WEB APPENDIX

to

"CARING IS SHARING":

THE EFFECT OF CHILDHOOD MEMORIES ON CONSUMERS' LENDING BEHAVIOR

by

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CONTENTS

Lending Versus Borrowing Pretest

In this pretest, respondents were randomly assigned to either lending or borrowing conditions. Both groups first saw the same website as in studies 1 and 4 and then answered how likely they would be to offer for rent (/to borrow) any of their (/someone else's) personal possessions through this website (1 = not likely at all, 7 = very likely). They were also asked whether they would consider it and if they think it is a good idea; whether it would make them happy, be satisfying, be a good way to earn (/save) money; and whether sharing their personal possessions with others through this website would help people in need of products they do not want to purchase (/whether they would borrow from someone else through the site when in need of a product they did not want to purchase). All these items were measured on a 7-point scale (1 = strongly disagree, 7 = strongly agree). I combined the seven items to a composite measure (α = .951) and used this measure as the dependent variable, where the independent variable was the lending versus borrowing condition. The analysis revealed that people are significantly more willing to borrow something from someone else than to lend their own belongings to others (M_{borrow} = 3.84, SD = 1.54 vs. M_{lend} = 3.05, SD = 1.61; $F(1, 197)$ = 12.44, p = .001).

After the main measures, I asked an open-ended question about why participants would or wouldn't lend (/borrow) their (/someone's) personal possessions through this website. For both lending and borrowing, the participants' biggest concerns were trusting in strangers, the risks associated with lending/borrowing (e.g., the object will be damaged), and concerns with hygiene and contamination.

Study 1 questionnaire

I. Childhood versus ordinary event essays

Childhood memories essay (Gino and Desai 2012; Lasaleta, Sedikides, and Vohs 2014):
Remember special occasions with others from your past. Take a moment to cherish your
childhood memories. Please write a few paragraphs describing one event from your
childhood that you still remember to this date. Please provide as many details as possible so
that another person reading what you wrote could understand how you felt at that time.

Ordinary event essay (Wildschut et al. 2006):
In this study, we would like you to bring to mind an **ordinary event** in your daily life - an
event that took place in the last week. Please write a few paragraphs describing this event.
Please provide as many details as possible so that another person reading what you wrote
could understand how you felt at that time.

II. Manipulation checks (that I have not used)

[MC] Please indicate to what extent you agree or disagree with the following statements:
1. It was easy to recall an event from the past.
2. Right now, I am feeling quite nostalgic.
3. I usually remember events from the past very well.
4. Right now, I am having nostalgic feelings.
5. It is difficult for me to remember events from the past.

III. DIVICINO lending

[Items] DIVICINO wants to understand what kinds of products or services its users would be
interested in lending. Below is a list of possible items you could lend. Check all possible
items you would be interested in lending. If you wouldn't lend any of your personal
possessions, check the last option ("None of the above").

- ❑ Bike
- ❑ Tennis racket
- ❑ Ski equipment
- ❑ Ice skates
- ❑ Golf equipment
- ❑ Tent
- ❑ Sleeping bag
- ❑ Backpack
- ❑ Luggage
- ❑ Shoes or boots
- ❑ Coat or jacket
- ❑ Other clothing
- ❑ Toaster oven
- ❑ Waffle maker
- ❑ Blender
- ❑ Food processor
- ❑ Portable grill
- ❑ Sewing machine
- ❑ Iron
- ❑ Vacuum cleaner
- ❑ Fan
- ❑ Glue gun
- ❑ Hammer
- ❑ Drill
- ❑ Saw
- ❑ Other tools
- ❑ Ladder
- ❑ Lawn mower
- ❑ Computer/phone charger
- ❑ Video game console
- ❑ Camera

- ❑ Digital piano
- ❑ Baby stroller
- ❑ Baby carrier
- ❑ Infant car seat
- ❑ Other: _____
- ❑ None of the above

[Lending] Now please respond to some general questions about the DIVICINO website.

1. How likely would you be to offer for rent any of your personal possessions through this website? (1 = not likely at all, 7 = very likely)
2. It is a good idea to share my personal possessions through this website (1 = strongly disagree, 7 = strongly agree)
3. I would be happy to share my possessions with others through this website.
4. I would consider sharing my personal possessions with strangers through this website.
5. Lending my personal possessions to others through this website would be satisfying.
6. Sharing my personal possessions with others through this website would be a good way to earn some money.
7. I would share my personal possessions with others through this website to help people who need products they don't want to purchase.

[Website] What is your impression of the DIVICINO website?

Bad	1	2	3	4	5	6	7	Good
Unfavorable	1	2	3	4	5	6	7	Favorable
Old-fashioned	1	2	3	4	5	6	7	Modern
Not creative	1	2	3	4	5	6	7	Creative
Dull	1	2	3	4	5	6	7	Exciting
Useless	1	2	3	4	5	6	7	Useful
Unreliable	1	2	3	4	5	6	7	Reliable

IV. General questions about collaborative consumption

DIVICINO's business is an example of collaborative consumption. Collaborative consumption includes the shared use of cars and bikes, lending and borrowing of underused assets (e.g., clothes, books, other possessions, even your time), and peer-to-peer renting of living space. Collaborative consumption is facilitated by modern technologies, such as the Internet, cell phone applications, social networks, and GPS.

In the next screens you will see questions about collaborative consumption in general.

[Frequency] Thinking back to the past 6 months, how often did you consume collaboratively? (never / less than once a month / once a month / 2-3 times a month / once a week / 2-3 times a week / more than 3 times a week)

[Attitudes] What is your general opinion about collaborative consumption?

Bad	1	2	3	4	5	6	7	Good
Unfavorable	1	2	3	4	5	6	7	Favorable
Useless	1	2	3	4	5	6	7	Useful
Unpleasant	1	2	3	4	5	6	7	Pleasant
Unenjoyable	1	2	3	4	5	6	7	Enjoyable
Worthless	1	2	3	4	5	6	7	Valuable

[Opinion] Please indicate to what extent you agree or disagree with the following statements about collaborative consumption. (1 = strongly disagree, 7 = strongly agree)

1. Consuming collaboratively would save me money.
2. Collaborative consumption is a way to use resources more efficiently.
3. Collaborative consumption creates communities.
4. Collaborative consumption helps the environment.
5. Collaborative consumption is riskier than traditional consumption.

V. Other measures

[Emotions] When you think about the past experience you wrote about in Study 1, to what degree do you feel the following emotions? (1 = not at all, 7 = to a great degree, Zhou et al.

2012)

1. Sympathetic
2. Compassionate
3. Softhearted
4. Tender
5. Gratified
6. Happy
7. Satisfied
8. Content
9. Distressed
10. Upset
11. Perturbed
12. Troubled

[Caring] When you think about the past experience you wrote about in Study 1, to what degree do you think the following statements are inaccurate or accurate? (1 = very inaccurate, 5 = very accurate, Goldberg et al. 2006)

1. I feel others' emotions.
2. I know how to comfort others.
3. I make others feel good.
4. I anticipate the needs of others.
5. I am not interested in other people's problems.
6. I feel little concern for others.
7. I sense others' wishes.

[Sympathy] When you think about the past experience you wrote about in Study 1, to what degree do you think the following statements are inaccurate or accurate? (1 = very inaccurate, 5 = very accurate, Goldberg et al. 2006)

1. I am concerned about others.
2. I am deeply moved by others' misfortunes.

3. I feel sympathy for those who are worse off than myself.
4. I take an interest in other people's lives.
5. I like to do things for others.
6. I reassure others.

[Competition] When you think about the past experience you wrote about in Study 1, to what degree do you think the following statements are inaccurate or accurate? (1 = very inaccurate, 5 = very accurate, Goldberg et al. 2006)
1. I value cooperation over competition. (R)
2. I listen to my conscience. (R)
3. I impose my will on others.
4. I love a good fight.
5. I seek conflict.
6. I think too highly of myself.
7. I tell tall stories about myself.
8. I play tricks on others.
9. I enjoy being reckless.
10. I do dangerous things.
11. I try to do what is best for me, regardless of how that might affect others.

[Conformity] When you think about the past experience you wrote about in Study 1, to what degree do you think the following statements are inaccurate or accurate? (1 = very inaccurate, 5 = very accurate, Goldberg et al. 2006)
1. I worry about what people think of me.
2. I conform to others' opinions.
3. I need the approval of others.
4. I want to amount to something special in others' eyes.
5. I do what others do.
6. I don't care what others think. (R)
7. I am not concerned with making a good impression. (R)
8. I feel it's OK that some people don't like me. (R)

9. I want to form my own opinions. (R)

10. I want to be different from others. (R)

[Attachment] When you think about the past experience you wrote about in Study 1, to what degree do you think the following statements are inaccurate or accurate? (1 = strongly disagree, 7 = strongly agree, Collins and Read 1990)

1. I find it relatively easy to get close to others.

2. I'm not very comfortable having to depend on other people. (R)

3. I'm comfortable having others depend on me.

4. I don't like people getting too close to me. (R)

5. I'm somewhat uncomfortable being too close to others. (R)

6. I find it difficult to trust others completely. (R)

7. I'm nervous whenever anyone gets too close to me. (R)

8. Others often want me to be more intimate than I feel comfortable being. (R)

[Materialism] Please indicate to what extent you agree or disagree with the following statements. (1 = strongly disagree, 7 = strongly agree, Richins and Dawson 1992)

1. I usually buy only the things I need. (R)

2. I try to keep my life simple as far as possessions are concerned. (R)

3. The things I own aren't that important to me. (R)

4. Buying things gives me a lot of pleasure.

5. I like a lot of luxury in my life.

6. I put less emphasis on material goods than most people I know. (R)

7. I have all the things I really need to enjoy life. (R)

8. My life would be better if I owned certain things I don't have.

9. I wouldn't be any happier if I owned nicer things. (R)

10. I'd be happier if I could afford to buy more things.

11. It sometimes bothers me quite a bit that I can't afford to buy all the things I'd like.

[Rule-breaking] In the next pages you will see three different photos. Please take a good look at the photos and answer the related questions.

If you were in the situation depicted in the picture, to what extent would you care about following the rules? (1 = not at all, 7 = very much, Gino and Wiltermuth 2014)

1.

2.

3.

[Rebelliousness] Please indicate to what extent the following statements are inaccurate or accurate. (1 = very inaccurate, 5 = very accurate, Goldberg et al. 2006)

1. I break rules.
2. I know how to get around the rules.
3. I enjoy crude jokes.
4. I use swear words.
5. I cheat to get ahead.
6. I resist authority. (R)
7. I would never cheat on my taxes. (R)
8. I try to follow the rules. (R)
9. I stick to the rules. (R)
10. I respect authority. (R)

VI. Demographics

[Gender] Your gender: Female / Male

[Age] Your age: _____

[Income] What is your family's annual income range?

1. Below $25,000
2. $25,000 to $50,000
3. $50,000 to $75,000
4. $75,000 to $100,000
5. Above $100,000

Study 1 results

Dependent variable	Effect	SE	t	p
Items	-.21	.05	-4.56 (z)	< .01
Lending	-.45	.19	-2.37	.019
Website	-.20	.13	-1.52	.131
Attitudes towards collaborative consumption	-.16	.14	-1.14	.258
Opinion about collaborative consumption	-.01	.13	-.09	.931
Positive emotions	-.12	.17	-.71	.481
Negative emotions	-.03	.15	-.23	.816
Empathy	-.16	.18	-.87	.384
Caring	.10	.08	1.23	.221
Sympathy	.21	.10	2.19	.031
Competition	-.02	.07	-.27	.791
Conformity	.06	.07	.92	.360
Attachment	.04	.14	.30	.767
Materialism	.09	.14	.63	.531

Table 1. Study 1: Interaction effect of the childhood memories condition and rebelliousness on all the variables.

Using rule-breaking instead of rebelliousness as moderator did not yield a significant interaction effect with childhood memories on lending intentions ($b = .15$, SE $= .13$, $t = 1.12$, $p = .264$).

	Childhood	Control	Contrast analysis
Low rebelliousness (1 SD below the mean)	$M = 4.60$	$M = 3.42$	$b = .59$, SE $= .25$, $t = 2.34$, $p = .021$
High rebelliousness (1 SD above the mean)	$M = 3.48$	$M = 4.02$	$b = -.27$, SE $= .26$, $t = -1.05$, $p = .294$
Contrast analysis	$b = -.59$, SE $= .25$, $t = -2.36$, $p = .020$	$b = .32$, SE $= .29$, $t = 1.10$, $p = .275$	

Table 2. Study 1: Spotlight analysis with lending intentions as the dependent variable.

Study 2 questionnaire

I. Calculator task

Some people can multiply numbers in their head easier, while others prefer to use a calculator. For this next task, we would like you to calculate the product of the following numbers, either in your head, or using a calculator. Whichever method you use, it is okay. If you got the result using your head, write an H after the answer, and if you used a calculator, write a C (example: 23876 C).

328 * 102 = _____

621 * 360 = _____

290 * 613 = _____

950 * 640 = _____

185 * 455 = _____

846 * 750 = _____

550 * 200 = _____

305 * 700 = _____

415 * 603 = _____

520 * 860 = _____

II. Childhood memories vs. ordinary event essays (see study 1)

III. Manipulation checks (see study 1)

IV. Calculator lending

Some of the other students completing this study in the lab next door (Room 12-180) may need a calculator. Would you be willing to loan your calculator to one of these students for the next 10 minutes? We guarantee that we will get your calculator back to you by the time you finish the study.

If you agree to this brief loan, please put your calculator on the shelf above your screen, and a lab assistant will take it if it is needed, and your name too, and he or she will also make sure that you get it back when you sign out.

❑ YES, I AM WILLING TO LOAN MY CALCULATOR

❑ NO, I DON'T WANT TO LOAN MY CALCULATOR

V. Emotions measures (see study 1)

VI. Remote Associates Test (Mednick 1962)

In this next exercise, you will see a set of three words, and your task is to find a fourth word that is logically linked to the words. For example, if you see the words *cream*, *skate*, and *water*, you could write *ice* in the box, as this word is logically linked to all the other three words. You will see 9 sets of words on separate screens one after another. You will have 15 seconds to solve each.

opera / hand / dish   _____ (soap)

carpet / alert / ink   _____ (red)

type / ghost / screen	_____ (writer)
manners / round / tennis	_____ (table)
barrel / root / belly	_____ (beer)
age / mile / sand	_____ (stone)
main / sweeper / light	_____ (street)
tooth / potato / heart	_____ (sweet)
wet / law / business	_____ (suit)

VII. Other measures

[Materialism] (see study 1)

[Rule-breaking] (see study 1)

[Rebelliousness] (see study 1)

VIII. Demographics

[Calculator check] In the first calculation study, did you use **your own calculator**? (and not someone else's, and not your phone's calculator)

❑ Yes

❑ No

[Gender] Your gender: Female / Male

[Age] Your age: _____

[Income] What is your family's annual income range?

6. Below $25,000

7. $25,000 to $50,000

8. $50,000 to $75,000

9. $75,000 to $100,000

10. Above $100,000

Study 2 results

Dependent variable	Effect	SE	t	p
Lending calculator	-.69	.31	-2.22 (z)	.027
Positive emotions	.15	.17	.90	.369
Negative emotions	.26	.15	1.73	.087
Empathy	-.05	.17	-.29	.769
Materialism	.24	.11	2.18	.032

Table 3. Study 2: Interaction effect of the childhood memories condition and rebelliousness on all the variables.

	Childhood	Control	Contrast analysis
Low rebelliousness (1 SD below the mean)	$M = .73$	$M = .47$	$b = .54$, SE $= .33$, $z = 1.62$, $p = .106$
High rebelliousness (1 SD above the mean)	$M = .16$	$M = .40$	$b = -.65$, SE $= .37$, $z = -1.76$, $p = .078$
Contrast analysis	$b = -1.55$, SE $= .54$, $z = -2.89$, $p = .004$	$b = .16$, SE $= .32$, $z = -.51$, $p = .609$	

Table 4. Study 2: Spotlight analysis with calculator lending as the dependent variable.

Using rule-breaking instead of rebelliousness as moderator did not yield a significant interaction effect with childhood memories on lending ($b = .20$, SE $= .15$, $z = 1.35$, $p = .176$).

Materialism did not mediate the effect of childhood memories and rebelliousness on lending.

Study 3 questionnaire

I. Childhood versus physical surroundings essays

Childhood memories condition (Gino and Desai 2012):

In this study, we would like you to think about your **childhood** and all the memories you have from those years.

Please describe **one event from your childhood** that you remember well to this date. Please

provide as many details as possible so that another person reading what you wrote could understand how you felt at that time.

Physical surroundings condition:

In this study, we would like you to describe your **physical surroundings**, the place you are right now. Describe **only the physical objects** in the place, e.g., the furniture, devices, etc. Please provide as many details as possible so that another person reading what you wrote could imagine the place.

II. Share the Word app lending

Many sharing apps have started in the recent months. One successful app, being quickly adopted by people around the country, is **Share the World**, which was the subject of a recent New York Times article.

Share the World allows you to connect with other people in your local community (i.e., neighborhoods, streets, blocks, apartment buildings), who post both what they need and what they are willing to lend to their neighbors.

If there is a match (e.g., if you are willing to lend an item that a neighbor needs), the two of you can arrange the details of the share (e.g., you can leave the item in front of your door tomorrow at noon, so your neighbor can pick it up).

Suppose that someone from your neighborhood posted the following:

Alex Miller

Hi neighbors, my vacuum cleaner suddenly stopped working... Could anyone lend me a vacuum cleaner for a couple of hours today? Thanks!

9:32 AM - Jul 16

[Vacuum] How likely would you be to lend your vacuum cleaner to Alex? (1 = not at all likely, 7 = very likely)

[Items] Below is a list of items people typically request on the app. Assuming that you own all these items, please check all the items you would consider lending to someone through the Share the World app. If you wish to lend something that is not on the list, select "Other" and specify the item. If you wouldn't lend any of these things, check the last option ("None of the above").

- ❑ Toaster oven
- ❑ Blender
- ❑ Waffle maker
- ❑ Food processor
- ❑ Portable grill
- ❑ Sewing machine
- ❑ Iron
- ❑ Vacuum cleaner
- ❑ Mop
- ❑ Hammer
- ❑ Drill
- ❑ Saw
- ❑ Glue gun
- ❑ Other tools
- ❑ Ladder
- ❑ Lawn mower
- ❑ Phone charger
- ❑ Paper shredder
- ❑ Bike
- ❑ Tent
- ❑ Other: _____
- ❑ None of the above

[Lending] Now please respond to some general questions about the Share the World app. (1 = not at all, 7 = very much)

1. I would be interested in trying the Share the World app.
2. I am likely to lend my personal possessions through the Share the World app.
3. I would be happy to lend my possessions to others through the Share the World app.
4. I would lend my personal possessions to others through the Share the World app to help people who need things they don't want to purchase.
5. Lending my personal possessions to others through the Share the World app would be satisfying.

[COVID-19 items] Below is a list of items people typically request these days. Please check all possible items you would be interested in **sharing with someone** through the Share the World app. If you wish to share something that is not on the list, select "Other" and specify the item. If you wouldn't share any of these things, check the last option ("None of the above").

❑ Sugar
❑ Flour
❑ Salt
❑ Milk
❑ Packaged/canned food
❑ Pet food
❑ Toilet paper
❑ Disinfectant wipes
❑ Disinfectant cleaning products
❑ Rubbing alcohol
❑ Hand sanitizer
❑ Hand soap
❑ Rubber gloves
❑ Face mask
❑ Other: _____
❑ None of the above

[ZIP] If you would like to know whether there are people already signed up to Share the World app in your neighborhood, please type in your ZIP Code below and press the >> button:

ZIP Code: _____*

*If typed in a ZIP Code, the following message appeared next:

There are **26** people signed up within this ZIP Code.

If you are interested in signing up, the Share the World app is available in App Store and Google Play.

[Frequency] Thinking back to the past 3 months, how often did you lend anything to someone else? (never / less than once a month / once a month / 2-3 times a month / once a week / 2-3 times a week / more than 3 times a week)

III. *Other measures*

[Family-community] Please indicate below to what extent you agree or disagree with the following statements. (1 = strongly agree, 7 = strongly disagree)

1. I think of people around me as family.
2. People close to me feel like family.
3. I feel like I'm surrounded by people who care about me.
4. Our community is like a big family.
5. The people near me are like an extended family.
6. In our community we care for each other just like family members do.

[Relational Model Theory] We all have some idea of what an ideal group should be like in terms of the relationships among group members. Please refer to the statements below and indicate how often—in your personal opinion—each statement should be true in an *ideal group*. (1 = none of the time, 5 = always, Vodosek 2009)

1. The group makes decisions together by consensus
2. Members of the group tend to have very similar attitudes and values
3. ''One for all and all for one'' is true of the members in the group
4. Group members have many things in common that make them essentially the same
5. If one of the group members needs something, other group members give it without expecting anything in return
6. One of the group members calls the shots in the group
7. One of the group members directs the work of the group, while the other group members pretty much do what they are told to do
8. One of the group members tends to lead
9. One of the group members makes the decisions and the other group members generally go along
10. Group members typically divide things up into shares that are the same size
11. Group members often take turns doing things
12. When group members work together, they usually split the work evenly
13. Group members make sure that the group's workload is shared equally
14. The group makes decisions by a simple majority vote
15. Group members calculate what their payoffs are in this group and act accordingly
16. Group members divide things up according to how much they have paid or contributed
17. Group members make decisions according to the ratio of the benefits they get and the costs to them
18. Group members choose to participate in the group when it is worth their while to do so

[Sharing norms] Please indicate below to what extent you agree or disagree with the following statements.
1. Sharing with others is the right thing to do
2. Sharing is caring
3. It is our responsibility to share with people in need
4. We should share what we have with others
5. Sharing makes the world a better place

[Inclusion of Community in Self scale] Choose the picture that best describes your relationship with the community you live in. (S = Self, C = Community; Mashek et al. 2007)
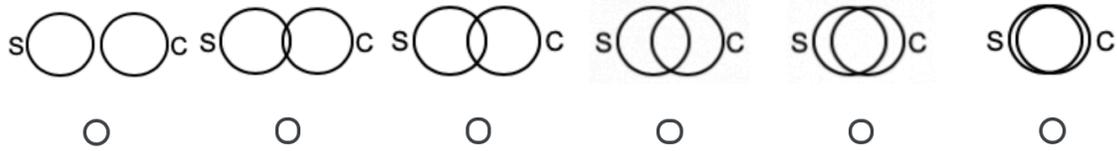
IV. Remote Associates Test (6 sets, see study 1)

V. Rebelliousness scale (see study 1)

VI. Manipulation checks

[MC] Please indicate to what extent you agree or disagree with the following statements regarding the essay writing task you completed in the beginning of the survey. (1 = strongly disagree, 7 = strongly agree)

The essay I wrote...

1. made me feel like a child
2. brought me back to a place where I feel like I am still a child
3. made me think about the time I was a child
4. made me go back to my childhood
5. made me think of the lessons I learnt during my childhood
6. made me remember some of the rules I was taught when I was a child
7. reminded me the importance of sharing
8. made me remember learning as a child how important sharing is
9. made me think of my parents
10. brought up memories of my parents

VII. Demographics

[Childhood] Overall, I had a good childhood. (1 = strongly disagree, 7 = strongly agree)

[Siblings] How many siblings do you have? _____

[Birth order] I am the (first / second / third / fourth / fifth / sixth / other) child of my parents.

[Gender] What is your gender? (Female / Male)

[Age] What is your age?

Debriefing document of study 3:

Thank you for your participation in our study! Your participation is greatly appreciated.

Purpose of the Study:

Earlier in our consent form, we informed you that the purpose of the study was to study consumer experiences and behavior. In actuality, our study is about testing the effects of childhood memories on consumers' willingness to share their possessions with others. We expect that reflecting on childhood memories increases sharing, particularly for those who follow norms. **The Share the World app does not exist, we came up with it for this study.**

Unfortunately, in order to properly test our hypothesis, we could not provide you with all of these details prior to your participation. This ensures that your reactions in this study were spontaneous and not influenced by prior knowledge about the purpose of the study. If we had told you the actual purposes of our study, your ability to share could have been affected. We regret the deception, but we hope you understand the reason for it.

Confidentiality:

Please note that although the purpose of this study has changed from the originally stated purpose, everything else on the consent form is correct. This includes the ways in which we will keep your data confidential. We will protect your confidentiality by ensuring that the data

obtained from you will be collected via a secured website. The collected data will be accessible to only the Principal Investigator, IRB members and staff. The research will protect your confidentiality by securely storing the data. The collected data will be stored in a password-protected statistical file on the password-protected computer of the Principal Investigator.

The research team, authorized CUNY staff, and government agencies that oversee this type of research may have access to research data and records in order to monitor the research. Research records provided to authorized, non-CUNY individuals will not contain identifiable information about you. Publications and/or presentations that result from this study will not identify you by name.

Now that you know the true purpose of our study and are fully informed, you may decide that you do not want your data used in this research. If you would like your data removed from the study and permanently deleted, please type in the box below: **delete**.

Whether you agree or do not agree to have your data used for this study, you will still receive the compensation for your participation.

Please do not disclose research procedures and/or hypotheses to anyone who might participate in this study in the future as this could affect the results of the study.

Final Report:

If you would like to receive a copy of the final report of this study (or a summary of the findings) when it is completed, please feel free to contact us.

Useful Contact Information:

If you have any questions or concerns regarding this study, its purpose or procedures, or if you have a research-related problem, please feel free to contact the researchers, Teodora Szabo-Douat, 646-312-3306, teodora.szabo@baruch.cuny.edu, or Dr. Sankar Sen, 646-312-3302,

sankar.sen@baruch.cuny.edu.

If you have any questions about your rights as a research participant or if you would like to talk to someone other than the researchers, you can contact CUNY Research Compliance Administrator at 646-664-8918 or hrpp@cuny.edu.

If you would like your data removed from the study and permanently deleted, please type in the box below: **delete**.

Study 3 results

Dependent variable	Effect	SE	*t*	*p*
Vacuum cleaner	-.55	.27	-2.04	.042
Items to lend	-.49	.69	-.71	.482
COVID-19 items	-.31	.55	-.56	.574
Lending	-.52	.25	-2.08	.039
ZIP Code	-.20	.37	-.53 (*z*)	.592
Family-community	-.26	.24	-1.06	.288
RMT - Communal sharing	-.05	.09	-.57	.571
RMT - Authority ranking	-.29	.15	-1.96	.052
RMT - Equality matching	-.09	.09	-.94	.350
RMT - Market pricing	-.18	.12	-1.48	.140
Sharing norms	-.32	.16	-1.95	.053
Self-community	-.38	.18	-2.06	.040
MC child	-1.15	.21	-5.54	<.001
MC rules & lessons	-.74	.26	-2.90	.004
MC sharing	-.74	.27	-2.71	.007
MC parents	-.64	.26	-2.42	.016

Table 5. Study 3: Interaction effect of the childhood memories condition and rebelliousness on all the variables.

	Childhood	Control	Contrast analysis
Low rebelliousness (1 SD below the mean)	*M* = 4.38	*M* = 3.49	*b* = .89, SE = .37, *t* = 2.44, *p* = .015
High rebelliousness (1 SD above the mean)	*M* = 4.54	*M* = 4.71	*b* = -.16, SE = .37, *t* = -.45, *p* = .654
Contrast analysis	*b* = .08, SE = .25, *t* = .20, *p* = .670	*b* = .64, SE = .19, *t* = 3.37, *p* < .001	

Table 6. Study 3: Spotlight analysis with the intention of lending the vacuum cleaner as the dependent variable.

	Childhood	Control	Contrast analysis
Low rebelliousness (1 SD below the mean)	*M* = 4.46	*M* = 3.71	*b* = .75, SE = .34, *t* = 2.21, *p* = .028
High rebelliousness (1 SD above the mean)	*M* = 4.41	*M* = 4.66	*b* = -.25, SE = .34, *t* = -.73, *p* = .465
Contrast analysis	*b* = -.03, SE = .18, *t* = -.15, *p* = .882	*b* = .50, SE = .18, *t* = 2.83, *p* = .005	

Table 7. Study 3: Spotlight analysis with lending intentions as the dependent variable.

Study 4 questionnaire

I. Childhood memories vs. ordinary event essays (see study 1)

II. Manipulation checks (see study 1)

III. DIVICINO lending (see study 1, only the main dependent variables are slightly different)

Main dependent variables (1 = strongly disagree, 7 = strongly agree):
1. I am likely to lend my personal possessions through this website.
2. I would be happy to lend my possessions to others through this website.
3. I would lend my personal possessions to others through this website to help people who need products they don't want to purchase.
4. Lending my personal possessions to others through this website would be satisfying.

5. Lending my personal possessions to others through this website would be a good way to earn some money. (note: this item was not included in the composite measure, because it does not measure lending intentions)

Below, please tell us why you would or wouldn't lend your personal items through this website. Please be as specific and detailed as you can in your explanation, so we can understand the underlying reasons for your lending decision.

_____

IV. Other measures

[Trust] Please indicate below to what extent you agree or disagree with the following statements. (1 = strongly disagree, 7 = strongly agree)
1. People are generally trustworthy.
2. I would trust other people with my personal stuff.
3. I trust other people to take good care of the stuff I lend them.

[Risk] Please indicate below to what extent you agree or disagree with the following statements. (1 = strongly disagree, 7 = strongly agree)
1. Lending my stuff is risky.
2. I am concerned about how others might treat the stuff I lend them.
3. It is risky to let others use my personal belongings.

[Sharing norms] (see in study 3)

[Sharing in childhood] (1 = strongly disagree, 7 = strongly agree)
1. As a child, I learnt the importance of sharing from my family
2. Growing up, sharing was important in my family

[Social connectedness] Please indicate below to what extent you feel the following: (1 = not at all, 7 = extremely, Wildschut et al. 2006)

1. I feel loved
2. I feel protected

[Community connectedness] Please indicate below to what extent you feel the following: (1 = not at all, 7 = extremely, Hawkley, Browne, and Cacioppo 2005)
1. I feel part of a group of friends
2. I feel in tune with the people around me
3. I have a lot in common with the people around me
4. I feel connected to loved ones

[Independence and traditions] Please indicate the extent to which you feel:

Independent	1	2	3	4	5	6	7	Dependent
Free	1	2	3	4	5	6	7	Not free
Like a leader	1	2	3	4	5	6	7	Like a follower
Individualist	1	2	3	4	5	6	7	Conformist
Like someone who does not care about customs	1	2	3	4	5	6	7	Like someone who cares about customs
Like someone who does not care about family values	1	2	3	4	5	6	7	Like someone who cares about family values
Like someone who does not respect traditions	1	2	3	4	5	6	7	Like someone who respects traditions

[Emotions] (see study 1)
[Materialism] (see study 1)
[Rule-breaking] (see study 1)
[Rebelliousness] (see study 1)

V. Demographics (see study 1)

Dependent variable	Effect	SE	*t*	*p*
Items	-.44	.32	-1.38	.170
Lending	-.34	.14	-2.42	.017
Trust	-.29	.12	-2.44	.016
Risk	.11	.11	.97	.332
Sharing norms	-.39	.12	-3.38	<.001
Sharing in childhood	-.32	.12	-2.63	.009
Social connectedness	-.27	.11	-2.43	.016
Community connectedness	-.23	.11	-2.05	.042
Independence	.11	.10	1.12	.263
Tradition	-.12	.11	-1.08	.281
Empathy	-.38	.14	-2.73	.007
Positive emotions	-.15	.12	-1.25	.212
Negative emotions	.05	.10	.44	.658
Materialism	-.09	.09	-1.04	.301

Table 8. Study 4: Interaction effect of the childhood memories condition and rebelliousness on all the variables.

	Childhood	Control	Contrast analysis
Low rebelliousness (1 SD below the mean)	*M* = 3.75	*M* = 2.93	*b* = .41, SE = .18, *t* = 2.28, *p* = .024
High rebelliousness (1 SD above the mean)	*M* = 3.84	*M* = 4.25	*b* = -.21, SE = .18, *t* = -1.14, *p* = .255
Contrast analysis	*b* = .05, SE = .20, *t* = .25, *p* = .806	*b* = .73, SE = .20, *t* = 3.71, *p* < .001	

Table 9. Study 4: Spotlight analysis with lending intentions as the dependent variable.

Besides community connectedness and trust, attitudes towards sharing norms, empathy, and the importance of sharing during childhood also mediate the effect of childhood memories and rebelliousness on lending intentions.

Study 5 questionnaire

I. Calculator task (see study 2)

II. Childhood memories vs. ordinary event essays (see study 1)

III. Norms scale

[Expectations] Please indicate to what extent you agree or disagree with the following statements. (1 = strongly disagree, 7 = strongly agree)

1. I feel that I have to comply with the expectations.
2. I do what people expect me to do.
3. I feel like I have to act in a way that is expected from me.
4. I try to do the right thing right now.
5. I know what I am supposed to do right now.
6. I am aware that there are some expectations of how to behave right now.

[Parents' expectations] Please indicate to what extent you agree or disagree with the following statements. (1 = strongly disagree, 7 = strongly agree)

1. I want to be a good child to my parents.
2. I want my parents to be proud of me.
3. I try to live up to my parents' expectations.

[Parents watching] Please indicate to what extent you agree or disagree with the following statements. (1 = strongly disagree, 7 = strongly agree)

1. It feels like my parents are looking over my shoulder.
2. I have a feeling that my parents are watching what I'm doing.

IV. Calculator lending (see study 2)

V. Other measures

[Sharing norms] (see study 1)

[Emotions] (see study 1)

[Empathy2] When you think about the past experience you wrote about in Study 1, to what degree do you think the following statements are inaccurate or accurate? (1 = very inaccurate, 5 = very accurate)

1. I feel others' emotions.
2. I know how to comfort others.
3. I anticipate the needs of others.

[Sympathy] When you think about the past experience you wrote about in Study 1, to what degree do you think the following statements are inaccurate or accurate? (1 = very inaccurate, 5 = very accurate)

1. I am concerned about others.
2. I feel sympathy for those who are worse off than myself.
3. I like to do things for others.

[Conformity] When you think about the past experience you wrote about in Study 1, to what degree do you think the following statements are inaccurate or accurate? (1 = very inaccurate, 5 = very accurate)

1. I conform to others' opinions.
2. I need the approval of others.
3. I do what others do.

[Trust] (see study 4)

[Risk] (see study 4)

[Childhood sharing] (see study 4)

[Social connectedness] (see study 4)

[Independence] (see study 4)

[Traditions] (see study 4)

VI. Remote Associates Test (see study 2)

VII. Other measures

    [Rule-breaking] (see study 1)
    [Rebelliousness] (see study 1)
    [Manipulation checks] (see study 3)

VII. Demographics (see study 2 and 3)

Debriefing document of study 5:

Thank you for your participation in our study! Your participation is greatly appreciated.

Purpose of the Study:

Earlier in our consent form, we informed you that the purpose of the study was to study consumer experiences and behavior. In actuality, our study is about testing the effects of childhood memories on consumers' willingness to share their possessions with others. We expect that reflecting on childhood memories increases sharing, particularly for those who follow norms. The task with the calculator was only to hide the real purpose of why we asked you to bring a calculator with you - so that you have a base for sharing.

Unfortunately, in order to properly test our hypothesis, we could not provide you with all of these details prior to your participation. This ensures that your reactions in this study were spontaneous and not influenced by prior knowledge about the purpose of the study. **Again, if you were willing to share your calculator, we thank you, but we don't actually need it, we only wanted to see your intentions.** If we had told you the actual purposes of our study, your ability to share could have been affected. We regret the deception, but we hope you understand the reason for it.

<u>Confidentiality:</u>

Please note that although the purpose of this study has changed from the originally stated purpose, everything else on the consent form is correct. This includes the ways in which we will keep your data confidential. We will protect your confidentiality by ensuring that the data obtained from you will be collected via a secured website. The collected data will be accessible to only the Principal Investigator, IRB members and staff. The research will protect your confidentiality by securely storing the data. The collected data will be stored in a password-protected statistical file on the password-protected computer of the Principal Investigator.

The research team, authorized CUNY staff, and government agencies that oversee this type of research may have access to research data and records in order to monitor the research. Research records provided to authorized, non-CUNY individuals will not contain identifiable information about you. Publications and/or presentations that result from this study will not identify you by name.

Now that you know the true purpose of our study and are fully informed, you may decide that you do not want your data used in this research. If you would like your data removed from the study and permanently deleted, please type in the box below: **delete**.

Whether you agree or do not agree to have your data used for this study, you will still receive the partial course credit for your participation.

Please do not disclose research procedures and/or hypotheses to anyone who might participate in this study in the future as this could affect the results of the study.

<u>Final Report:</u>

If you would like to receive a copy of the final report of this study (or a summary of the findings) when it is completed, please feel free to contact us.

Useful Contact Information:

If you have any questions or concerns regarding this study, its purpose or procedures, or if you have a research-related problem, please feel free to contact the researchers, Teodora Szabo-Douat, 646-312-3306, teodora.szabo@baruch.cuny.edu, or Dr. Sankar Sen, 646-312-3302, sankar.sen@baruch.cuny.edu.

If you have any questions about your rights as a research participant or if you would like to talk to someone other than the researchers, you can contact CUNY Research Compliance Administrator at 646-664-8918 or hrpp@cuny.edu.

If you would like your data removed from the study and permanently deleted, please type in the box below: **delete**.

Study 5 results

Dependent variable	Effect	SE	*t*	*p*
Expectations	.28	.19	1.46	.147
Parents' expectations	.48	.21	2.26	.025
Parents watching	.49	.37	1.32	.188
Lending calculator	-1.03	.45	-2.31 (*z*)	.021
Sharing norms	-.43	.24	-1.80	.074
Empathy	.36	.30	1.22	.224
Positive emotions	.25	.30	.83	.409
Negative emotions	.08	.28	.27	.788
Empathy 2	.03	.18	.18	.860
Sympathy	-.14	.17	-.84	.400
Conformity	.27	.21	1.27	.206
Trust	-.17	.27	-.61	.542
Risk	-.32	.28	-1.13	.260
Sharing in childhood	-.09	.31	-.30	.767
Social connectedness	-.08	.30	-.25	.802
Independence	.28	.21	.1.31	.192
Tradition	-.03	.24	-.11	.910
MC child	-.49	.40	-1.21	.227
MC rules & lessons	-.16	.41	-.39	.696

MC sharing	-.74	.42	-1.76	.080
MC parents	-.14	.39	-.37	.711

Table 10. Study 5: Interaction effect of the childhood memories condition and rebelliousness on all the variables.

	Childhood	Control	Contrast analysis
Low rebelliousness (1 SD below the mean)	$M = .54$	$M = .32$	$b = .91$, SE = .54, $z = 1.69$, $p = .091$
High rebelliousness (1 SD above the mean)	$M = .39$	$M = .59$	$b = -.83$, SE = .51, $z = -1.64$, $p = .102$
Contrast analysis	$b = -.37$, SE = .29, $z = -1.27$, $p = .204$	$b = .67$, SE = .34, $z = -1.27$, $p = .051$	

Table 11. Study 5: Spotlight analysis with calculator lending as the dependent variable.

Using rule-breaking instead of rebelliousness as moderator did not yield a significant interaction effect with childhood memories on lending ($b = .12$, SE = .24, $z = .51$, $p = .608$).

Summary:

Lending main DV	N	Mean	SD
Study 1 - items	114	8.12 (max: 35)	8.60
Study 1 - lending intentions	114	3.85 (scale: 1 - 7)	1.95
Study 2	93	.44* (0 = no, 1 = yes)	.50
Study 3 - vacuum	242	4.28 (scale: 1 - 7)	2.06
Study 3 - lending intentions	242	4.31 (scale: 1 - 7)	1.89
Study 3 - lending items	242	5.09 (max: 20)	5.16
Study 3 - COVID-19 items	242	3.88 (max: 14)	4.07
Study 4 - items	197	4.18 (max: 15)	4.12
Study 4 - lending intentions	197	3.90 (scale: 1 - 7)	1.77
Study 5	133	.47** (0 = no, 1 = yes)	.50

Table 12. Descriptive statistics of lending DVs for all studies

*56% said no, 44% said yes to lending their calculator

**52.6% said no, 47.4% said yes to lending their calculator

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