

Variety-Seeking in Joint Decisions: The Role of Reciprocity

Nuno José Lopes*, Ignacio Rodríguez-Carreño, Cristina Etayo, & Elena Reutskaja

Online Supplementary Information

A1. Study 1: Instructions, materials, and measures

A2. Study 2

A2.1. Instructions, materials, and measures

A2.2. Robustness checks

A3. References

A1. Study 1: Instructions, materials, and measures

Stage 1 (Tasting): Instructions

Same to all participants
<p>Tasks:</p> <ol style="list-style-type: none">1) Check on your mobile phone the chocolate assigned to you.2) Get this chocolate from the package and divide it into four pieces.3) Taste ONE of these four pieces.4) Evaluate it on your mobile. <p>These tasks will be repeated seven times, each time with a different chocolate.</p> <p>This is an individual activity: do not talk with other students.</p> <p>Answer with honesty, your responses are for academic research only.</p> <p>Use your mobile phone to access the link showed in the course webpage.</p>

Stage 1 (Tasting): Questionnaire

Chocolate evaluation (repeated for each of the seven chocolates)

1) How much did you like this chocolate?

1 = *Not at all* to 9 = *Very much*

2) Is the flavor of this chocolate familiar to you?

1 = *Not familiar at all* to 9 = *Very familiar*

Demographics and identifier

3) State your gender: ☐ Male ☐ Female

4) State your age: ____

5) Write your email: _____

Stage 2 (Selection): Instructions

Dyads	Individuals
Imagine you are with your teammate in a chocolate shop choosing what you will eat together.	Imagine you are in a chocolate shop choosing what you will eat.
<p>Tasks:</p> <ol style="list-style-type: none"> With your mobile phone, enter on the link showed in the course webpage. <ol style="list-style-type: none"> Choose ONE chocolate from the several options available. Write your email. On the paper sheet, repeat your chocolate choice and email. Call the researcher to exchange the paper sheet with the chocolate selected by you Eat your chocolate. <p>These tasks will be repeated several times along the class. On each time, you are free to choose the same chocolate as before or a different chocolate.</p> <p>Answer with honesty, the responses are for academic research only.</p>	

Stage 2 (Selection): Examples of Choice Sets with the Selection Instruction on It

Supplementary Figure 1. Choice set in dyads' condition, first selection (study 1)

Choose the chocolate you want to eat now:

Selection #1

You can choose only ONE chocolate.

CHOCOLATE WITH CRISPY COOKIES
KNUSPERKEKS

CHOCOLATE WITH CORNFLAKES
KNUSPERFLAKES

MILK CHOCOLATE
EDEL-VOLLMILCH

CHOCOLATE WITH MARZIPAN
MARZIPAN

CHOCOLATE WITH HAZELNUTS
NUSS-SPLITTER

CHOCOLATE WITH NOUGAT
NUGAT

YOGURT FLAVOUR CHOCOLATE
JOGHURT

Email of 1st teammate: _____
Email of 2nd teammate : _____

Supplementary Figure 2. Choice set in individuals' condition, third selection (study 1)

Selection #3

Choose the chocolate you want to eat now:

You can choose only **ONE** chocolate.

CHOCOLATE WITH CRISPY COOKIES
RUSSE SPORT
KNUSPERKEKS

☐

CHOCOLATE WITH CORNFLAKES
RUSSE SPORT
KNUSPERFLAKES

☐

MILK CHOCOLATE
RUSSE SPORT
EDEL-VOLLMILCH

☐

CHOCOLATE WITH MARZIPAN
RUSSE SPORT
MARZIPAN

☐

CHOCOLATE WITH HAZEL NUTS
RUSSE SPORT
NUSS-SPLITTER

☐

CHOCOLATE WITH NOUGAT
RUSSE SPORT
NUGAT

☐

YOGURT FLAVOUR CHOCOLATE
RUSSE SPORT
JOGHURT

☐

Email:

A2. Study 2

A2.1. Instructions, materials, and measures

Stage 1 (Chocolate Evaluation, self-monitoring, chocolate frequency consumption, demographics): General Instructions

Same to all participants
<p>In this study about chocolate we ask you to answer sincerely and honestly. There are no true or false answers; only your true opinion matters.</p> <p>Tasks you will have to do now:</p> <ol style="list-style-type: none">1) Evaluate several chocolates.2) Rank your favorite chocolates.3) Fill a questionnaire. <p>Note: You will not be able to return to previous screens.</p> <p>In a few weeks, in class, we will ask your collaboration again to do some additional simple tasks.</p> <p>The exclusive purpose of this study is to help the academic research of a group of professors from our faculty. In no way the data will be shared with companies, and the anonymity of the participants will always be maintained.</p> <p>Thank you very much for your participation!</p>

Stage 1 (Chocolate Evaluation, self-monitoring, chocolate frequency consumption, demographics): Questionnaire

Chocolate evaluation (repeated for each of the 18 chocolates)

1) How much would you LIKE to eat this chocolate?

0 = *Not at all* to 100 = *Very much*

2) Does the flavor of this chocolate look FAMILIAR to you?

0 = *Not at all* to 100 = *Very much*

Ranking their top-5 chocolates

Supplementary Figure 3. All chocolates available (study 2)



3) From these chocolates, rank your favourite five. You cannot repeat the same chocolate.

My FAVOURITE chocolate: _____ (write its flavour)

My SECOND favourite chocolate: _____ (write its flavour)

My THIRD favourite chocolate: _____ (write its flavour)

My FOURTH favourite chocolate: _____ (write its flavour)

My FIFTH favourite chocolate: _____ (write its flavour)

Self-monitoring^[2]

4) Rate from 0 to 5 how much you agree with each of the following statements:

0 = *Always false*

1 = *Generally false*

2 = *Somewhat false, but with exceptions*

3 = *Somewhat true, but with exceptions*

4 = *Generally true*

5 = *Always true*

4.1) In social situations, I have the ability to alter my behavior if I feel that something else is called for.

4.2) I am often able to read people's true emotions correctly through their eyes.

4.3) I have the ability to control the way I come across to people, depending on the impression I wish to give them.

4.4) In conversations, I am sensitive to even the slightest change in the facial expression of the person I'm conversing with.

4.5) My powers of intuition are quite good when it comes to understanding others' emotions and motives.

4.6) I can usually tell when others consider a joke to be in bad taste, even though they may laugh convincingly.

4.7) When I feel that the image I am portraying isn't working, I can readily change it to something that does.

4.8) I can usually tell when I've said something inappropriate by reading it in the listener's eyes.

4.9) I have trouble changing my behavior to suit different people and different situations.

4.10) I have found that I can adjust my behavior to meet the requirements of any situation I find myself in.

4.11) If someone is lying to me, I usually know it at once from that person's manner of expression.

4.12) Even when it might be to my advantage, I have difficulty putting up a good front.

4.13) Once I know what the situation calls for, it's easy for me to regulate my actions accordingly.

Chocolate consumption frequency

5) How frequently do you eat chocolate?

0 = *Never* to 10 = *Very often*

Demographics and identifier

6) State your gender: ☐ Male ☐ Female ☐ Other

7) State your age: ____

8) Write your email: _____








Stage 2 (Selection): General Instructions

Same to all participants
<p>In this study on chocolate, we ask you to answer sincerely and honestly. There are no true or false answers; what is important is only your true opinion.</p> <p>Tasks you will have to do:</p> <ol style="list-style-type: none">1) Sit close to your teammate (the other recipient of this email).2) Open the PDF attached, and choose ONE chocolate together with your teammate.3) Access the link below and fill the questionnaire individually (without your teammate). www.link. <p>These tasks will be repeated several times along today's class, always within the same team.</p> <p>The only goal of this study is the academic research of a group of professors from the faculty. Data will not be shared with companies, and the anonymity of the participants will always be maintained.</p> <p>Thank you for participating in the study!</p>

Stage 2 (Selection): Example of a Choice Set with the Selection Instruction on It

Supplementary Figure 4. Example of a customized choice set (study 2)

Choose the chocolate you both would like to eat, and then each team member has to write the **same chocolate flavor** in the online questionnaire.
You can only choose ONE chocolate (the same to both team members).

						
Almond	Cognac	Walnut	Vodka	Peanut	Mint	Truffle

Stage 2 (Selection): Questionnaire (repeated three times)

Choice

1) Write the flavor of the chocolate you both would like to eat. (You can only choose ONE chocolate; the same to both team members).

Identifier

2) Write your email: _____

Stage 3 (Additional questions made after the last selection)

Impression management concerns^[1]

3) How much do you agree with the following statements?

3a) I am concerned about what my teammate thinks of me.

1 = *Don't agree at all* to 9 = *Totally disagree*

3b) It is important that I make a good impression on my teammate.

1 = *Don't agree at all* to 9 = *Totally disagree*

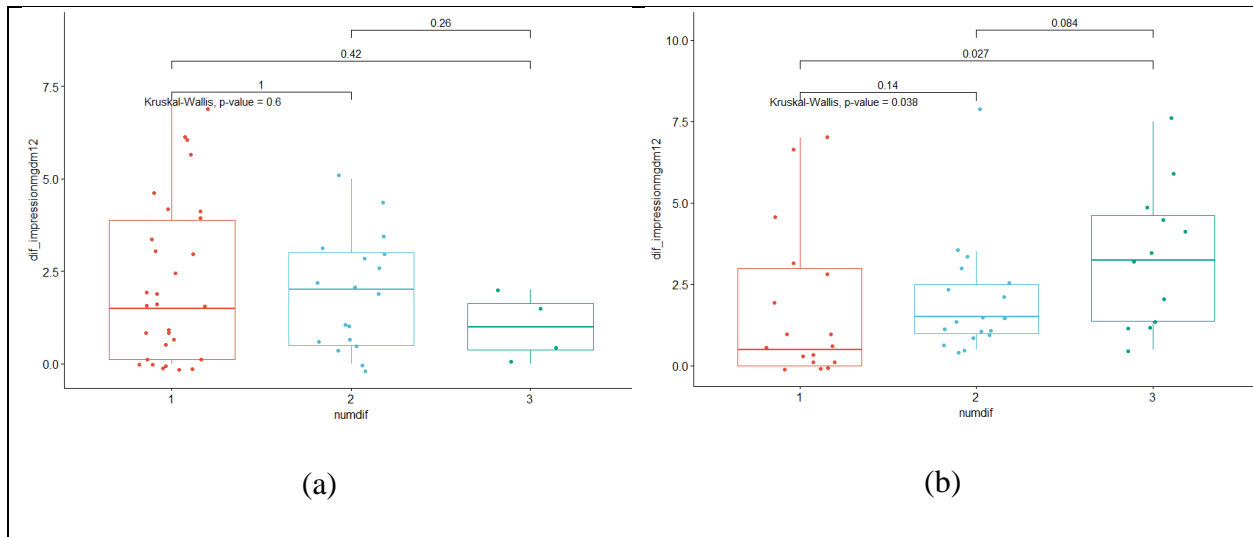
Dyad members' familiarity

4) For how long do you know your teammate?

1 = *We never interacted before* to 9 = *We have been good friends for many years*

A2.2. Robustness checks

To check the robustness of our investigations on the differences within dyads, we use the Kruskal-Wallis test to compare the means of the differences between dyad members for each level of variety-seeking (one, two, and three) for impression management concerns.



Supplementary Figure 5. Impression Management Concerns' Robustness Checks.

(a) Aligned vs. (b) Not aligned preferences. (Study 2)

Regarding the differences within dyad on “impression management concerns”, the Kruskal-Wallis test shows that when *preferences are aligned* there are no significant differences across different levels of variety-seeking ($M_{VS-1} = 2.18$, $Med_{VS-1} = 1.5$, $SD = 2.12$; $M_{VS-2} = 1.92$, $Med_{VS-2} = 2.0$, $SD = 1.53$; $M_{VS-3} = 1.00$, $Med_{VS-3} = 1.0$, $SD = 0.91$; $p = .60$). Furthermore, post-

hoc pairwise comparisons Wilcoxon tests show the differences of means to never be significant when we compare VS-1 vs. VS-2 ($p = 1.00$), VS-2 vs. VS-3 ($p = .260$), and VS-1 vs. VS-3 ($p = .420$).

Nonetheless, in the *non-aligned condition* a Kruskal-Wallis test shows a statistically significant difference of means across the several levels of variety ($M_{VS-1} = 1.76$, $Med_{VS-1} = 0.5$, $SD = 2.28$; $M_{VS-2} = 2.00$, $Med_{VS-2} = 1.5$, $SD = 1.79$; $M_{VS-3} = 3.29$, $Med_{VS-3} = 3.25$, $SD = 2.20$; $p = .038$). The post-hoc pairwise comparisons Wilcoxon tests show the differences of means to be significant when we compare VS-1 vs. VS-3 ($p = .027$), marginally significant in the VS-2 vs. VS-3 ($p = .084$), and not significant for the VS-1 vs. VS-2 ($p = .140$).

A3. References

- [1]. Etkin, J. Choosing variety for joint consumption. *J. Mark. Res.* **53**, 1019-1033 (2016).
- [2]. Lennox, R. D., & Wolfe, R. N. Revision of the self-monitoring scale. *J. Per. Soc. Psychol.* **46**, 1349-1364 (1984).