.2	16.7	16.7	100
	Black female	Frequency	4	1	0	1	2	8
		Percent	50.0	12.5	0.0	12.5	25.0	100.0

	Yes						
White	Frequency	0	0	1	0	0	1
female	Percent	0.0	0.0	100.0	0.0	0.0	100
	Yes						
Other	Frequency	5	6	12	8	5	36
male	Percent	13.9	16.7	33.3	22.2	13.9	100
	Yes						
Other	Frequency	0	1	0	1	0	2
female	Percent	0.0	50.0	0.0	50.0	0.0	100
	Yes						

---

## 1 CONTINUED. Frequencies of comparison to others groups of people by Black young men.

DV	Analysis	Vignettes					Total		
		LSA/ MAT	LSA/ MOR	SSA/ MAT	SSA/ MOR	Control			
Skill	Black male	Frequency	14	17	13	9	18	71	
		Percent Yes	19.7	23.9	18.3	12.7	25.4	100	
	White male	Frequency	4	4	4	3	3	18	
		Percent Yes	22.2	22.2	22.2	16.7	16.7	100	
	Black female	Frequency	4	1	0	1	2	8	
		Percent Yes	50.0	12.5	0.0	12.5	25.0	100	
	White female	Frequency	0	0	1	0	0	1	
		Percent Yes	0.0	0.0	100.0	0.0	0.0	100	
	Other male	Frequency	5	6	12	8	5	36	
		Percent Yes	13.9	16.7	33.3	22.2	13.9	100	
	Other female	Frequency	0	1	0	1	0	2	
		Percent Yes	0.0	50.0	.0	50.0	0.0	100	
	Life Opportunities	Black male	Frequency	18	16	14	12	14	74
			Percent Yes	24.3	21.6	18.9	16.2	18.9	100
White male		Frequency	4	4	6	4	4	22	
		Percent Yes	18.2	18.2	27.3	18.2	18.2	100	
Black female		Frequency	2	2	0	2	2	8	
		Percent Yes	25.0	25.0	0.0	25.0	25.0	100.0	
White female		Frequency	2	0	1	0	1	4	
		Percent Yes	50.0	0.0	25.0	0.0	25.0	100	
Other male		Frequency	2	7	8	3	6	26	
		Percent Yes	7.7	26.9%	30.8	11.5	23.1	100	
Other female		Frequency	0	0	1	0	1	2	
		Percent Yes	0.0	0.0	50.0	0.0	50.0	100	



2. Frequencies of comparison of self to others groups of people (i.e., family, friend, school, other) on cleverness, personality, skilfulness, and opportunity by Black young men for each vignette.

DV	Analysis	Vignettes					Total	
		LSA/ MAT	LSA/ MOR	SSA/ MAT	SSA/ MOR	Control		
Clever	Family	Frequency	6	11	9	10	14	50
		Percent	12.0	22.0	18.0	20.0	28.0	100
		Yes						
	Friend	Frequency	8	13	14	8	9	52
		Percent	15.4	25.0	26.9	15.4	17.3	100
		Yes						
	School	Frequency	7	4	5	3	3	22
		Percent	31.8	18.2	22.7	13.6	13.6	100
		Yes						
	Other	Frequency	8	3	2	9	2	24
		Percent	33.3	12.5	8.3	37.5	8.3	100
		Yes						
Personality	Family	Frequency	9	12	8	6	13	48
		Percent	18.8	25.0	16.7	12.5	27.1	100
		Yes						
	Friend	Frequency	10	15	15	17	14	71
		Percent	14.1	21.1%	21.1%	23.9	19.7	100
		Yes						
	School	Frequency	4	2	3	1	0	10
		Percent	40.0	20.0	30.0	10.0	0.0	100
		Yes						
	Other	Frequency	6	0	4	4	2	16
		Percent	37.5	0.0	25.0	25.0	12.5	100
		Yes						
Skill	Family	Frequency	6	5	9	6	9	35
		Percent	17.1	14.3	25.7	17.1	25.7	100
		Yes						
	Friend	Frequency	16	19	11	16	13	75
		Percent	21.3	25.3	14.7	21.3	17.3	100
		Yes						
	School	Frequency	3	3	4	1	3	14
		Percent	21.4	21.4	28.6	7.1	21.4	100
		Yes						
	Other	Frequency	4	3	6	3	3	19
		Percent	21.1	15.8	31.6	15.8	15.8	100
		Yes						
Life Opportunities	Family	Frequency	10	9	10	13	14	56
		Percent	17.9	16.1	17.9	23.2	25.0	100
		Yes						
_____	Friend	Frequency	9	15	8	10	10	52

	Percent	17.3	28.8	15.4	19.2	19.2	100
	Yes						
School	Frequency	4	4	7	0	2	17
	Percent	23.5	23.5	41.2	0.0	11.8	100
	Yes						
Other	Frequency	6	2	5	4	2	19
	Percent	31.6	10.5	26.3	21.1	10.5	100
	Yes						

---