

## Supplemental Material 1. Full list of items generated in Study 1a & 1b

### Participant-generated items (see Study 1a):

active	diverse	internet-savvy	single
ambitious	driven	irresponsible	sloppy
amoral	eager	judgmental	slow
annoying	educated	know-it-alls	smart
anxious	emotional	lacking values	socialists
argumentative	endangered	lazy	social justice
arrogant	energetic	liberal	[warrior
attractive	enthusiastic	lost	spiritual
aware	entitled	loving	spoiled
baby	exasperating	low class	spontaneous
bratty	excited	mindless	standoffish
bright	fashionable	misguided	struggling
broke	flighty	misinformed	stupid
capable	foolish	misunderstood	superficial
caring	fragile	motivated	superstitious
clueless	free	naive	technology-
coddled	fresh	needy	[obsessed
competitive	fun	nerdy	tech-savvy
conceited	funny	not too driven	thoughtful
concerned	godless	objective	trailblazers
confident	good	obsessive	trendy
confused	greedy	openminded	trusting
connected	green	optimistic	unambitious
courageous	gullible	outgoing	unconventional
creative	hateful	overbearing	uneducated
demanding	helpful	overburdened	unfocused
dependent	hip	passionate	uninformed
determined	idealistic	petty	unrealistic
different	ignorant	poor	unruly
difficult	immature	privileged	unseasoned
dim	impolite	rude	vocal
directionless	inexperienced	savvy	willing
disadvantaged	informed	self-centered	withdrawn
disrespectful	innovative	self-driven	young
distracted	intelligent	selfish	

**Author-generated items (see Study 1b):** agitators, anti-conformist, assisted, candid, civic-minded, condescending, cool, eccentric, enterprising, experienced, full of hope, geeky, glib, hopeful, judgmental, lacking depth, leftist, lucky, narcissistic, pampered, phony, progressive, quick, rookies, sensitive, shallow, sharp, snobbish, special, stylish, techie, unique, unwary, well-off, well-versed, whiny

## Supplementary Material 2a.

### Conceptual Replication of the Item Generation with 300 online participants

The validity of the 8-factor model reported in our manuscript relies on the assumption that the 174 items generated by 51 participants and the authors—and subsequently used to build the model—were broadly representative of lay people’s perceptions of and stereotypes assigned to young adults. To ensure the validity of our original pool of items, we conducted a replication of the item generation survey with an age diverse sample of 300 new online participants, almost 2.5 years after the initial survey. We then compared the new list of items from the replication with the items in our initial list as well as with the 8-factor model of the manuscript.

**Participants and Procedure.** We recruited 300 U.S. participants from Amazon Mechanical Turk (182 female and 87 non-white participants). We also used a system of age quota to collect an age-diverse sample:  $M_{age} = 40.5$ ,  $SD = 11.26$ ,  $Min = 18$ ,  $Max = 72$ ; the sample included 99 (33.0%) participants below 35-year-old, and 29 (9.7%) participants 60-year-old and above. After providing basic demographic information, participants were invited to respond to the following prompt: “Please take a few seconds to think about your opinion of young adults. Share with us the 5 adjectives that come to your mind.”

**Item Cleaning.** Three hundred participants each providing 5 items gave us a total of 1,500 item responses. The first author first removed redundant items, leaving 504 items (33.6% of original pool), irrelevant items (e.g., chair, COOKIES; 1.7% of original pool), items that did not fit as qualifiers of groups or individuals (e.g., media, anxiety, debt; 4.1% of original pool), items that read like partial sentences (e.g., “Dont care about surrounding”, “dream of future”; 0.03% of original pool) and items that could not be decipher due to too approximate spelling (e.g., nieve, impotant; 0.1% of original pool). Following these iterative cleaning steps, 400

unique items (26.7% of the initial pool of responses) were left and constituted the final pool used for our analyses (see Supplemental Material 2b).

**Frequency Analyses.** One hundred and ninety-two (47.8%) of the final items were mentioned more than once, and 81 (20.1%) five times or more. The five most cited items were: lazy (52 times), energetic (41 times), entitled (39 times), naïve (34 times), and smart (29 times)—respectively, 3.5%, 2.7%, 2.6%, 2.3%, and 1.9% of the 1,500 potential response items. That is, they were mentioned by respectively, 17.3%, 13.7%, 13.0%, 11.3%, and 9.7% of the participants.

**Comparison with the 171 items used in the manuscript.** A comparison of the manuscript and replication list revealed that 61.5% of the items from the original list were also present in the replication—including 68.2% of the items generated by participants. Conversely, 45.3% of the 192 unique items mentioned at least twice in the replication were present in the original list, 63.0% of the unique items mentioned at least five times were present, 80.0% of the unique items mentioned at least ten times were present, and 100.0% of the unique items mentioned fifteen times or more were present.

**Comparison with the 20 items used in the final model.** Twelve of the 20 items in the final model were mentioned at least once in the replication list, eight at least five times (i.e., top 80 most frequently cited items), and five more than 10 times (i.e., top 30 most cited items). Noteworthy, this does not include any synonym that may substitute for the words not present or less frequently cited in the replication list. The 20 items of our model—including those not present in the replication list—had an average citation frequency of 6.2 (10.3 excluding the eight items not mentioned in the list), compared with 3.4 for any random word in the replication list.

**Valence of the items.** Two coders independent to this research project reviewed the list of items, coding for the items' valence using three categories: negative (i.e., qualifiers painting a group in an unfavorable light), positive (i.e., qualifiers painting a group in a favorable light), and neutral or ambiguous (i.e., items that could be both favorable or unfavorable, or are neither), coder agreement = 85.3%, Cohen's  $\kappa = .76$ ,  $Z = 20.50$ ,  $p < .001$ . Disagreements were settled by the first author and three separate assistants blind to the hypothesis. Of the 400 items, 192 (48.0%) were coded as negative, 68 (17.0%) as neutral or ambiguous, and 140 (35.0%) as positive (detailed coding available in Supplemental Material 2b). This ratio is generally consistent with what we obtained in the list of 137 items generated by participants for the manuscript: 72 (52.6%) negative items, 20 (14.6%) neutral one, and 45 (32.8%) positive ones.

**Congruence with the 8-factor model.** To assess whether the new list of items generated was overall consistent with the 8-factor model reported in the manuscript, we asked our two research assistants to independently review the list of 400 unique items from the replication and assess whether these items fit within the eight factors of the stereotype content model developed in the manuscript (detailed task in Supplemental Material 2c). The reviewers respectively estimated that 63.8% and 69.8% of the 400 unique items fit in a category of our model. When taking into account the frequency of the 400 unique valid items (i.e., 1,355 responses of the 1,500 in the initial pool), our reviewer's estimated match between the model and participants' responses reached 71.9% and 79.4%, respectively. Although such a procedure does not substitute for the rigorous and more systematic process of exploratory and confirmatory factor analyses conducted in Study 1a&b, it offers nonetheless further credence to the idea that the 8-factor model unearthed in the manuscript covers a large proportion of the variance in lay persons' perceptions of our target group.

**Discussion.** Overall, generating a new list of items using a sample of participants six times larger than our initial one, two years and a half later, we find high consistency between the replication list and both the initial shorter list reported in the manuscript, and its ensuing 8-factor model. Although our initial list contained less than half as many unique items as in the replication, it included a large share of the items most frequently cited in the replication list. Synonyms and antonyms of the initial items absent in the replication substituted for these missing items. In addition, the balance of positive and negative items was similar in the two lists.

Finally, an effort to examine the match between the new items and the 8-factor model reported in the manuscript provided strong support for the validity of the model, with an average of 75.7% of the 1,355 valid response items fitting in the model. Taken together, the results of this conceptual replication provide additional confidence in the validity of the 8-factor model reported in the manuscript.

## Supplementary Material 2b. List of Unique Items from the Conceptual Replication Study

Items	Freq	Valence	Items	Freq	Valence
lazy	52	Negative	poor	9	Negative
energetic	41	Positive	adventurous	8	Positive
entitled	39	Negative	arrogant	8	Negative
naive	34	Negative	careless	8	Negative
smart	29	Positive	innovative	8	Positive
selfish	25	Negative	lively	8	Positive
young	24	Neutral / Ambig.	nice	8	Positive
ambitious	20	Positive	stressed	8	Negative
immature	20	Negative	technical	8	Neutral / Ambig.
fun	19	Positive	carefree	7	Neutral / Ambig.
intelligent	18	Positive	dumb	7	Negative
spoiled	18	Negative	kind	7	Positive
creative	17	Positive	resourceful	7	Positive
irresponsible	15	Negative	stupid	7	Negative
active	14	Positive	youthful	7	Neutral / Ambig.
happy	13	Positive	confused	6	Negative
hopeful	13	Positive	determined	6	Positive
rude	13	Negative	driven	6	Positive
eager	12	Positive	excited	6	Positive
fresh	12	Neutral / Ambig.	hard-working	6	Positive
inexperienced	12	Negative	healthy	6	Positive
loud	12	Negative	ignorant	6	Negative
disrespectful	11	Negative	independent	6	Positive
enthusiastic	11	Positive	progressive	6	Neutral / Ambig.
impulsive	11	Negative	responsible	6	Positive
strong	11	Positive	self-centered	6	Negative
curious	10	Positive	sensitive	6	Neutral / Ambig.
funny	10	Positive	unaware	6	Negative
impatient	10	Negative	wild	6	Negative
optimistic	10	Positive	annoying	5	Negative

<b>Items</b>	<b>Freq</b>	<b>Valence</b>
busy	5	Neutral / Ambig.
caring	5	Positive
clueless	5	Negative
concerned	5	Neutral / Ambig.
dependent	5	Negative
depressed	5	Negative
distracted	5	Negative
educated	5	Positive
friendly	5	Positive
greedy	5	Negative
interesting	5	Positive
motivated	5	Positive
new	5	Neutral / Ambig.
open	5	Positive
open-minded	5	Positive
opinionated	5	Neutral / Ambig.
passionate	5	Positive
resilient	5	Positive
tech-savvy	5	Positive
uneducated	5	Negative
whiny	5	Negative
brave	4	Positive
outgoing	4	Positive
silly	4	Negative
thoughtful	4	Positive
ungrateful	4	Negative
vibrant	4	Positive
angry	3	Negative
anxious	3	Negative
aware	3	Positive

<b>Items</b>	<b>Freq</b>	<b>Valence</b>
broke	3	Negative
childish	3	Negative
cocky	3	Negative
connected	3	Positive
cool	3	Positive
dreamers	3	Positive
emotional	3	Negative
fast	3	Neutral / Ambig.
flexible	3	Positive
free	3	Neutral / Ambig.
generous	3	Positive
green	3	Positive
hip	3	Positive
idealistic	3	Neutral / Ambig.
impressionable	3	Negative
liberal	3	Neutral / Ambig.
lucky	3	Neutral / Ambig.
moody	3	Negative
needy	3	Negative
overwhelmed	3	Negative
positive	3	Positive
pretty	3	Positive
quick	3	Positive
reckless	3	Negative
risky	3	Negative
sad	3	Negative
scared	3	Negative
soft	3	Neutral / Ambig.
spontaneous	3	Neutral / Ambig.
struggling	3	Negative

<b>Items</b>	<b>Freq</b>	<b>Valence</b>
tolerant	3	Positive
trendy	3	Neutral / Ambig.
uncaring	3	Negative
unmotivated	3	Negative
unprepared	3	Negative
vain	3	Negative
witty	3	Positive
adults	2	Neutral / Ambig.
aggressive	2	Negative
aloof	2	Negative
beautiful	2	Positive
bold	2	Positive
bored	2	Negative
boring	2	Negative
bright	2	Positive
careful	2	Neutral / Ambig.
challenged	2	Neutral / Ambig.
cheerful	2	Positive
compassionate	2	Positive
complacent	2	Negative
crazy	2	Negative
daring	2	Positive
demanding	2	Negative
different	2	Neutral / Ambig.
diverse	2	Positive
dramatic	2	Negative
dynamic	2	Positive
easygoing	2	Positive
exciting	2	Positive
faithful	2	Positive

<b>Items</b>	<b>Freq</b>	<b>Valence</b>
fearless	2	Positive
fierce	2	Positive
focused	2	Positive
foolish	2	Negative
frugal	2	Neutral / Ambig.
good	2	Positive
gullible	2	Negative
handsome	2	Positive
hateful	2	Negative
helpful	2	Positive
horny	2	Negative
hungry	2	Neutral / Ambig.
inconsiderate	2	Negative
indifferent	2	Neutral / Ambig.
joyful	2	Positive
learning	2	Positive
lost	2	Negative
mature	2	Positive
misguided	2	Negative
no manners	2	Negative
obnoxious	2	Negative
organized	2	Positive
outspoken	2	Neutral / Ambig.
pampered	2	Negative
political	2	Neutral / Ambig.
prideful	2	Negative
proud	2	Neutral / Ambig.
shallow	2	Negative
shy	2	Negative
single	2	Neutral / Ambig.



<b>Items</b>	<b>Freq</b>	<b>Valence</b>
slow	2	Negative
snowflakes	2	Negative
sociable	2	Positive
strange	2	Negative
talented	2	Positive
uninformed	2	Negative
unique	2	Neutral / Ambig.
untrained	2	Negative
useful	2	Positive
weak	2	Negative
worried	2	Negative
wreckless	2	Negative
absent-minded	1	Negative
activist	1	Neutral / Ambig.
agreeable	1	Positive
alarmed	1	Neutral / Ambig.
alive	1	Positive
annoyed	1	Negative
anti-social	1	Negative
antsy	1	Negative
argumentative	1	Negative
assertive	1	Neutral / Ambig.
athletic	1	Positive
attention seekers	1	Negative
attractive	1	Positive
awesome	1	Positive
awkward	1	Negative
babies	1	Negative
bad	1	Negative
ballers	1	Positive

<b>Items</b>	<b>Freq</b>	<b>Valence</b>
big	1	Neutral / Ambig.
brats	1	Negative
burdened	1	Negative
calm	1	Positive
capable	1	Positive
career-starters	1	Positive
charged	1	Neutral / Ambig.
chicken	1	Negative
childlike	1	Negative
clubbing	1	Neutral / Ambig.
cognizant	1	Positive
confident	1	Positive
conformists	1	Negative
conscious	1	Positive
decisive	1	Positive
defensive	1	Negative
defiant	1	Negative
delightfull	1	Positive
developing	1	Neutral / Ambig.
difficult	1	Negative
disadvantaged	1	Negative
disengaged	1	Negative
dishonest	1	Negative
disloyal	1	Negative
dismissive	1	Negative
disputive	1	Negative
distant	1	Negative
draining	1	Negative
dull	1	Negative
durable	1	Positive

<b>Items</b>	<b>Freq</b>	<b>Valence</b>
easy	1	Neutral / Ambig.
egocentric	1	Negative
egotistical	1	Negative
empowered	1	Positive
entrepreneurial	1	Positive
environmentalists	1	Positive
environmentally-friendly	1	Positive
ethnocentric	1	Negative
excessive	1	Negative
experienced	1	Positive
fashionable	1	Positive
fickle	1	Negative
fighting	1	Neutral / Ambig.
fine	1	Positive
fit	1	Positive
flippant	1	Negative
floundering	1	Negative
generic	1	Negative
gritless	1	Negative
grumpy	1	Negative
head-strong	1	Negative
hesitant	1	Negative
hipster	1	Neutral / Ambig.
hooligans	1	Negative
hopeless	1	Negative
humorous	1	Positive
hyper	1	Negative
illogical	1	Negative
imaginative	1	Positive
immoral	1	Negative

<b>Items</b>	<b>Freq</b>	<b>Valence</b>
immortal	1	Positive
impersonal	1	Negative
improving	1	Positive
inattentive	1	Negative
inept	1	Negative
informed	1	Positive
innocent	1	Neutral / Ambig.
insecure	1	Negative
inspiring	1	Positive
instinctual	1	Neutral / Ambig.
interested	1	Positive
intolerable	1	Negative
invincible	1	Positive
irritating	1	Negative
isolated	1	Negative
jive	1	Negative
kids	1	Negative
know-it-alls	1	Negative
lacking	1	Negative
leaders	1	Positive
leniant	1	Neutral / Ambig.
lit	1	Positive
lonely	1	Negative
looked down on	1	Negative
losers	1	Negative
loved	1	Positive
loving	1	Positive
materialistic	1	Negative
media-saturated	1	Negative
millennial	1	Neutral / Ambig.

<b>Items</b>	<b>Freq</b>	<b>Valence</b>
misfits	1	Negative
misinformed	1	Negative
modern	1	Positive
moldable	1	Neutral / Ambig.
mysterious	1	Neutral / Ambig.
mystic	1	Neutral / Ambig.
narcissitic	1	Negative
nervous	1	Negative
nihilistic	1	Negative
noisy	1	Negative
non-judgemental	1	Positive
non-political	1	Neutral / Ambig.
non-working	1	Negative
novice	1	Neutral / Ambig.
old	1	Neutral / Ambig.
original	1	Positive
overconfident	1	Negative
overloaded	1	Negative
overweight	1	Negative
partiers	1	Negative
party animal	1	Negative
passive	1	Negative
pessimistic	1	Negative
pitiable	1	Negative
pleasant	1	Positive
pleased	1	Positive
plugged in	1	Positive
polite	1	Positive
poser	1	Negative
precocious	1	Positive

<b>Items</b>	<b>Freq</b>	<b>Valence</b>
pride	1	Neutral / Ambig.
privelged	1	Neutral / Ambig.
programmed	1	Neutral / Ambig.
questionable	1	Negative
reliable	1	Positive
respectable	1	Positive
respectful	1	Positive
rich	1	Neutral / Ambig.
risk-takers	1	Neutral / Ambig.
savvy	1	Positive
scrappy	1	Negative
seeking	1	Neutral / Ambig.
self-absorbed	1	Negative
self-confident	1	Positive
sensual	1	Positive
sexy	1	Positive
sick	1	Negative
skinny	1	Neutral / Ambig.
small	1	Neutral / Ambig.
snotty	1	Negative
social media mavens	1	Positive
socialist	1	Neutral / Ambig.
spendthrift	1	Negative
spendy	1	Negative
stubborn	1	Negative
studyholic	1	Negative
stylish	1	Positive
supportive	1	Positive
talkative	1	Neutral / Ambig.
tall	1	Neutral / Ambig.

<b>Items</b>	<b>Freq</b>	<b>Valence</b>
techie	1	Neutral / Ambig.
thorough	1	Positive
thoughtless	1	Negative
thrifty	1	Positive
timid	1	Negative
tired	1	Negative
trapped	1	Negative
troubled	1	Negative
unaccountable	1	Negative
unambitious	1	Negative
unappreciative	1	Negative
uncertain	1	Negative
unchallenged	1	Neutral / Ambig.
undecisive	1	Negative
undeveloped	1	Negative
undisciplined	1	Negative
unemployed	1	Negative
unfocused	1	Negative
unfriendly	1	Negative
unkind	1	Negative
unknowing	1	Negative
unpolished	1	Negative
unpromising	1	Negative
unruly	1	Negative
unthankful	1	Negative
unwise	1	Negative
unworthy	1	Negative
upcoming	1	Positive
upset	1	Negative
utopian	1	Negative

<b>Items</b>	<b>Freq</b>	<b>Valence</b>
vocal	1	Positive
warm	1	Positive
willing	1	Positive
wired	1	Neutral / Ambig.
wonderful	1	Positive
wordly	1	Positive
work centric	1	Neutral / Ambig.
worker	1	Neutral / Ambig.
world-weary	1	Negative
worry-free	1	Neutral / Ambig.

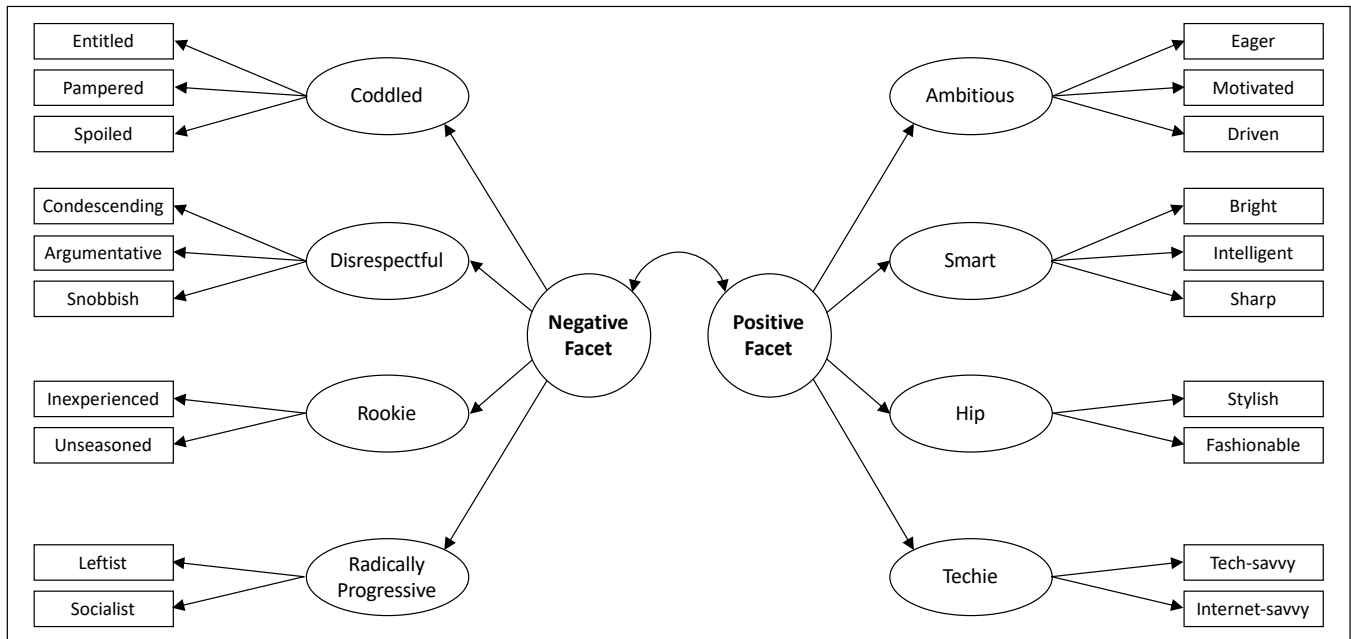
## Supplementary Material 2c. Coding Scheme

### Context

The 408 items in the attached excel file were generated by 300 participants, who responded to the following prompt: “Please take a few seconds to think about your opinion of young adults. Share with us the 5 adjectives that come to your mind.”

### The Coding Task

We want you to help us assess the extent to which these items fit in one of the 8 broad categories summarized in the following figure, and further defined below.<sup>1</sup>



### Tips

**Familiarize yourself with the coding scheme.** Take the time to read the coding scheme carefully (i.e., the section in the next two pages). You may want to read it multiple times. Try to memorize each category and their meaning. While this may feel like a waste of time, this will allow you to go faster through the list.

**Feel free to skip difficult items.** Some items are harder to categorize than others. If you find yourself struggling with a particular item, you can flag it (color it in red), skip it, and come back to it at the end, when you built more experience and the categorization of the item may seem more obvious.

**Print the coding scheme.** To avoid lengthy and inconvenient back and forth between the coding scheme and the coding sheet, and juggle with two windows on your screen, you can print the two pages of coding scheme (or display it on a second screen). That way you can easily refer to the scheme whenever you need. This can be particularly useful when you start the task.

<sup>1</sup> The Ungrateful and Resourceful facets are labeled respectively negative and positive facets, reflective of their labeling at the time this coding task was conducted.

## **The Coding Scheme**

**Ambitious** (e.g., eager, motivated, driven). Items in this category refer to young adults' youthful energy, will, industriousness and sense of purpose, attributes commonly associated with young adulthood. Note that antonyms of these items also fit in this category (e.g., indolent, slow, disoriented), since they also refer to young adults' degree of motivation, energy and ambition.

**Smart** (e.g., bright, intelligent, sharp). Items in this category refer to young adults' cognitive capacities and level of fluid intelligence (i.e., the ability to reason and solve problems in unique and novel situations; a form of intelligence often contrasted with "crystallized intelligence": the ability to use knowledge acquired through past learning or experience). Note that antonyms also fit in this category (e.g., idiot, brainless, unintelligent).

**Hip** (e.g., fashionable, stylish). Young adults are often seen as in tune with the time. Items in this category refer to this characteristic of young adults, with a particular emphasis on their ability to set and follow trends and new norms. It may also refer to the consequential attributes of this characteristic (e.g., cool, groovy) and need not be positive (e.g., flashy, cocky, tacky).

**Techie** (e.g., tech-savvy, internet-savvy). This category describes young adults' technological savviness and natural tendency to be part of new medias' and technologies' early adopters. Once again, these items need not be positive and valorizing (e.g., geeky, nerdy, technologically-obsessed).

**Coddled** (e.g., entitled, pampered, spoiled). Items in this category refer to young adults' level of dependence/independence from others—particularly previous generations such as parents, teachers, boss, senior colleagues—as they navigate their environment and try to acquire valuable resources (e.g., money, housing, job, status, power). For instance, the item "entitled" suggests that young adults are dependent in that they expect more than they deserve; the item "pampered" suggests that young adults are dependent in that they are protected by their parents and other tutelary figures; the item "spoiled" suggests that young adults are dependent in that they receive more resources from others—or society—than they deserve. Note that antonyms of these items (e.g., independent, self-reliant, autonomous) would also fit in this category, for these items also speak to young adults' level of dependence/independence.

**Disrespectful** (e.g., condescending, argumentative, snobbish). Items in this category refer to the level of respect/disrespect that young adults display toward others as well as the extent to which they challenge authority figures and depart from well-accepted norms. The items "condescending" and "snobbish" suggest that young adult look down on other groups or individuals. The item "argumentative" suggests that young adults may be perceived as inappropriately challenging others. Note that antonyms of these items (e.g., respectful, polite, docile) would also fit in this category, for these items also speak to young adults' level of respect/disrespect for authority and tutelary figures.

**Rookie** (e.g., inexperienced, unseasoned). Items in this category refer to the level of experience—or lack thereof—of young adults. Items that describe characteristics directly consequential to a low/high level of experience also fit in this category (e.g., wise, immature, well-travelled, cultured, etc.).

**Radically Progressive** (e.g., leftist, socialist). Items in this category refer to young adults' social and political stands, and the nature of their engagement in the public sphere. From the beatnik movement of the 1960's to the active support of Bernie Sander in the 2016 presidential elections, young adults have historically been more liberal leaning, a characteristic reflected in the two items used in this model (i.e.,

leftist and socialist). That said, items in this category also refer to young adults' more radical—and potentially perceived as less mature—opinions and beliefs (e.g., idealistic, utopists).

**Other** (i.e., does not fit in any category). The eight categories above provide a broad nomenclature to classify various perceived attributes of young adults. That said, these categories may not be entirely comprehensive. As a result, some of the items in the list will not fit in any of these eight categories—at least, without significantly stretching their boundaries and meaning. When this is the case, code the item as “Other.”

### Supplementary Material 3. Detailed Statistical Properties of the Stereotype Content of Young Adults

**Table A.** Item and Factor Loadings of the Stereotype Content of Young Adults, Study 1b-5

<i>Factor / Item</i>	<b>Study 1b</b>	<b>Study 1c</b>	<b>Sup. Mat. 4a</b>	<b>Sup. Mat. 4b</b>	<b>Sup. Mat. 5</b>	<b>Sup. Mat. 6</b>	<b>Sup. Mat. 7</b>	<b>Study 2</b>	<b>Study 3a</b>	<b>Study 4</b>	<b>Study 5</b>
<i>Ambitious</i>	.71	.93	.69	.77	.90	.78	.82	.89	.80	.86	.85
Eager	.72	.80	.65	.76	.75	.78	.64	.82	.86	.84	.58
Motivated	.85	.86	.78	.92	.86	.84	.91	.85	.86	.90	.96
Driven	.81	.83	.84	.87	.84	.86	.84	.88	.83	.88	.72
<i>Smart</i>	.99	.87	.78	.81	.95	.93	.92	.88	.89	.95	.68
Bright	.85	.86	.77	.85	.85	.85	.86	.84	.83	.88	.83
Intelligent	.79	.86	.83	.84	.85	.84	.84	.91	.88	.91	.81
Sharp	.78	.84	.75	.75	.88	.83	.87	.83	.76	.93	.72
<i>Hip</i>	.63	.48	.61	.65	.59	.50	.63	.50	.57	.76	.29
Stylish	.90	.91	.89	.92	.95	.93	.89	.89	.87	.93	.94
Fashionable	.84	.92	.86	.85	.82	.90	.80	.89	.93	.95	.93
<i>Techie</i>	.37	.26	.55	.67	.37	.37	.51	.25	.40	.80	.43
Internet-savvy	.86	.75	.94	.96	.84	.80	.88	.79	.87	.93	.85
Tech-savvy	.77	.96	.86	.93	.76	.88	.90	.81	.75	.95	.85
<i>Coddled</i>	.85	.96	.94	.91	.94	.94	.96	.90	.94	.86	.96
Entitled	.72	.83	.72	.84	.78	.77	.76	.81	.70	.81	.80
Pampered	.86	.90	.90	.90	.90	.87	.95	.87	.87	.88	.84
Spoiled	.90	.88	.85	.93	.86	.91	.90	.91	.93	.89	.89
<i>Disrespectful</i>	.84	.93	.91	.94	.93	.93	.96	.94	.85	.98	.88
Condescending	.81	.84	.73	.83	.78	.80	.82	.78	.65	.81	.76
Argumentative	.72	.63	.66	.70	.63	.66	.76	.58	.68	.73	.61
Snobbish	.75	.85	.82	.85	.80	.80	.83	.79	.85	.74	.73
<i>Rookie</i>	.70	.69	.69	.73	.67	.69	.70	.72	.81	.71	.70
Inexperienced	.79	.79	.67	.84	.84	.78	.85	.77	.70	.91	.84
Unseasoned	.70	.81	.73	.82	.77	.82	.81	.87	.83	.90	.79
<i>Radically Progressive</i>	.50	.25	.54	.34	.33	.47	.62	.52	.36	.83	.43
Leftist	.63	.54	.69	.52	.67	.66	.59	.64	.51	.69	.56
Socialist	.71	.76	.71	.84	.92	.74	.75	.86	.81	.76	.62



**Table B.** Cronbach Alphas of the Stereotype Content of Young Adults, Study 1b-5

	Study 1b	Study 1c	Sup. Mat. 4	Sup. Mat. 4b	Sup. Mat. 5	Sup. Mat. 6	Sup. Mat. 7	Study 2	Study 3a	Study 4	Study 5
Ambitious	.84	.87	.81	.89	.85	.87	.84	.88	.89	.90	.85
Smart	.84	.89	.85	.88	.90	.88	.89	.89	.86	.93	.86
Hip	.87	.91	.87	.87	.88	.91	.83	.88	.89	.90	.94
Techie	.80	.84	.86	.92	.78	.82	.88	.78	.79	.88	.82
<i>Resourceful Facet</i>	.86	.87	.84	.90	.89	.87	.89	.88	.88	.92	.85
Dependent	.87	.90	.86	.92	.88	.89	.90	.90	.87	.92	.89
Disrespectful	.80	.82	.77	.83	.78	.80	.84	.76	.77	.85	.76
Rookie	.72	.78	.66	.81	.79	.78	.81	.81	.74	.90	.78
Radically Progressive	.62	.58	.66	.61	.76	.65	.61	.71	.59	.68	.54
<i>Ungrateful Facet</i>	.86	.87	.87	.89	.87	.88	.91	.89	.87	.93	.87

## Supplementary Material 4a.

### Additional Comparisons of the Predictive Power of our Model

#### versus Warmth and Competence

The mixed stereotype content unearthed in Study 1 suggests that evaluators across age groups may be subject to a form of cognitive bias against young adults. In this additional study, we tested whether these cognitive characterizations translated into negative attitudes toward the target group (similar to Study 1c), and also assessed the utility of the stereotype content of Study 1 by comparing its predictive power against a more generic antecedent of prejudice (i.e., social dominance orientation; see also Supplementary Material 8) and a less granular cognitive model of social groups (i.e., warmth and competence; see also Study 1c, Supplementary Material 4b, and Supplementary Material 5).

#### Methods

**Participants.** Three hundred and one responses were collected via Amazon Mechanical Turk, an initial pool of respondents estimated based on previous developmental psychology work using a similar type of paradigm (e.g., Heckhausen, Dixon, & Baltes, 1989). We excluded duplicate responses and respondents who failed our attention check. The final sample included 280 participants (144 women; 210 Caucasians;  $M_{\text{Age}} = 40.0$ ,  $SD_{\text{Age}} = 12.76$ ).

**Procedure and Measures.** Participants completed a questionnaire aimed at capturing their attitudes toward various age cohorts, perceived warmth and competence of young adults, endorsement of the stereotype content of young adults, social dominance orientation, and basic demographic information—in this order.

*Attitudes toward young adults.* We asked participants to report their attitudes toward people currently in their 20s and people currently in their 30s using attitude thermometers with

endpoints 1 = Extremely cold feelings and 11 = Extremely warm feelings, averaged the thermometer of the two groups. We also collected participants' attitudes toward people currently in their 40s, 50s, etc. up to people currently in their 90s—we do not use these variables in subsequent analyses.

***Warmth & competence.*** Perceived warmth of young adults was measured using four diverse adjectives commonly used in the Stereotype Content Model literature: warm, trustworthy, generous, righteous; Idem for competence: competent, clever, foresighted, efficient. Participants assessed the extent to which each adjective applied to young adults using a 7-point scale (1 = *Strongly Disagree* and 7 = *Strongly Agree*).

***Stereotypes of young adults.*** Participants reported the extent to which the 20 items of the stereotype content developed in Study 1 applied or not to young adults using a 7-point scale (1 = *Strongly Disagree* and 7 = *Strongly Agree*). The 10 items of the resourceful facet were averaged into a composite, and so were the 10 items of the ungrateful facet.

***Social dominance orientation.*** We used the short version of SDO7 (Ho et al., 2012) as a generic antecedent of prejudice and presented it on a 7-point scale (1 = Strongly Oppose and 7 = Strongly Favor).

## **Results & Discussion**

Attitude toward young adults was converted to a 100-point scale, and predictors were standardized, such that every regression coefficient represents the change in attitude toward the target group, in percentage points, for a participant scoring +1SD above the mean on that given predictor. Descriptive statistics and correlation matrix are compiled in Table 1.

We first examined whether the cognitive evaluation of young adults, reflected in the stereotype content of Study 1, was predictive of attitudes toward the target group (similar to

Study 1c). We regressed attitudes on endorsement of the resourceful and ungrateful facets of the stereotype content of young adults. Endorsement of the resourceful facet of the stereotype content led to more positively valenced attitudes (e.g., +1SD led to 7.2% more positive attitudes), while endorsement of the ungrateful facet led to less positively valenced attitudes (e.g., +1SD led to 4.6% less positive attitudes; see Table 2 Model 1). Adding social dominance orientation in the model did not significantly affect the predictive power of the two facets (Model 2). Consistent with findings of Study 1c, the facets also complementarily predicted attitudes beyond the less target-specific social evaluation measures of warmth and competence (Model 3). Also consistent with the findings of Study 1c, competence became non-significant when including the resourceful and ungrateful facets of our model.

**Table 1.** Descriptive Statistics and Correlation Matrix

	<i>M</i>	<i>SD</i>	Attitude	SDO	Warmth	Competence	Resour. Facet
Attitude toward Young Adults	64.1	18.6					
Social Dominance Orientation	2.8	1.3	-.14 *				
Warmth	4.4	1.1	.55 ***	-.05			
Competence	4.5	1.1	.47 ***	-.02	.77 ***		
Resourceful Facet	5.3	0.8	.40 ***	-.15 *	.55 ***	.67 ***	
Ungrateful Facet	4.9	1.0	-.26 ***	.28 ***	-.27 ***	-.26 ***	-.03

Notes. Significance: \*  $p < .05$ , \*\*\*  $p < .001$

**Table 2.** Attitudes toward Young Adults as a function of the Stereotype Content of the Target Group

Independent Variables	Model 1				Model 2				Model 3			
	<i>B</i>	<i>p</i>	CI <sub>95%</sub>		<i>B</i>	<i>p</i>	CI <sub>95%</sub>		<i>B</i>	<i>p</i>	CI <sub>95%</sub>	
Constant	64.1 ***	.000	62.2	66.1	64.1 ***	.000	62.2	66.1	64.1 ***	.000	62.3	65.9
Resourceful Facet (s)	7.2 ***	.000	5.3	9.1	7.2 ***	.000	5.2	9.1	2.9 *	.023	0.4	5.4
Ungrateful Facet (s)	-4.6 ***	.000	-6.6	-2.7	-4.6 ***	.000	-6.6	-2.5	-2.7 **	.007	-4.6	-0.7
Social Dominance Orientation (s)					-0.2	.815	-2.3	1.8				
Warmth (s)									7.7 ***	.000	4.8	10.5
Competence (s)									0.3	.867	-3.0	3.5

Notes. All independent variables standardized. Attitude thermometer converted to a 0 to 100 scale, with 0 = Extremely Cold and 100 = Extremely Warm. \*  $p < .05$  \*\*  $p < .01$ . \*\*\*  $p < .001$

**Supplementary Material 4b. Additional Comparison of the Predictive Power of  
the Stereotype Content of Young Adults versus Perceived Agency / Communion  
of Young Adults**

We conducted an additional study to compare the predictive power of the target-specific stereotype content developed in Study 1 against that of the two fundamental, albeit generic, dimensions of social cognition.

**Participants.** We collected 255 responses on Amazon Mechanical Turk. We excluded 27 responses from duplicate respondents (same IP address) or due to a failed attention check, leaving a final sample of 228 participants (117 women; 188 Caucasians; Age:  $M = 36.9$ ,  $SD = 10.54$ ,  $Min. = 21$   $Max. = 76$ ).

**Procedure and Measures.** In a first section presented as a questionnaire to better understand perceptions of groups composing contemporary America, participants completed attitude thermometers about 12 filler groups (e.g., corporate bankers, the elderly, baby boomers, politicians) and three target groups (i.e., today's young adults, Millennials, and college students) using a 9-point scale with endpoints 1 = *Very cold or unfavorable feelings*, and 9 = *Very warm or favorable feelings*. In a second section, participants were asked to give a more detailed opinion of two groups (today's young adults and African Americans), reporting to what extent a series of attributes generally applied to members of these groups. The attributes included the 20 adjectives from the stereotype content of young adults developed in Study 1 as well as general adjectives of agency and communion.

**Attitude toward young adults.** We averaged the three single-item thermometers for today's young adults, Millennials, and college students into a composite measure ( $\alpha = .81$ ).

**Stereotype content of young adults.** In section 2, participants indicated to what extent the

20 items of the stereotype content of young adults developed in Study 1 applied to today's young adults using a 7-point scale with endpoints 1 = *Not at all*, and 7 = *A great deal*. We compiled the 10 items from the resourceful facet ( $\alpha = .90$ ) and the 10 items from the ungrateful facet ( $\alpha = .89$ ) and standardized the two composite variables.

***Agency and communion.*** As part of section 2, participants also indicated to what extent various agency and communion items applied to today's young adults. The presentation format was consistent with that of the stereotype content of young adults. Agency was measured using the items assertive, confident, and ambitious ( $\alpha = .77$ ). Communion was captured using the items selfless, affectionate and sympathetic ( $\alpha = .84$ ). We also standardized the two composite variables.

***General responses to attitude thermometers.*** Responses to attitude thermometers about a given target is strongly influenced by a participant's attitudes toward social groups in general and the way that participant's natural response inclination to attitude thermometers in general. To account for these confounding factors, we collapsed participants' responses to the 12 filler groups ( $\alpha = .81$ ) and included it as a control in some of our models. The composite variable was then standardized.

## **Results**

Attitude toward young adults was converted to a 100-point scale, and predictors were standardized, such that every regression coefficient represents the change in attitude toward the target group, in percentage points, for a participant scoring +1SD above the mean on that given predictor. Descriptive statistics and correlations reported in Table 1.

We conducted a series of multiple regressions in which we examined the predictive power of the resourceful and ungrateful facets of the stereotype content of young adults as well

as perceived agency and communality of young adults on attitudes toward that target group. Results are summarized in Table 2. In Model 1, both endorsement of the resourceful and ungrateful facets are significantly predictive of attitudes toward that target group, respectively,  $B = 8.21, p < .001, CI_{95\%}[6.16, 10.27]$ , and  $B = -5.38, p < .001, CI_{95\%}[-7.87, -3.33], R^2 = .334, CI_{95\%} [.235, .417]$ . Model 5 highlights that adding the two generic dimensions of social cognition did not greatly improve the model:  $\Delta R^2 = .018$ ; perceived agency was not a significant predictor,  $B = 0.85, p = .491, CI_{95\%}[-1.58, 3.28]$  in this model; perceived communality reached significant,  $B = 3.02, p < .001, CI_{95\%}[6.16, 10.27]$ , albeit not as strongly as the two facets of our target-specific stereotype content. Furthermore, the significance of perceived communality did not prove robust to the introduction of our control variables (i.e., participants' demographic characteristics and general response to attitude thermometers),  $B = 1.30, p = .270, CI_{95\%}[-1.02, 3.62]$  (see Model 6).

Taken together, these results highlight that the two facets of the target-specific stereotype content developed in Study 1 predicted attitudes toward the target group above and beyond the two fundamental, though generic, dimensions of social cognition, consistent with findings of Study 1c, Supplementary Material 4a and Supplementary Material 5.

**Table 1.** Descriptive Statistics and Correlation Matrix

	Descriptives		Correlations			
	<i>M</i>	<i>SD</i>	Attitude	Communality	Agency	Resourceful Facet
Attitude toward Young Adults	65.1	18.6				
Communality	4.0	1.3	.46 ***			
Agency	4.9	1.2	.31 ***	.29 ***		
Resourceful Facet	5.1	0.9	.51 ***	.50 ***	.58 ***	
Ungrateful Facet	5.0	1.1	-.39 ***	-.50 ***	-.08	-.22 ***

Notes. Significance: \*\*\*  $p < .001$

**Table 2.** Attitudes toward Young Adults as a Function of Endorsement of Stereotype Content and Perceived Communality and Agency of Today’s Young adults

Independent Variables	Model 1		Model 2		Model 3		Model 4		Model 5		Model 5	
	<i>B</i>	CI <sub>95%</sub>	<i>B</i>	CI <sub>95%</sub>	<i>B</i>	CI <sub>95%</sub>	<i>B</i>	CI <sub>95%</sub>	<i>B</i>	CI <sub>95%</sub>	<i>B</i>	CI <sub>95%</sub>
Constant	65.11 ***	63.12 67.11	65.46 ***	62.97 67.96	65.11 ***	62.99 67.24	65.41 ***	62.63 68.18	65.11 ***	63.14 67.09	65.41 ***	62.90 67.93
Resourceful Facet (s)	8.21 ***	6.16 10.27	6.15 ***	4.30 8.00					6.49 ***	3.82 9.17	5.40 ***	3.03 7.77
Ungrateful Facet (s)	-5.38 ***	-7.43 -3.33	-6.06 ***	-7.87 -4.25					-4.20 ***	-6.49 -1.91	-5.56 ***	-7.59 -3.52
Communality (s)					7.52 ***	5.30 9.745	6.11 ***	4.02 8.20	3.02 *	0.46 5.58	1.30	-1.02 3.62
Agency (s)					3.62 ***	1.40 5.844	2.75 **	0.69 4.80	0.85	-1.58 3.28	.48	-1.69 2.65
Female Participant (i)			-0.68	-4.18 2.82			-0.57	-4.48 3.34			-.59	-4.13 2.96
Participant Age (c)			-0.14	-0.31 0.03			-0.18 +	-0.36 0.01			-.13	-.30 .04
Education (c)			-0.15	-1.12 0.81			-0.26	-1.34 0.82			-.23	-1.21 .75
General Response to Thermometers (s)			8.00 ***	6.19 9.81			7.40 ***	5.40 9.40			7.79 ***	5.95 9.63
<i>R</i> <sup>2</sup>	.334 ***		.506 ***		.245 ***		.396 ***		.352 ***		.509 ***	

Notes. Attitude thermometer converted to a 0 to 100 scale, with 0 = Extremely Cold and 100 = Extremely Warm. (s) Standardized variables (c) centered variables (i) binary variables. +  $p < .10$  \*  $p < .05$  \*\*  $p < .01$ . \*\*\*  $p < .001$



**Supplementary Material 5. Additional Comparison of the Predictive Power of  
the Stereotype Content of Young Adults versus Perceived Agency / Communion  
of Young Adults using a 20-item measure**

We conducted an additional study to compare the predictive power of the target-specific stereotype content developed in Study 1 against that of the two fundamental, albeit more generic, dimensions of social cognition. We did so using Abele and colleagues' (2016) model, which includes 10 items per dimensions—matching the item-size of our final model—and two subdimensions for each fundamental dimension—offering a more detailed model against which to pit ours.

**Participants.** We collected 371 responses on the crowdsourcing platform Prolific. We excluded 12 responses from respondents who failed our attention check, leaving a final sample of 359 participants (175 women; 291 Caucasians; Age:  $M = 44.1$ ,  $SD = 16.0$ ,  $Min. = 18$   $Max. = 84$ ).

**Procedure and Measures.** In a first section presented as a questionnaire to better understand perceptions of groups composing contemporary America, participants completed attitude thermometers about 12 filler groups (e.g., Asian Americans, Stay-at-home dads, baby boomers, politicians) and five target groups (i.e., people in their 20's, today's young adults, Millennials, college students, and young professionals) using a 11-point scale with endpoints 0 = *Very cold or unfavorable feelings*, and 10 = *Very warm or favorable feelings*. In a second section, participants were asked to give a more detailed opinion of two groups (today's young adults and African Americans), reporting to what extent a series of attributes generally applied to members of these groups. The attributes included the 20 adjectives from the stereotype content of young adults developed in Study 1 as well as 20 items of agency and communion.

*Attitude toward young adults.* We averaged the four single-item thermometers for today's young adults, Millennials, college students, and young professionals into a composite measure ( $\alpha = .93$ ).

*Stereotype content of young adults.* In section 2, participants indicated to what extent the 20 items of the stereotype content of young adults developed in Study 1 applied to today's young adults using a 7-point scale with endpoints 1 = *Not at all*, and 7 = *A great deal*. We compiled the 10 items from the resourceful facet ( $\alpha = .87$ ) and the 10 items from the ungrateful facet ( $\alpha = .89$ ).

*Agency and communion.* As part of section 2, participants also indicated to what extent they felt that the 20 items of the agency/communion model developed by Abele et al. (2016) applied to today's young. The agency measure ( $\alpha = .86$ ) is composed of five assertiveness items (e.g., self-confident, stand up to pressure;  $\alpha = .56$ ) and five competence items (e.g., capable, clever;  $\alpha = .91$ ). The communality ( $\alpha = .96$ ) measure is composed of five warmth items (e.g., empathetic, caring;  $\alpha = .93$ ) and five morality items (e.g., trustworthy, fair;  $\alpha = .92$ ). These items were mixed with the 20 items of our stereotype content of young adults and presented in random order.

*General responses to attitude thermometers.* Responses to attitude thermometers about a given target is strongly influenced by a participant's attitudes toward social groups in general and the way that participant's natural response inclination to attitude thermometers in general. To account for these confounding factors, we collapsed participants' responses to the 16 filler groups ( $\alpha = .84$ ) and included it as a control in some of our models.

## **Results & Discussion**

Attitude toward young adults was converted to a 100-point scale, and continuous

predictors were standardized, such that every regression coefficient represents the change in attitude toward the target group, in percentage points, for a participant scoring +1SD above the mean on that given predictor. Descriptive statistics and correlations reported in Table 1.

We conducted a series of multiple regressions in which we examined the predictive power of the positive and negative facets of the stereotype content of young adults as well as perceived agency and communality of young adults on attitudes toward that target group. Results are summarized in Table 2. The two facets of our stereotype content were significant predictors of attitudes toward young adults, whether control variables were excluded (Model 1a) or included (Model 2a). Similarly, agency and communality measures reached significance on their own (Model 1b) and with control variables (Model 2b). However, effect sizes were considerably smaller than those obtained using the two facets of our model.

When the two target-specific facets of our stereotype content and the more universal communality/agency variables were entered simultaneously, the former were highly significant. In contrast, the communality measure showed smaller effect size and the agency measures became non-significant (Model 1c), a pattern similar to that obtained with control variables (model 2c).

To be thorough, we also compared the predictive power of our two facets against the four subdimensions of Abele and colleagues' (2016) agency/communality scale (Table 3, Model 3b and Model 3d). The two facets of our model remained strongly significant with and without control variables, while none of the four subdimensions of the agency/communality scale reached significance, with the exception of the competence measure, marginally significant in the absence of control variable (model 3b), and the warmth measure, significant in the presence of control variables (model 3d).

Taken together, these results show that the two facets of the target-specific stereotype content developed in Study 1 predicted attitudes toward the target group above and beyond the two fundamental, though generic, dimensions—and subdimensions—of social cognition, consistent with findings of Study 1c, and Supplementary Material 4a and 4b.

**Table 1.** Descriptive Statistics and Correlation Matrix

	Descriptives		Correlations							
	<i>M</i>	<i>SD</i>	<i>Attitude toward Young Adults</i>	<i>Communality</i>			<i>Agency</i>			<i>Resour. Facet</i>
				Communality	Warmth	Morality	Agency	Assertiveness	Competence	
Attitude toward Young Adults	64.2	20.5								
Communality	4.55	1.18	.64 ***							
Warmth	4.65	1.22	.62 ***	.97 ***						
Morality	4.46	1.21	.62 ***	.97 ***	.89 ***					
Agency	4.76	0.92	.61 ***	.80 ***	.76 ***	.80 ***				
Assertiveness	4.65	0.87	.44 ***	.62 ***	.59 ***	.63 ***	.90 ***			
Competence	4.88	1.13	.66 ***	.83 ***	.78 ***	.82 ***	.94 ***	.69 ***		
Resourceful Facet	5.22	0.89	.66 ***	.79 ***	.78 ***	.77 ***	.87 ***	.69 ***	.89 ***	
Ungrateful Facet	4.81	0.99	-.42 ***	-.49 ***	-.51 ***	-.49 ***	-.29 ***	-.08	-.41 ***	-.33 ***

Notes. Significance: \*\*\*  $p < .001$

**Table 2.** Attitudes toward Young Adults as a Function of Endorsement of Stereotype Content of Young Adults and Perceived Communality and Agency of Today's Young adults

Independent Variables	Model 1a		Model 1b		Model 1c		Model 2a		Model 2b		Model 2c	
	<i>B</i>	$\eta^2$	<i>B</i>	$\eta^2$	<i>B</i>	$\eta^2$	<i>B</i>	$\eta^2$	<i>B</i>	$\eta^2$	<i>B</i>	$\eta^2$
Constant	64.2 ***		64.2 ***		64.2 ***		64.1 ***		63.8 ***		63.8 ***	
Resourceful Facet (z)	11.8 ***	0.365			7.7 ***	0.057	7.9 ***	0.255			5.6 ***	0.048
Ungrateful Facet (z)	-4.8 ***	0.086			-3.8 ***	0.048	-5.2 ***	0.126			-4.3 ***	0.081
Communality (z)			8.5 ***	0.101	3.8 *	0.018			7.3 ***	0.104	3.3 **	0.021
Agency (z)			5.7 ***	0.048	1.6	0.003			2.9 **	0.019	0.2	0.000
General Response to Thermometers (z)							10.3 ***	0.385	10.3 ***	0.359	10.1 ***	0.379
Female Participant (i)							0.3	0.000	0.9	0.001	0.8	0.001
Participant Age (z)							-1.3 *	0.011	-1.3 +	0.010	-1.2 +	0.010
Education (z)							-0.1	0.000	-1.2 +	0.009	-0.3	0.001
Conservatism (z)							-2.4 ***	0.029	-3.7 ***	0.068	-2.2 **	0.025
<i>R</i> <sup>2</sup>	.479 ***		.438 ***		.495 ***		.682 ***		.647 ***		.690 ***	

Notes. Attitude thermometer converted to a 0 to 100 scale, with 0 = Extremely Cold and 100 = Extremely Warm. (z) Standardized variables (i) binary variables. +  $p < .10$  \*  $p < .05$  \*\*  $p < .01$ . \*\*\*  $p < .001$

**Table 3.** Attitudes toward Young Adults as a Function of Endorsement of Stereotype Content of Young Adults and Perceived Communality and Agency (Subdimensions) of Today's Young adults

Independent Variables	Model 3a		Model 3b		Model 3c		Model 3d	
	<i>B</i>	$\eta^2$	<i>B</i>	$\eta^2$	<i>B</i>	$\eta^2$	<i>B</i>	$\eta^2$
Constant	64.2 ***		64.2 ***		63.7 ***		63.8 ***	
Resourceful Facet (z)			6.6 ***	0.037			5.0 **	0.034
Ungrateful Facet (z)			-3.4 ***	0.034			-4.2 ***	0.068
Communality (z)								
Warmth (z)	4.0 **	0.014	2.5	0.006	4.1 **	0.023	2.8 *	0.012
Morality (z)	2.5	0.005	1.1	0.001	1.7	0.003	0.3	0.000
Agency (z)								
Assertiveness (z)	-1.2	0.003	-0.5	0.001	-1.3	0.006	-0.3	0.000
Competence (z)	9.1 ***	0.088	3.7 +	0.010	5.9 **	0.058	1.4	0.002
General Response to Thermometers (z)					10.0 ***	0.356	10.1 ***	0.377
Female Participant (i)					1.0 *	0.002	0.9 +	0.001
Participant Age (z)					-1.2 +	0.009	-1.2	0.009
Education (z)					-0.9	0.006	-0.3	0.001
Conservatism (z)					-3.6 ***	0.066	-2.3 **	0.027
<i>R</i> <sup>2</sup>	.465 ***		.499 ***		.661 ***		.692 ***	

Notes. Attitude thermometer converted to a 0 to 100 scale, with 0 = Extremely Cold and 100 = Extremely Warm. (z) Standardized variables (i) binary variables.

+  $p < .10$  \*  $p < .05$  \*\*  $p < .01$ . \*\*\*  $p < .001$

## Supplementary Material 6.

### Analyses of the Stereotype Content Model based on a Large Meta-Sample

To further investigate the nature of the stereotype content of young adults, we provide below a series of analyses of our model using a compiled set of samples collected from various studies we ran over the last two years and in which the 20 items of the stereotype content were used as a predictor.

**Participants.** We compiled  $N = 4,812$  unique participants from 31 studies (2,557 women; 3,824 Caucasians; age:  $M = 39.1$ ,  $SD = 12.33$ ,  $Min. = 18$ ,  $Max. = 83$ ).<sup>1</sup>

**Structural Validation of the Model.** The model showed acceptable goodness-of-fit across multiple standard indices for all our samples (see Appendix 1 in main text).

**Distribution Analyses of the Two Facets.** Participants endorsed the resourceful facet to a larger extent ( $M = 5.12$ ,  $SD = 0.84$ ) than they did the ungrateful one ( $M = 4.71$ ,  $SD = 1.04$ ),  $t(4811) = 18.98$ ,  $p < .001$ ,  $d = 0.274$ . Both the resourceful and ungrateful facets were significantly above the neutral score of 4, respectively,  $t(4811) = 92.54$ ,  $p < .001$ ,  $d = 1.334$ , and  $t(4811) = 47.06$ ,  $p < .001$ ,  $d = 0.678$ . The distribution of the ungrateful facet was moderately negatively skewed,  $Skew = -.23$ , and that of the resourceful facet moderately to highly negatively skewed,  $Skew = -.51$ , indicating a general endorsement of the stereotypes across participants (see Figure 1 in the present document). The ungrateful distribution was largely mesokurtic,  $Kurtosis = 3.03$ , while the resourceful distribution was slightly leptokurtic,  $Kurtosis = 3.79$ , indicating a certain level of consensus in participants' stereotype endorsement.

**Relation Between the Two Facets.** Across the entire sample, the two facets of the stereotype content displayed a modest negative correlation,  $r = -.27$ ,  $p < .001$  (see Table 1 in

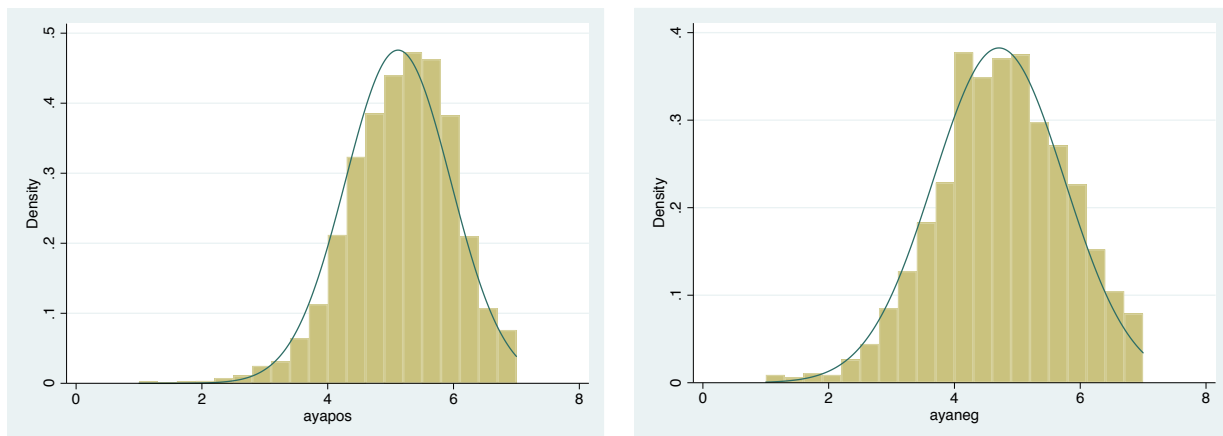
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<sup>1</sup> Duplicates within and across studies were removed to ensure that the final dataset contains unique participants.



main text), a general statistic that hid disparities. Younger participants tended to endorse the two facets more independently (participants 18-30:  $r = -.16$ ) than did older ones (31+:  $r = -.30$ ),  $z = 4.49$ ,  $p < .001$ , suggesting that young adults had more ambivalent perceptions of their own group than did out-group members.

**Figure 1. Distribution of the Resourceful Facet (left) and Ungrateful Facet (right)**



## Supplementary Material 7. Relation of Stereotype Content to Prejudice Measures

To test the convergent validity of the model, we examined whether endorsement of the stereotype content of young adults correlated with traditional forms of prejudice (e.g., racism, sexism).

### Method

**Participants.** One hundred and eighty-six responses were collected via Amazon Mechanical Turk. We excluded duplicate responses and respondents who failed an attention check. The final sample included 169 participants (82 women; 138 Caucasians;  $M_{Age} = 44.3$ ,  $SD_{Age} = 14.48$ ).

**Procedure and Measures.** Participants completed the 20-item young-adult stereotype content model measure, as well as a series of scales measuring prejudice toward women (shortened version of the Ambivalent Sexism Inventory; Glick & Fiske, 1996; Rollero, Glick & Targtaglia, 2014), African Americans (Symbolic Racism 2000 scale; Henry & Sears, 2002), and older adults (Succession, Identity, and Consumption [SIC] scale; North & Fiske, 2013b). Participants also completed two intergroup measures: the seventh version of the Social Dominance Orientation scale (Ho et al., 2012) and a System Justification scale (Kay & Jost, 2003).<sup>1</sup>

### Results

With the notable exception of ageism against older adults (SIC), the ungrateful facet of the stereotype content model was positively related to all the prejudice measures included in this study (see Table 4). In contrast, the resourceful facet was generally negatively—albeit more

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<sup>1</sup> As part of this survey, participants also completed the Future Time Perspective scale (Lang & Carstensen, 2002). We found no correlation relevant to the present paper and did not report them to keep the focus on our main contributions.

modestly—correlated with these measures.

**Table 1.** Correlation Matrices Between the Stereotype Content of Young Adults and Various Measures of Prejudice

	<b>Social Dominance Orientation</b>	<b>System Justification</b>	<b>Symbolic Racism</b>	<b>Ambivalent Sexism</b>	<b>Ageism twd Older Adults (SIC)</b>
Resourceful Facet	-0.28 ***	-0.03	-0.31 ***	-0.28 ***	-0.08
Ungrateful Facet	.38 ***	.19 *	.48 ***	.43 ***	-.02

*Note. Significance: \*\*\*  $p < .001$ , \*  $p < .05$*

## Discussion

The relationship between endorsement of the stereotype content of young adults and various forms of prejudice measures—acknowledged as social biases—provides further support to the notion that ageism, including that targeting the young, may be considered a form of prejudice. Furthermore, the lack of consistent relationship between ageism against younger and older adults suggests that a more complex pattern may be at play between these two forms of age biases, offering a key consideration for future research on age-based social perception.

## Supplementary Material 8. Predictive Comparison with Social Dominance Orientation

To evaluate the utility of the stereotype content model emerging from Study 1, we compared its predictive power against a more generic antecedent of prejudice: Social Dominance Orientation (SDO). These variables were collected as part of Study 2.

**Participants.** See Study 2 in main text.

**Measures.** *Attitudes toward young adults.* Participants reported their attitudes toward people in their 20s using an attitude thermometer (1 = *Extremely cold feelings*; 11 = *Extremely warm feelings*).

*Stereotypes of young adults.* Participants reported the extent to which the 20 items of the stereotype content developed in Study 1 applied to young adults today using a 7-point scale (1 = *Strongly Disagree*; 7 = *Strongly Agree*). We averaged 10 items of the resourceful facet into a composite, as well as the 10 items of the ungrateful facet in its own composite.

*Social dominance orientation.* We used the short version of SDO7 (Ho et al., 2012) as a generic antecedent of prejudice and presented it on a 7-point scale (1 = *Strongly Oppose* and 7 = *Strongly Favor*;  $\alpha = .86$ ). It was collected at the end of the second part of the study.

### Results

We regressed attitudes toward young adults on participants' endorsement of the two facets of the stereotype content of young adults in Model 1, their level of SDO in Model 4, and the three predictors in Model 5 (see Table 1 in this document). All predictors were standardized. Following Model 4, on its own, SDO was a significant predictor of attitudes toward young adults,  $B = -6.93$ ,  $p < .001$ . However, it became non-significant when adding the two facets of the stereotype content of young adults,  $B = -0.88$ ,  $p = .460$  (i.e., Model 5). In contrast, the two facets of the stereotype content of young adults did not lose in predictive power—see Model 1

versus Model 5).

**Table 1.** Attitudes toward people in their 20s as a function of the Stereotype Content of Young Adults, Demographics and Social Dominance Orientation

Independent Variables	Model 1			Model 2			Model 3			Model 4			Model 5		
	<i>B</i>	CI <sub>95%</sub>		<i>B</i>	CI <sub>95%</sub>		<i>B</i>	CI <sub>95%</sub>		<i>B</i>	CI <sub>95%</sub>		<i>B</i>	CI <sub>95%</sub>	
Constant	62.32 ***	60.23	64.41	60.60 ***	56.58	64.62	62.82 ***	59.56	66.08	62.32 ***	59.81	64.83	62.32 ***	60.23	64.41
Resourceful Facet (s)	6.68 ***	4.40	8.96				6.70 ***	4.37	9.03				6.45 ***	4.08	8.82
Ungrateful Facet (s)	-9.86 ***	-12.14	-7.58				-9.80 ***	-12.11	-7.49				-9.62 ***	-11.99	-7.25
Female Participant (i)				2.98	0.20	5.43	-0.87	-5.21	3.47						
Participant Age (s)				-1.77	-4.40	0.85	0.31	-1.82	2.44						
Education (s)				2.82 *	-1.27	4.33	1.28	-0.83	3.40						
Social Dominance Orientation (s)										-6.93 ***	-9.44	-4.42	-0.88	-3.22	1.46
<i>R</i> <sup>2</sup>	.373 ***	.286	.445	.024 +	.000	.061	.373 ***	.286	.445	.092 ***	.038	.159	.374 ***	.285	.444

Notes. Attitude thermometer converted to a 0 to 100 scale, with 0 = Extremely Cold and 100 = Extremely Warm. (s) Standardized variables (i) binary variables. Significance: +  $p < .10$  \*  $p < .05$  \*\*  $p < .01$ . \*\*\*  $p < .001$

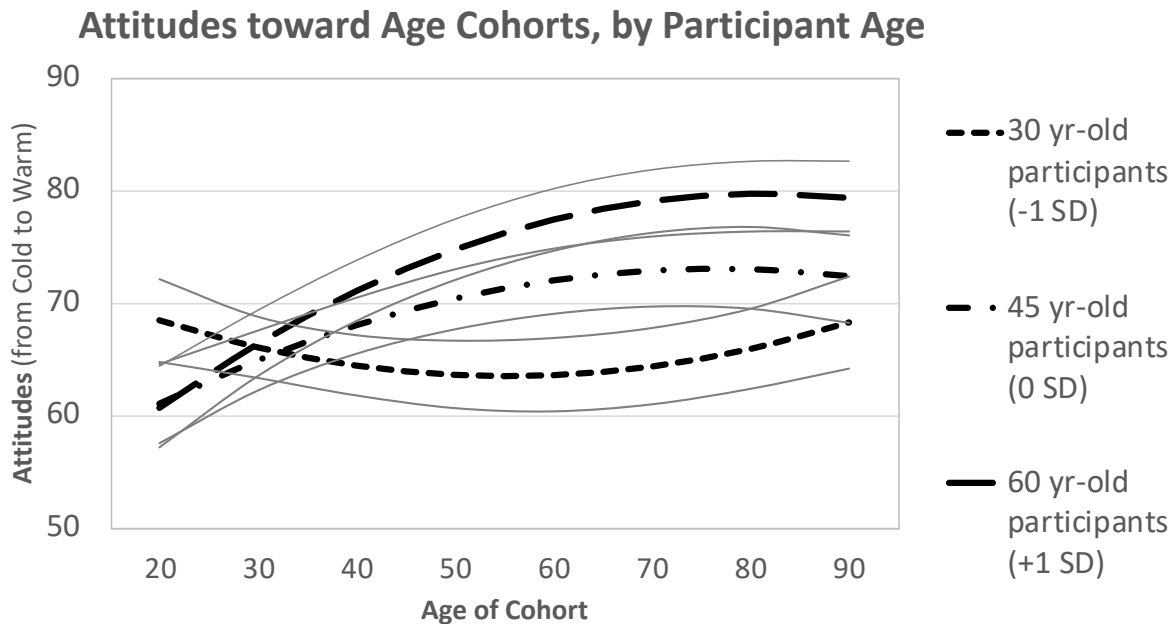
## Supplementary Material 9. Additional Analyses, Study 2

Further examining data from Study 2, we expanded upon Model 1 and Model 2 of our analyses of attitudes toward different adult age cohorts, adding quadratic terms for both the target age cohorts and participants' age (see Table 1 below; Model 1 and 2 were already included in the main Results section of Study 2 and are reproduced here for convenience). Model 3 builds on Model 1 and shows the effect of adding a quadratic term to the target age cohort variable. As discussed in the main Results section, the quadratic term was not significant, suggesting that a linear representation of the relation between attitudes and target age cohort is more appropriate when participant age is not included in the model.

Model 4 builds on Model 3, adding participant age and its quadratic term, as well as the two-, three-, and four-way interactions resulting from adding these variables. Figure 1 provides a graphic representation of attitudes toward each age cohort for participants age 30 (-1SD), 45 (sample mean) and 60 (+1SD) (see Figure 1 below). The results show that the attitudes of middle-aged participants followed a similar pattern—albeit less pronounced—as those of participants in their 60s, such that participant age 45 generally upheld similarly mitigated attitudes toward young adults (e.g.,  $M = 61.00$  for the age cohort currently in its 20's) and more favorable ones toward older age cohorts (e.g.,  $M = 72.00$  for the age cohort currently in its 60s), a favor that plateaued for targets past 70 years of age. Younger participants entertained slightly more favorable attitudes toward their in-groups than older participants did toward them (e.g., 30 year-old participants provided an attitude score of  $M = 66.06$  to their own birth cohort), although: (i) the relative positive attitudes of these young participants was far less pronounced than that of older participants toward their own ingroups (e.g., 60 year-old participants granted an attitude score of  $M = 77.40$  to their own birth cohort); (ii) these young participants expressed similarly

favorable attitudes toward the eldest target cohorts as they expressed toward their ingroups (e.g.,  $M = 68.22$  for the age cohort currently in their 90's); and (iii) these younger participants did not harbor strong outgroup bias, as illustrated by the lowest attitude score assigned by participants in their 30's (i.e.,  $M = 63.67$  to people currently in their 60's), which is only  $\Delta = 2.39$  points lower than the one they assigned to their ingroups—in comparison, participants in their 60's attributed a score  $\Delta = 10.98$  points lower to people currently in their 30's than to their own ingroups.

Taken together, Model 4 provides additional nuances to the results presented with Model 2, all the while reinforcing the conclusions stressed in the Discussion section included in the paper: “people harbor colder feelings toward today’s young adults than toward any contemporary older age group, including old-old adults. Furthermore, although older participants show a form of in-group bias, we find less evidence of an out-group bias from younger participants, who evaluated all age groups relatively similarly.”



**Table 1. Detailed Results of Attitudes toward Various Age Cohorts as a Function of Participant Age**

Independent Variables	Model 1					Model 2					Model 3				Model 4					
	<i>B</i>	<i>p</i>	CI <sub>95%</sub>			<i>B</i>	<i>p</i>	CI <sub>95%</sub>			<i>B</i>	<i>p</i>	CI <sub>95%</sub>		<i>B</i>	<i>p</i>	CI <sub>95%</sub>			
Constant	69.582	***	.000	67.721	71.443	69.582	***	.000	67.778	71.386	69.895	***	.000	67.690	72.101	71.284	***	.000	68.494	74.073
Age Cohort (c)	0.131	***	.000	0.080	0.183	0.131	***	.000	0.082	0.181	0.131	***	.000	0.080	0.181	0.163	***	.000	0.089	0.236
Age Cohort (c) * Age Cohort (c)											-0.001	.493	-0.002	0.001	-0.004	**	.001	-0.006	-0.002	
Participant Age (s)						3.981	***	.000	2.189	5.772					6.306	***	.000	4.210	8.403	
Participant Age (s) * Participant Age (s)															-1.393		.146	-3.275	0.490	
Participant Age (s) * Age Cohort (c)						0.133	***	.000	0.086	0.179					0.134	***	.000	0.087	0.181	
Participant Age (s) * Age Cohort (c) * Age Cohort (c)															-0.031		.212	-0.080	0.018	
Participant Age (s) * Participant Age (s) * Age Cohort (c)															-0.004	***	.000	-0.006	-0.003	
Participant Age (s) * Participant Age (s) * Age Cohort (c) * Age Cohort (c)															0.003	***	.000	0.002	0.005	
<i>R</i> <sup>2</sup>	.019 ***					.072 ***					.019 ***				.086 ***					

Notes. Age cohorts centered. Participant age standardized. Attitude thermometers converted to a 0 to 100 scale, with 0 = Extremely Cold and 100 = Extremely Warm. + *p* < .10 \* *p* < .05 \*\* *p* < .01. \*\*\* *p* < .001



**Supplementary Material 10. Study 3, 3-way interaction:**

**Current (vs Prior) Generation \* Young Participants \* Resourceful / Ungrateful Facet**

	<i>B</i>	<i>p-value</i>	<i>CI95%</i>	
Current Generation (i)	-16.9 ***	.000	-20.04	-13.73
Young Participants (i)	-16.4 *	.024	-21.98	-10.85
Current Generation * Young Participants	-4.1 *	.044	-9.83	1.55
Positive Facet (z)	-3.8 **	.004	-8.05	0.44
Current Generation * Resourceful Facet	-12.2	.364	-16.90	-7.46
Young Participants * Resourceful Facet	-14.7	.139	-20.84	-8.48
Current Generation * Young Participants * Resourceful Facet	-2.3 *	.030	-9.25	4.70
Negative Facet (z)	-10.3	.862	-13.97	-6.67
Current Generation * Ungrateful Facet	-16.1 **	.004	-20.19	-12.01
Young Participants * Ungrateful Facet	-5.6	.137	-11.42	0.30
Current Generation * Young Participants * Ungrateful Facet	-8.4	.609	-14.53	-2.29
Constant	61.7 ***	.000	58.40	65.00

## Supplementary Material 11. Study 3c: The Generational Dimension of Youngism

Study 3c was meant to achieve two goals. First, we tested whether people's colder feelings toward young adults targeted young adults *today* specifically or all generations of young adults. Second, we tested whether such a potential generationally targeted bias applied to all forms of ageism—including that targeting older adults—or whether it was unique to ageism against young adults.

To do so, we asked younger (i.e., adults age 18 to 35) and older participants (i.e., adults 56 and older) to share their perceptions of today's young and older adults relative to their perceptions of previous generations at the same age. Reflective of a generational bias against young but not older adults, we expected today's older targets to benefit from more positive feelings—relative to previous generations of older adults—than would today's young adults—relative to former generations of young adults—particularly from older evaluators.

### Methods

**Participants.** Two hundred and two responses were collected via Amazon Mechanical Turk. After excluding duplicate responses and respondents who failed our attention checks, we obtained a final sample of 101 in-group participants (51 women; 62 Caucasians; age:  $M = 27.7$ ,  $SD = 4.26$ ,  $Min. = 20$ ,  $Max = 35$ ) and 95 out-group participants (62 women; 86 Caucasians; age:  $M = 61.9$ ,  $SD = 5.10$ ,  $Min. = 56$ ,  $Max = 80$ ).<sup>1</sup>

**Procedure and Measures.** Participants were asked to share their impressions of the current generations of young and older adults relative to their impression of previous generations at the same age. Specifically, they reported their feelings toward people currently in their 20's

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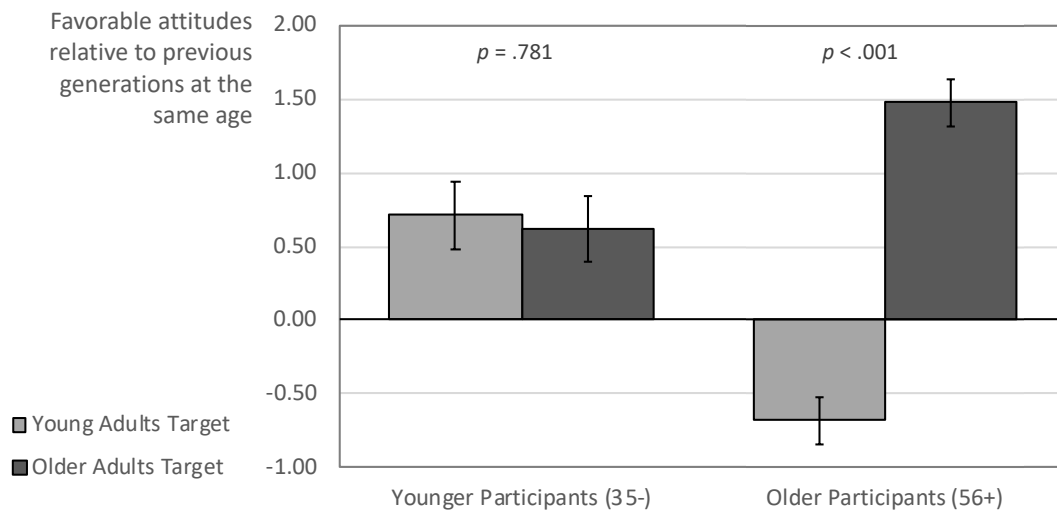
<sup>1</sup> In a more exploratory way, we also collected data from 104 participants age 36 to 55. We excluded these participants from the above analyses to guarantee a parallel between participants' and targets' age groups (i.e., young versus older adults) and remain consistent with the participant samples of Study 3 presented in the paper. The responses of participants between 36-55 were in between those of younger and older participants.

and 60's *relative* to previous generations at the same age using 11-point comparative attitude thermometers with endpoints -5 [+5] = *I feel much colder* [*warmer*] *feelings toward today's group than toward former generations at the same age*. A brief demographic questionnaire concluded the survey.

## Results

We ran a two-way mixed ANOVA comparing attitudes of younger and older participants (between-subject factor) toward today's young versus older target age groups relative to former generations at the same age (within-subject factor). The main effect of participant age group was not significant,  $F(1, 194) = 1.54, p = .216$ . The main effect of target group was significant,  $F(1, 194) = 23.36, p < .001$ , and so was the interaction,  $F(1, 194) = 27.54, p < .001$  (see Figure 3).

**Figure 3. Attitudes toward Various Age Cohorts relative to Former Generations at the same age**



Post-hoc LSD tests indicated that younger participants members did not report significantly warmer feelings toward today's 20 years old—relative to prior generations in their 20's—( $M = 0.71, SD = 2.41$ ) than they did for today's 60 years old—relative to former

generations in their 60's ( $M = 0.62$ ,  $SD = 2.31$ ),  $p = .781$ . In contrast, older participants reported significantly warmer feelings toward today's older adults relative to previous cohorts at the same age ( $M = 1.48$ ,  $SD = 1.74$ ) than they did for young adults ( $M = -0.68$ ,  $SD = 1.99$ ),  $p < .001$ . In fact, a two-tailed one sample t-test revealed that older participants reported *colder* feelings toward today's young adults than toward previous generations of young adults (i.e., comparative thermometer significantly below the neutral value 0),  $t(94) = -3.35$ ,  $p = .001$ .

## **Discussion**

Although both younger and older participants evaluated the current generation of older adults favorably relative to previous generations of older adults, older—but not younger—participants judged today's young adults unfavorably relative to previous generations of young adults. These results support the assertion that, contrary to ageism against older adults, ageism against young adults seems generationally focused. That is, people—and out-group members in particular—have negative feelings toward young adults *today* rather than toward young adults *in general*, a phenomenon not present for older adult targets. These results are consistent with the ones obtained in Study 3a and 3b in the main text.

**Supplementary Material 12.** Additional Analyses, Study 3b

We conducted complementary analyses of Study 3b, using Youth Cohort as a continuous variable and including both an ingroup bias variable and participant demographics as independent variables. The results (summarized in the table below) all show support for the general conclusion drawn in the discussion section of Study 3b.

	<b>Model 1</b>	<b>Model 2</b>	<b>Model 3</b>	<b>Model 4</b>
Youth Cohort (c)	-0.19 ***	-0.19 ***	-0.19 ***	-0.19 ***
Youth Cohort * Youth Cohort			0.00	
Ingroup Bias				-0.04
Age (c)		0.08	0.08	0.08
Female		7.68 *	7.68 *	7.68 *
Education (c)		-1.91 +	-1.91 +	-1.91 +
Constant	70.4 ***	66.1 ***	66.8 ***	67.1 ***
R2	.055	.105	.106	.106

*Notes.* Ingroup Bias = | Participant Age - Target Cohort Age |, where Target Cohort Age = 2020 - Youth Cohort + 25; significance: +  $p < .10$ , \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$