# Experimental Materials

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# 1. Main experiment Part 1: Introduction and pre-experimental questions

[Before participants enter the laboratory they receive a short oral instruction about the cortisol measurement in their saliva from one of the authors (together with a paper explaining it, which is shown below), they have to sign a consent form, and then receive an experimental ID, which preserves their anonymity. Afterwards they could enter the laboratory and start working on the computer program, which follows on the next pages.]

[Paper explaining the cortisol measurement]

Dear experimental participant,

In this study, we want to measure the cortisol level in your saliva. This is a non-invasive measurement procedure where you have to put a synthetic roll/swab in your mouth for 60 seconds. Please follow the instructions given below:

Take the swab out of the Salivette® and place the swab in your mouth (pictures 1-3). Gently chew the swab to stimulate saliva production in your mouth. Once the 60 seconds are over, return the swab with the absorbed saliva into the Salivette® (picture 4) and put the blue cap back on (Figure 5). We will then go around and collect them.

Should you have any question, please do not hesitate to ask us!

Important note from Sarstedt®:

Do not use this product for children under the age of 3 or patients with increased risk of swallowing.

[Start of computer program]]

Round

1 out 1

Remaining Time [sec]: 0

Please reach a decision!

Dear Participant,

Thank you for participating in this experiment. Today's session will last in total for about 60 minutes. Please take your time to read all the instructions carefully, as there is no option to go back! Should you have any question, raise your hand and ask the administrator. Please do not communicate with any of the other participants or use your phone during the entire experiment. This study will be carried out exactly as described in the instructions, without any kind of deception.

During this study you can earn ECU points, which will be translated into EUR once the study is finished. We will make the conversion such that payments range from 5 EUR minimum to 25 EUR maximum, with an average payment of approximately 15 EUR. The more ECU you earned during the study, the higher your payout in EUR will be. After we have finished the study you can come to the office [redacted] on December 10/11 2018 to pick up your compensation. IMPORTANTLY: bring your experimental ID when you pick up the money, as there is no other way to identify you. Without your experimental ID, we cannot pay out any money. We promise that any information you receive about your compensation is entirely true and you will be paid exactly as described in these instructions.

Please fill in your experimental ID and press the button below to start the program:

OK

Round

1 out 1

Remaining Time [sec]: 30

**Overview**

This experiment consists of three different parts. In part 1 we will ask you a few demographical and personality questions; in part 2, you will work on the main experimental task; and in part 3 we will ask you some questions about your behavior during the experiment. At the end of each part, we will collect samples of your saliva. The computer program will guide you through all stages of the experiment. In case you have any question, please raise your hand and wait for the administrator. It is important to note that all your answers and responses will be treated strictly confidential. The data from this study will be stored anonymously so that it is impossible to trace back answers to individual participants.

OK

Round

1 out 1

Remaining Time [sec]: 30

**Part 1**

In part 1 of the study, we will ask you a few questions about you as a person:

Gender:
- Male
- Female

Age:

Year of Study:
- Bachelor 1st year
- Bachelor 2nd year
- Bachelor 3nd year
- Bachelor >3rd year
- Master 1st year
- Master >1st year

Faculty:
- Arts and Social Sciences
- Business and Economics
- Health, Medicine, and Life Sciences
- Humanities and Science
- Law
- Psychology and Neuroscience
- Other

Work experience (in months):

OK

Round

1 out 1

Remaining Time [sec]: 59

**Part 1**

Here are a number of personality traits that may or may not apply to you. Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement (the scale is shown below). You should rate the extent to which the pair of traits applies to you, even if one characteristic applies more strongly than the other.

1 - Disagree Strongly 2 - Disagree moderately 3 - Disagree a little 4 - Neither agree nor disagree 5 - Agree a little 6 - Agree moderately 7 - Agree strongly

I see myself as:

| | |
|---|---|
| Extraverted, enthusiastic: | |
| Critical, quarrelsome: | |
| Dependable, self-disciplined: | |
| Anxious, easily upset: | |
| Open to new experiences, complex: | |
| Reserved, quiet: | |
| Sympathetic, warm: | |
| Disorganized, careless: | |
| Calm, emotionally stable: | |
| Conventional, uncreative: | |

OK

Round

1 out 1

Remaining Time [sec]: 60

**Part 1**

The questions below ask you about your feelings and thoughts during THE LAST MONTH. In each case, please indicate HOW OFTEN you felt or thought a certain way. The scale ranges from 1 - never to 7 - very often.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1. In the last month, how often have you been upset because of something that happened unexpectedly? | never | ○ | ○ | ○ | ○ | ○ | ○ | very often |
| 2. In the last month, how often have you felt that you were unable to control the important things in your life? | never | ○ | ○ | ○ | ○ | ○ | ○ | very often |
| 3. In the last month, how often have you felt nervous and "stressed"? | never | ○ | ○ | ○ | ○ | ○ | ○ | very often |
| 4. In the last month, how often have you felt confident about your ability to handle your personal problems? | never | ○ | ○ | ○ | ○ | ○ | ○ | very often |
| 5. In the last month, how often have you felt that things were going your way? | never | ○ | ○ | ○ | ○ | ○ | ○ | very often |
| 6. In the last month, how often have you found that you could not cope with all the things that you had to do? | never | ○ | ○ | ○ | ○ | ○ | ○ | very often |
| 7. In the last month, how often have you been able to control irritations in your life? | never | ○ | ○ | ○ | ○ | ○ | ○ | very often |
| 8. In the last month, how often have you felt that you were on top of things? | never | ○ | ○ | ○ | ○ | ○ | ○ | very often |
| 9. In the last month, how often have you been angered because of things that were outside your control? | never | ○ | ○ | ○ | ○ | ○ | ○ | very often |
| 10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? | never | ○ | ○ | ○ | ○ | ○ | ○ | very often |

OK

Round

1 out 1

**Part 1**

In the next step, we will present you with a problem statement that society is facing and ask you to develop a creative idea of how to solve it. To be creative, your idea should be new, innovative, and useful to solve the problem.

You have 3 minutes time to develop the creative solution. During this time you can develop and describe as many ideas as you want on the computer screen. Describe them in a clear and concise manner, and click the enter button to log an idea (otherwise it will not be stored!). Once the 3 minutes are over, we will show you all your ideas again and you have to select one to submit as solution to the problem (but cannot change anything anymore). Please select your most creative idea to submit. Remember, to be creative an idea needs to be new, innovative, and useful.

OK

Round

1 out 1

Remaining Time [sec]: 18

**Part 1**

We ask you to develop a creative solution to:

**"How to help people aged over 50 years to find a job"**

Remember, to be creative, an idea needs to be *new, innovative and useful* to solve the problem.

Describe your solution in a clear and concise manner in the field below.

To log an idea, press the enter button. Once the time is over, we will show you all ideas you submitted and you can select the idea that you want to submit as solution to the problem.

Round

1 out 1

Remaining Time [sec]: 30

**Below you can find a list of the ideas that you developed. Please select the idea that you want to submit as solution (i.e., the most creative idea):**

idea 1
2
5
aldskjf

**Select**

Round

1 out 1

Remaining Time [sec]: 60

**Part 1**

We will now take a saliva sample. To do so, the administrator will walk around and hand out the Salivettes from Sarstedt. Once you received it, please remove the blue cap, take out the swab and place it in your mouth. Then press the "Start 60 seconds" button and gently chew the swab until the computer tells you that the time is over. Then place the swab back in the Salivette and put the blue cap on again. Once everyone is finished, the administrator will collect all the samples.

Should you have any question, please do not hesitate to ask the administrator!

**Start 60 sec**

Round

1 out 1

Remaining Time [sec]: 9

**Part 1**

Gently chew the swab for 60 seconds!

Round

1 out 1

Remaining Time [sec]: 25

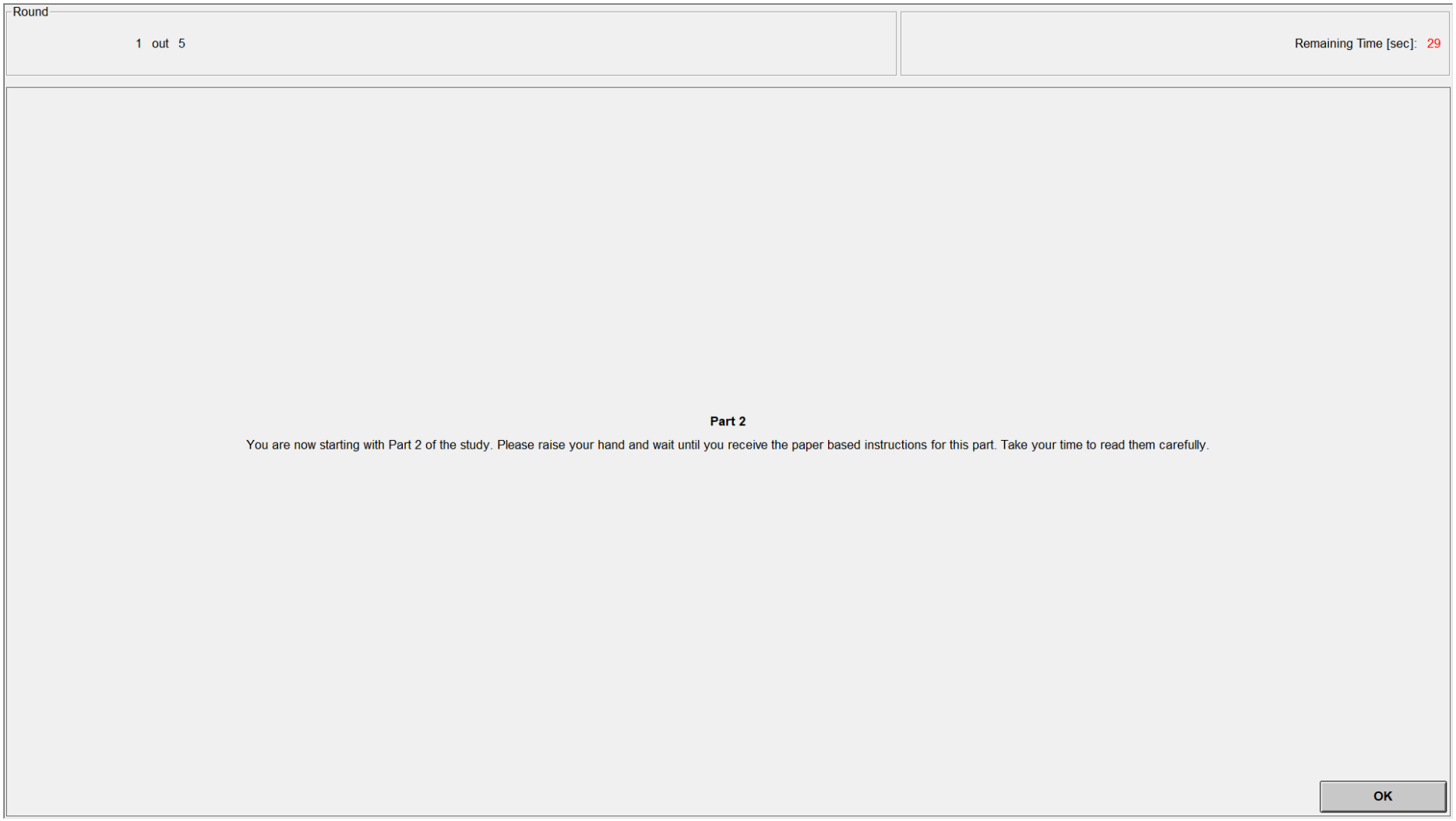
**Part 1**

The time has now elapsed, please place the swab back in the Sarstedt Salivette and wait until the administrator collects it.

Once you handed the Salivette to the administrator, please press the OK button to proceed.

OK

## 2. Main experiment Part 2: Main experimental task



[All participants receive these paper based instructions – grey area highlights differences between forced and free rating treatments]

**Paper Based Instructions Part 2**

In part 2, you will be randomly matched with 3 other individuals to form groups consisting of 4 individuals. In each group there are three Player As (Player A1, Player A2, and Player A3) and one Player B. Player As' role is to develop creative solution to general societal problems. Player B will evaluate the performance of the three Player As. The roles and tasks are explained in further detail below.

In total, we will play 5 rounds. You will keep the same role as Player A1, Player A2, Player A3, or Player B throughout all rounds. Importantly, all roles and groups stay the same throughout all rounds, meaning that you will always play with the same Player As and Player B in your team.

**Task Player A**

Similar to the task in part 1, Player As' task is to develop creative solutions for general societal problems. Thus, every round we will present Player As with a different problem statement and ask them to develop a creative solution of how to solve it. To be creative, a solution should be *new, innovative, and useful* to solve the problem.

Each round, Player As have 3 minutes to develop and describe their creative solution. Every Player A can develop and describe as many ideas as (s)he wants on the computer screen. Once the 3 minutes are over, we will show every Player A the ideas that (s)he generated. Each Player A has then to select the one idea that (s)he wants to submit as solution for the problem to Player B. Player B will then evaluate the performance of Player As as described below.

**Task Player B**

Once Player As have selected their solutions to submit to Player B, Player B will see the output of all his/her Player As in a list such as the one shown in the illustrative example below:

This round Player As had to develop solutions for the following problem statement:

**"How to help people aged over 50 years to find a job"**

Solutions submitted:

Player A1:

Idea that Player A1 submitted

Player A2:

Player A2's idea

Player A3:

Here will be Player A3's idea displayed

The task of Player B is to evaluate the performance of each of the three Player As and to assign a rating on a scale from 1 – good performer, 2 – average performer, and 3 – bad performer. When assigning the ratings, Player B is free to use the entire spectrum of the scale. This means that Player B can give every Player A a different rating, but (s)he can also assign the same rating to multiple Player

As. For example, two Player A can be labelled as good; all three can be average; one person can be good, while two are bad; etc.

[In the forced rating treatment the paragraph is as follows: The task of Player B is to evaluate the performance of each of the three Player As and to assign a rating on a scale from 1 – good performer, 2 – average performer, and 3 – bad performer. When assigning the ratings, Player B has to use the entire spectrum of the scale. This means (s)he needs to assign to one Player A a rating of 1, to one Player A a rating of 2, and to one Player A a rating of 3. Thus, one Player A needs to be labelled as good, another one as average, and finally one as bad.]

The ratings that Player B assign to Player As, directly influence Player As' compensation, as described below. After each round, Player As will see the rating that Player B assigns to them. Moreover, they will see the solutions and ratings that Player B assigns to the other two Player A in their group. Thus, everyone will see each other's solutions and also the ratings they received from Player B. Thus, with the ratings Player B cannot only evaluate the performance of Player As in that round, but also signal his/her view of the different performances to all Player As in his/her group.

**Compensation Player A**

Each round, Player As can earn points depending on the performance rating that they receive from Player B. The ratings translate into ECU for Player A the following way:

1 – good performer → Player A receives: +300 ECU
2 – average performer → Player A receives: +100 ECU
3 – bad performer → Player A receives: -100 ECU

To determine the earnings for each Player A, we sum up the points from the ratings an individual earned during all the rounds. For example, when an individual received in all 5 rounds a rating as good performer, then (s)he earned 1500 ECU. If (s)he received 2 times a good performance rating, 2 times average rating and once a bad rating, then (s)he receives 700 ECU (2 x 300 ECU + 2 x 100 ECU and 1 x -100 ECU).[1] Thus, the better the rating Player A receives, the higher his/her earnings.

Additionally to earning ECU from the performance ratings, Player A can also earn ECU from a "time bonus". That is, while each round, Player A have 3 minutes to work on the creative solutions, they can also decide to stop a round earlier at any moment by pressing the "STOP ROUND" button on the screen. For every second that is left once a Player A presses the stop button, this Player receives a 0.5 ECU "time bonus" credited to his/her account. Thus, if there are 30 seconds left, then Player A receives 15 ECU extra. If there are 60 seconds left, Player A receives 30 ECU extra. None of the other Players (neither the peer Player As nor Player B) will ever see how long any other Player worked on the task (i.e., how much time bonus (s)he received).

**Compensation Player B**

Player B's compensation depends on the creativity of the solution that his/her Player As submitted. Specifically, once today's session is over, we will show the creative solutions to an independent rater panel, who scores each solution on a scale from 0 (not very creative) to 100 (very creative). Rounded to the next integer, this score directly determines the ECU Player B earns. For example, if Player A1/A2/A3 solution receives ratings of 60/100/40, respectively, then Player B receives 200 ECU for

[1] Be aware that it is not possible to make a loss in this experiment overall, but you will receive at least 5 EUR for your participation in this study.

that round (60+100+40). If the solutions receive ratings of 40/25/35, then Player B receives 100 ECU. Thus, the higher the creativity of the ideas Player A submit to Player B, the higher the payment for Player B.

To determine Player Bs payout, we will sum up the ECUs (s)he earns during all rounds. For example, if Player B has earned 200, 100, 120, 180 and 200, for rounds 1, 2, 3, 4 and 5 respectively, (s)he would gather 800 ECU in total.

Be aware that for each session we transform the ECUs to EUR separately for Player A and Player B. Specifically, for both of these roles the earnings will be between 5 EUR and 25 EUR with an average of about 15 EUR. Most importantly, in both of these roles the general rule is that the more ECU you earn, the higher your final compensation is!

Please press the okay button on the computer screen to proceed.

[Understaning quiz for main instructions for treatment: Forced Rating; 1. Round only]

Round

1 out of 5

Remaining Time [sec]: 20

**Part 2**

Before you can start with the first round in part 2, please answer a few questions about the instructions you just read:

1. I will be randomly assigned the role as Player A1/A2/A3 or Player B, which I will keep over the course of all 5 rounds. ○ True ○ False

2. I will be randomly matched to a group consisting of 1x Player A1, 1x Player A2, 1x Player A3, and 1x Player B, and will stay in this group throughout the entire 5 rounds. ○ True ○ False

3. Each round, Player As have up to 3 minutes to develop creative solutions to general societal problems. ○ True ○ False

4. To be creative, a solution needs to be new, innovative, and useful to solve the problem. ○ True ○ False

5. While Player A can earn a time bonus of 0.5 ECU per second left by stopping a round earlier, neither peer Player A, nor Player B will ever see how much time a certain Player worked to develop the creative solution. ○ True ○ False

6. Player B evaluates the performance of his/her three Player A on a scale from 1 - good performer, 2 - average performer, to 3 - bad performer. ○ True ○ False

7. For a rating as good performer, Player A receives 300 ECU. For both a rating as average and a bad performer Player A receives 100 ECU. ○ True ○ False

8. When evaluating the performance of Player As, Player B needs to assign once a rating of 1 - good performer, once a rating of 2 - average performer, and once a rating of 3 - bad performer. ○ True ○ False

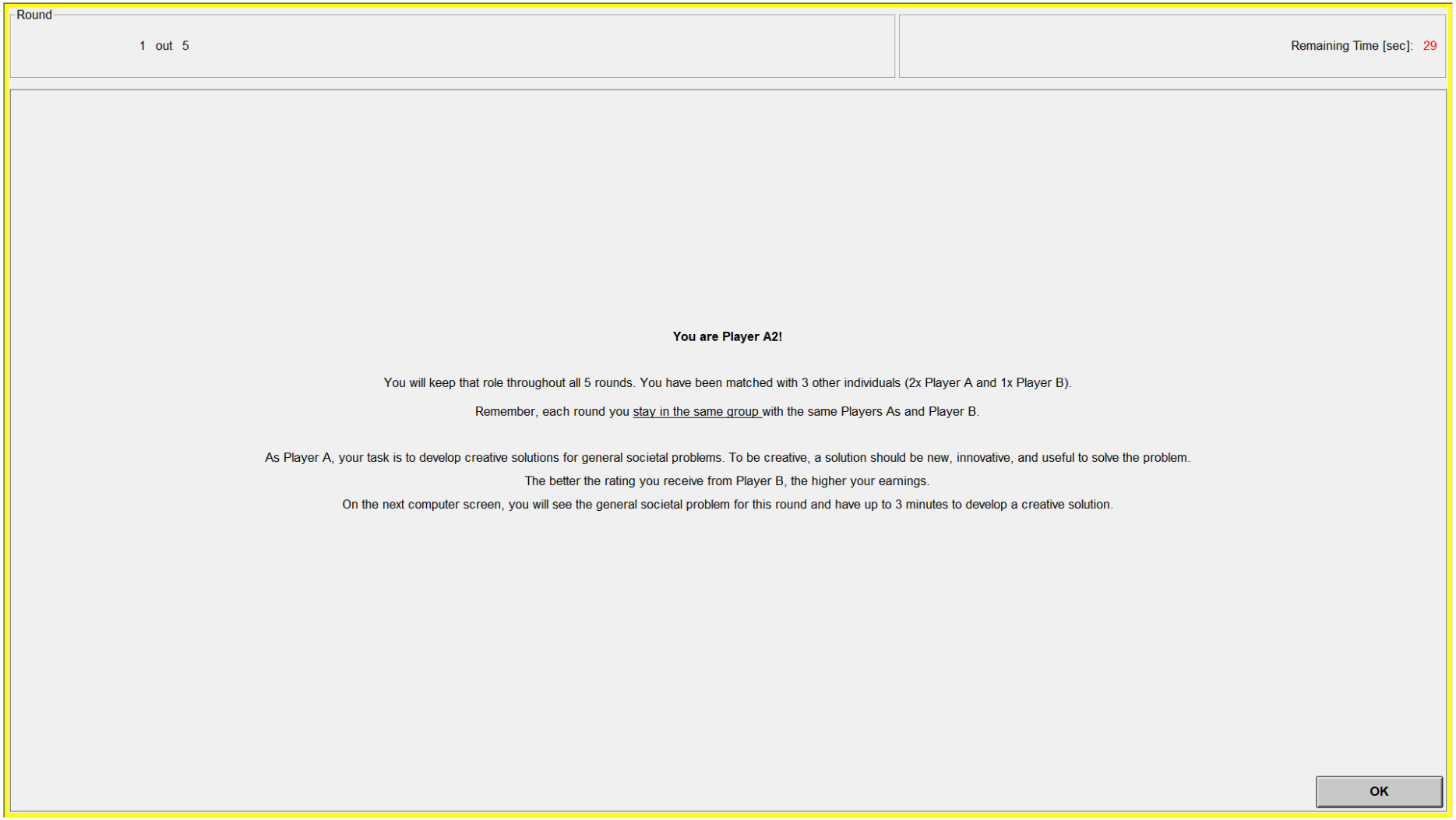
9. Each Player A will see their own rating and their solutions, as well as the solutions and ratings the other peer Player A's in that group received. ○ True ○ False

10. To determine Player B's compensation, an independent rater panel will assess the creativity of the ideas Player A submit to Player B on a scale from 0 (not very creative) to 100 (very creative). The higher the score of a solution, the more ECU Player B receives for that idea. ○ True ○ False

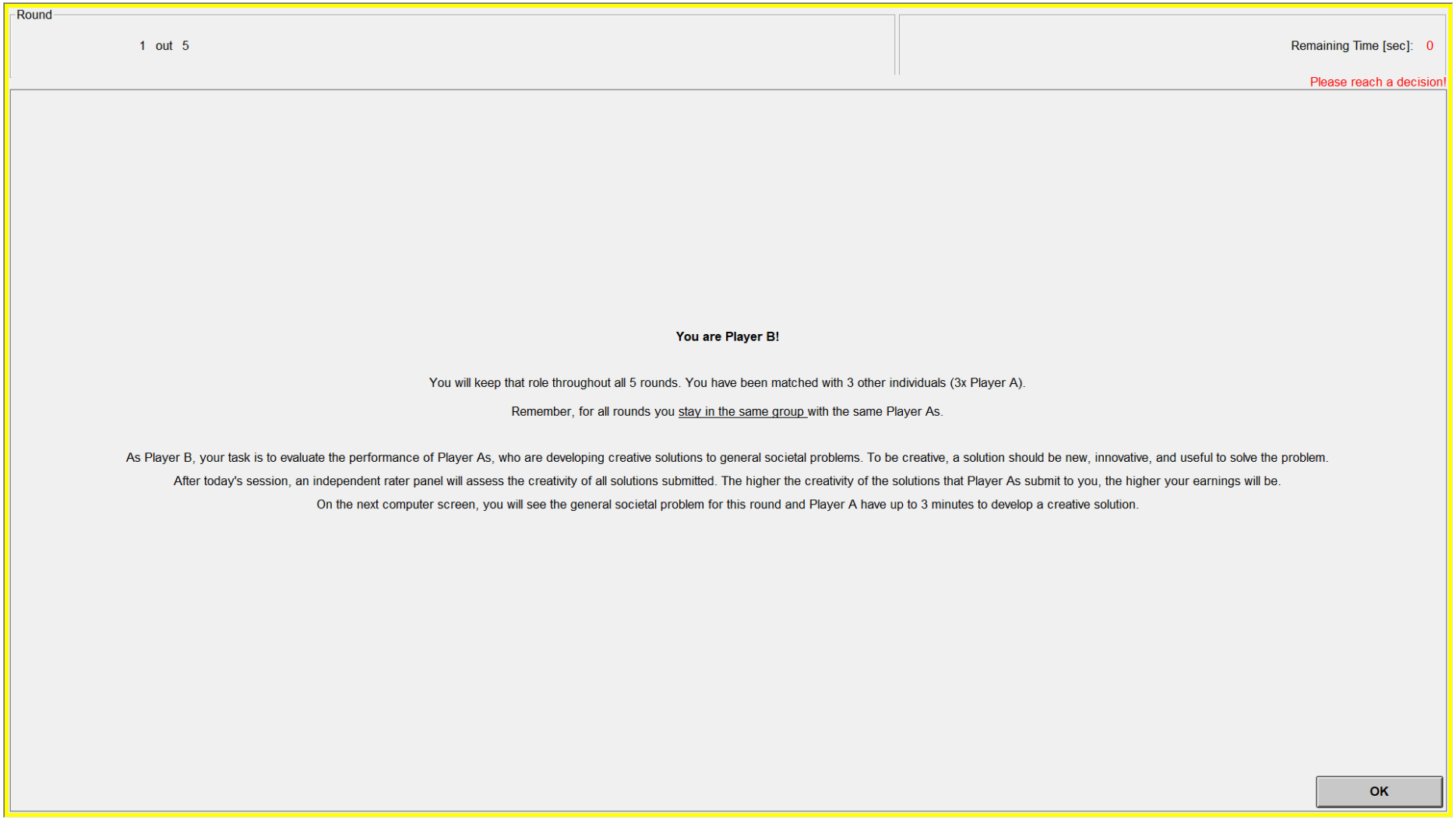
OK

[In the free rating treatment question number 8 is as follows: ” When evaluating the performance of Player As, there is no restriction of how Player B assigns the ratings to each individual Player A.”]

[Show the role assignment as Player A1/A2/A3 or Player B; 1. Round only ]

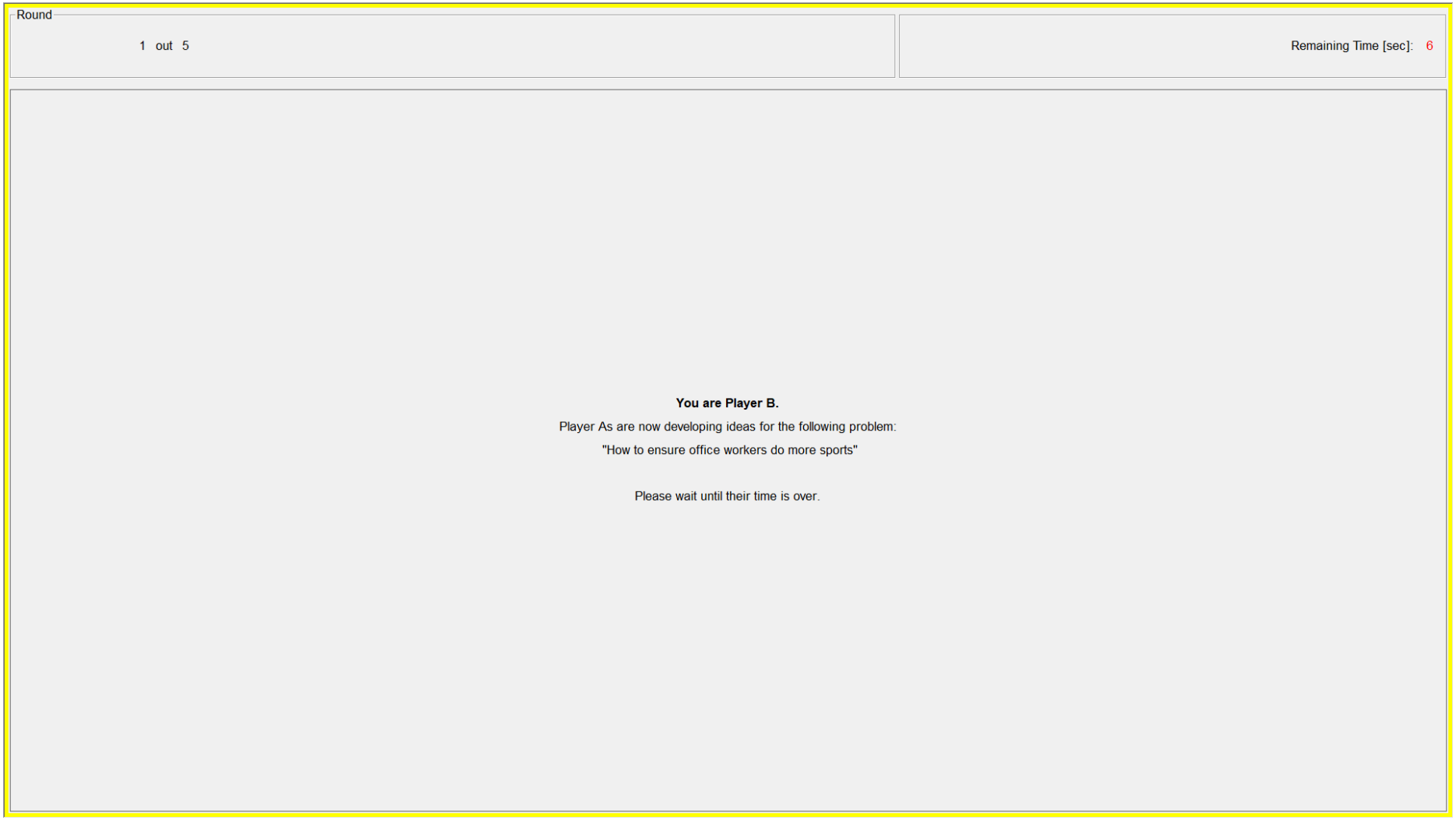


[Show the role assignment as Player A1/A2/A3 or Player B; 1. Round only ]



[Player A work on their task while Player B wait; 1.-5. Round]

[Player A work on their task while Player B wait; 1.-5. Round]



[Player A select the idea they want to submit to Player B; 1.-5. Round]

[Player B has to evaluate the performance of Player A1/A2/A3 in each round; This screen shows the Forced rating treatment]

Round

1 out 5

Remaining Time [sec]: 51

**You are Player B.**

Your task is to evaluate the performance of Player As.

**Below you can find a summary of the performance of Player As.**

This round Player As had to develop solutions for the following problem statement:

**"How to ensure office workers do more sports"**

Solutions submitted:

**Player A1:**

No idea submitted

**Player A2:**

No idea submitted

**Player A3:**

adsdfasfdfiasfdlkaj

**Please evaluate the performance of Player As!**

Remember, the rating scale is defined as follows and has following implications for the employee:

1 - Good performer - Player A receives: +300 ECU

2 - Average performer - Player A receives: +100 ECU

3 - Bad performer - Player A receives: - 100 ECU

Note: When assigning the ratings, you have to use the entire spectrum of the scale. This means you need to assign to one Player A a rating of 1, to one Player A a rating of 2, and to one Player A a rating of 3.

Please assign the ratings for all Players:

Player A1: ○ 1 - Good performer
○ 2 - Average performer
○ 3 - Bad performer

Player A2: ○ 1 - Good performer
○ 2 - Average performer
○ 3 - Bad performer

Player A3: ○ 1 - Good performer
○ 2 - Average performer
○ 3 - Bad performer

OK

[Player B has to evaluate the performance of Player A1/A2/A3 in each round; This screen shows the Free rating treatment]

Round

1 out 5

Remaining Time [sec]: 59

**You are Player B.**

Your task is to evaluate the performance of Player As.

**Below you can find a summary of the performance of Player As.**

This round Player As had to develop solutions for the following problem statement:

**"How to ensure office workers do more sports"**

Solutions submitted:

**Player A1:**

No idea submitted

**Player A2:**

No idea submitted

**Player A3:**

No idea submitted

**Please evaluate the performance of Player As!**

Remember, the rating scale is defined as follows and has following implications for the employee:

1 - Good performer - Player A receives: +300 ECU

2 - Average performer - Player A receives: +100 ECU

3 - Bad performer - Player A receives: - 100 ECU

Note: When assigning the ratings, you are free to use the entire spectrum of the scale. This means you can give every Player A a different rating, but also assign the same rating to multiple Player As.

Please assign the ratings for all Players:

Player A1: ○ 1 - Good performer
○ 2 - Average performer
○ 3 - Bad performer

Player A2: ○ 1 - Good performer
○ 2 - Average performer
○ 3 - Bad performer

Player A3: ○ 1 - Good performer
○ 2 - Average performer
○ 3 - Bad performer

OK

[Player A learns the ratings from Player B; 1.-5. Round]

Round

1 out 5

Remaining Time [sec]: 26

**Round Summary**

Below you can find the solutions and ratings from all Player As.

**Below you can find a summary of the performance of Player As.**

This round Player As had to develop solutions for the following problem statement:

**"How to ensure office workers do more sports"**

Solutions developed:

**Player A1:**

No idea submitted

Rating Player A1: 1 - Good performer

**Player A2:**

No idea submitted

Rating Player A2: 2 - Average performer

**Player A3:**

adsdfasfdfiasfdlkaj

Rating Player A3: 3 - Bad performer

**Your summary**

**You are Player A1!**

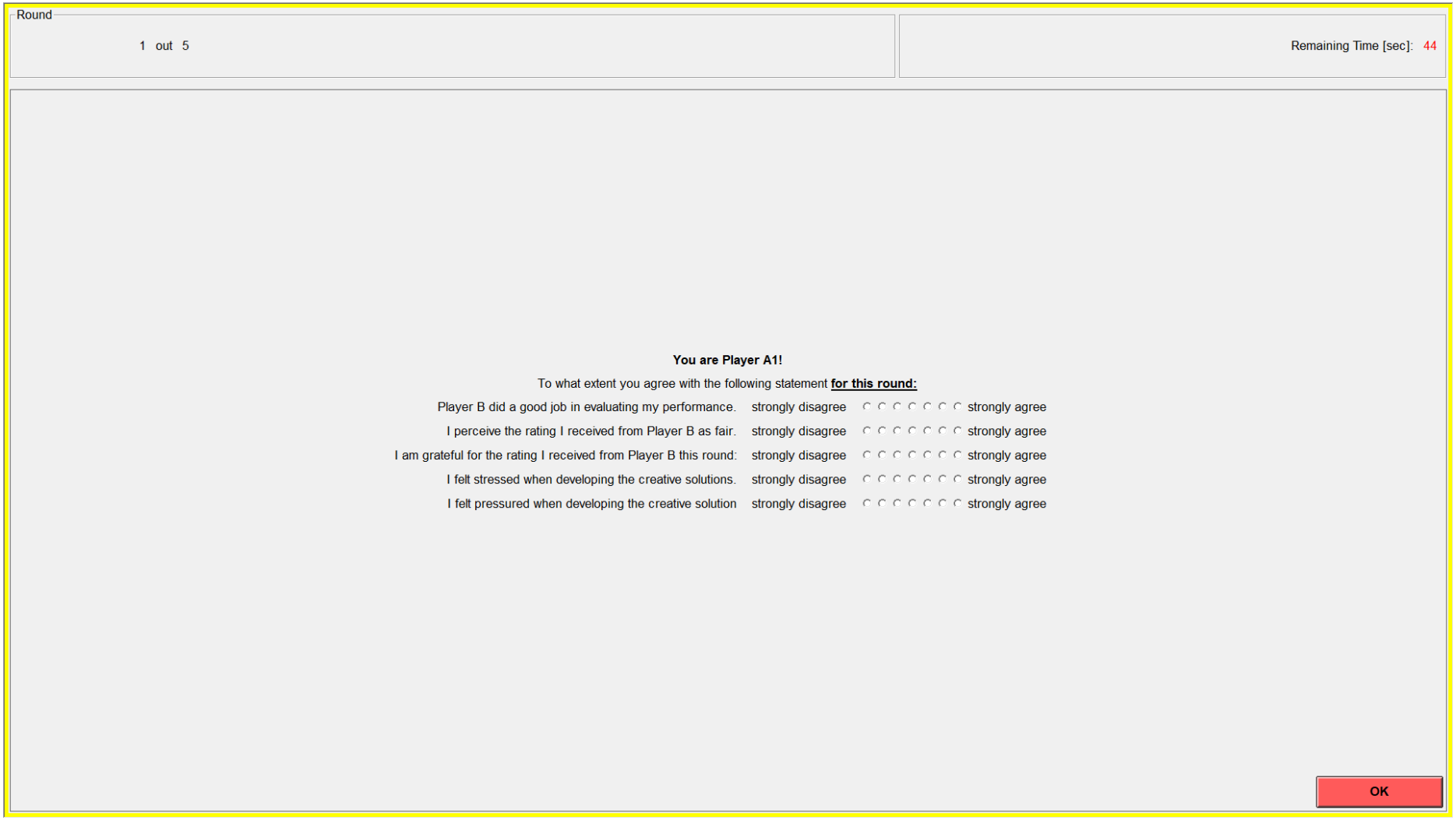
| | |
|---|---|
| Your received a rating of: | 1 - Good performer |
| You earned the following amount (in ECU): | 300.0 |
| Your time bonus in this round is (in ECU): | 0.0 |

**This means that you have earned 300.0 ECU this round!**

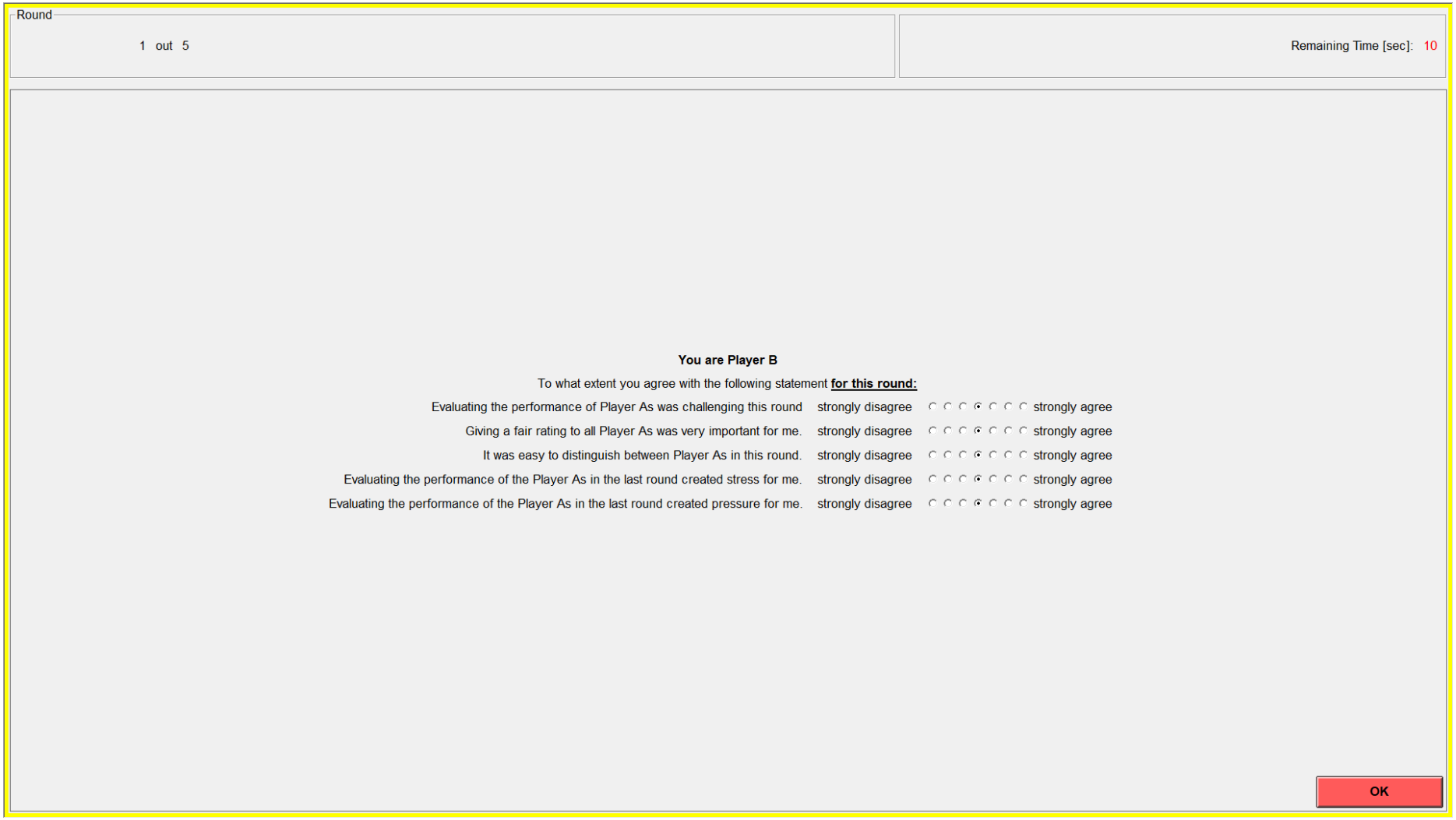
In total, you have earned the following amount so far (in ECU): 300.0

OK

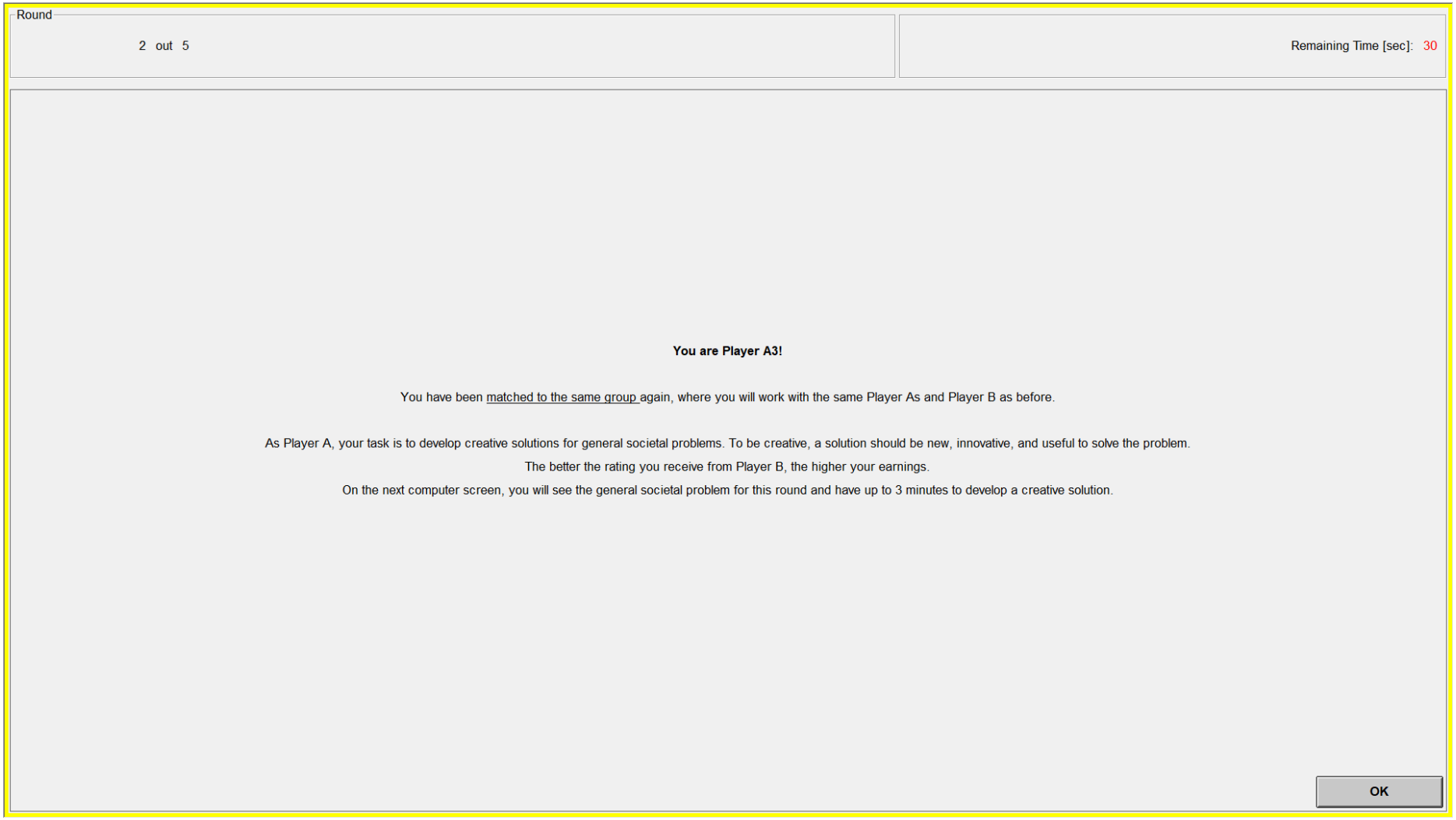
[Player A has to indicate how stressed they felt during the period and how they perceived their ratings; 1.-5. Round]



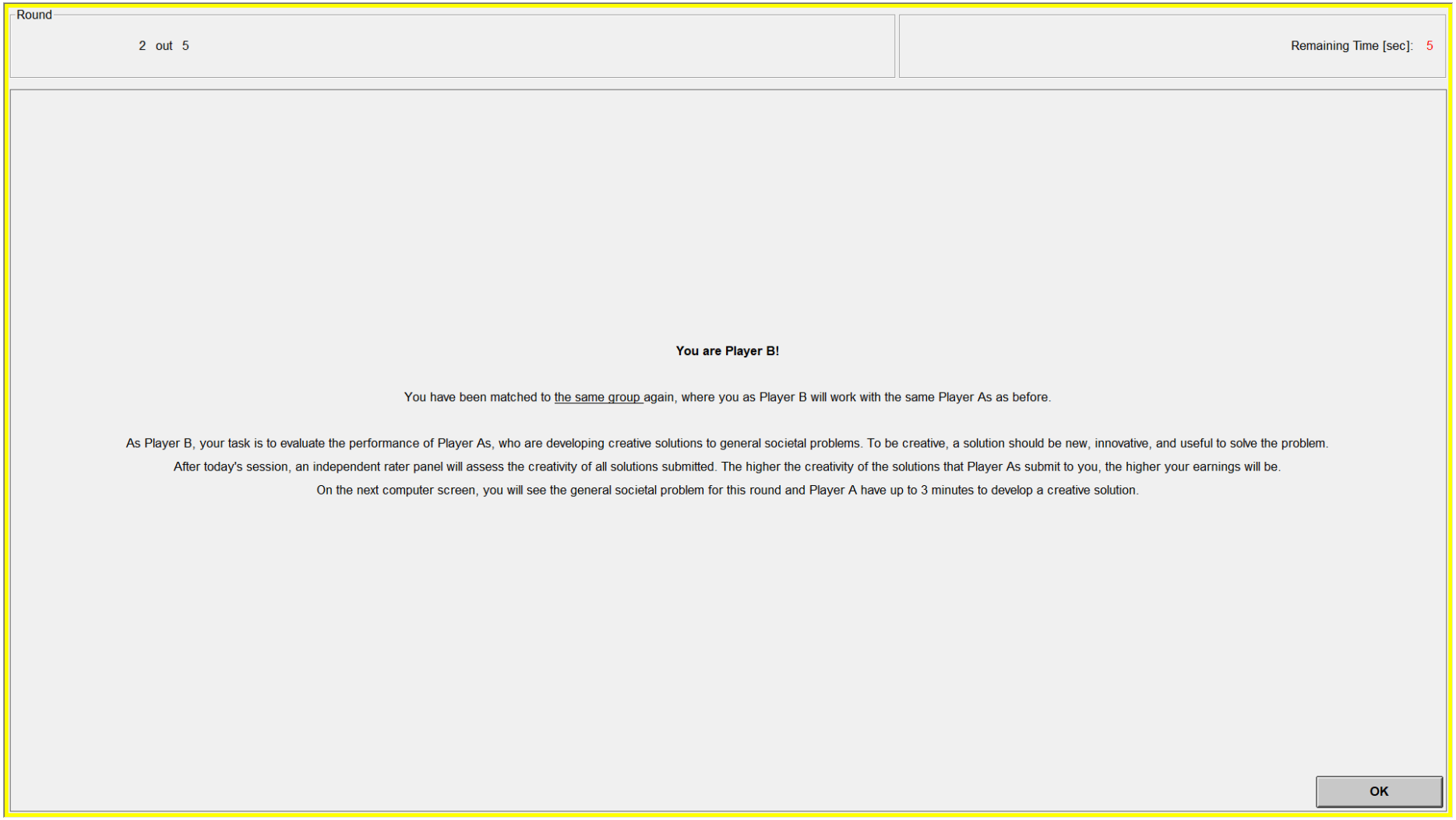
[Player B has to indicate how stressed they felt when assigning their ratings and how they perceived their ratings; 1.-5. Round]



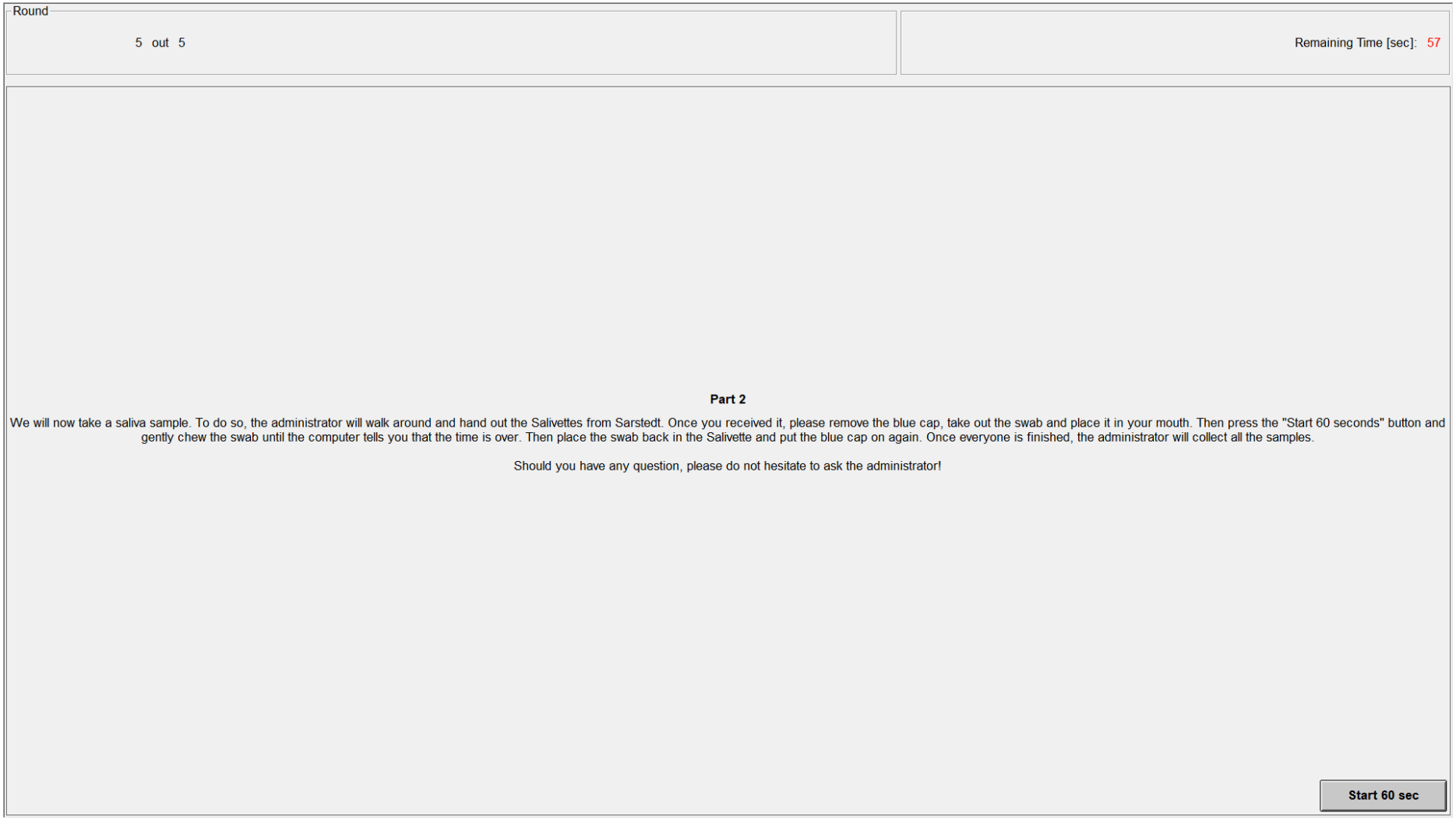
[All players are reminded of their roles and the general setup of the experiment; 2.-5. Round]



[All players are reminded of their roles and the general setup of the experiment; 2.-5. Round]



[After Round 5 all participants proceed as follows]



Round

5 out 5

Remaining Time [sec]: 6

**Part 2**

Gently chew the swab for 60 seconds!

Round

5 out 5

Remaining Time [sec]: 30

**Part 2**

The time has now elapsed, please place the swab back in the Sarstedt Salivette and wait until the administrator collects it.

Once you handed the Salivette to the administrator, please press the OK button to proceed.

OK

# 3. Main experiment Part 3: Post-Experimental Questionnaire Player A

**Part 3 - Page 1 of 6**

In this part of the experiment we will ask you some questions about your thoughts and behavior during part 2, as well as some general questions about you as a person.

In 10 minutes from now we will take the last saliva sample. Answering the questions on the following pages takes between 7-10 minutes. In case you finish early, please remain in your cubical and wait quietly until the administrator hands out the Salivettes for the saliva measurment (in 10 minutes from now).

To start part 3, please fill in your experimental ID and click the OK button:

OK

**Part 3 - Page 2 of 6**

**Please answer the following questions about part 2 of the experiment:**

How did you perceived the task of developing creative solutions for general societal problems:

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Not interesting | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very interesting |
| Not enjoyable | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very enjoyable |
| Very easy | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very hard |
| Very simple | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very complex |
| Not challenging | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very challenging |

Please describe in a few sentences the strategy of how you approached the task in each period (e.g., develop one idea and improve it; develop multiple ideas; save as much time as possible…).

Did you change your strategy over time? If so, how and why did you change your strategy?

OK

[Free rating treatment]

**Part 3 - Page 3 of 6**

**Please answer the following questions about part 2 of the experiment:**

| In how far do you agree with the following statements? | Strongly disagree | | | | | | Strongly agree |
|---|---|---|---|---|---|---|---|
| I worked very hard to develop creative ideas. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| The performance ratings I received motivated me to work hard. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Developing ideas that were more creative than those of my peers was most important for me. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I felt that Player B trusted me in coming up with good ideas. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I trusted that Player B will evaluate me fair | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Overall, I felt a strong bond between Player B and me. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| The performance evaluation system that Player B had to use was fair. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| The competition between me and other Player As was fair. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I spent a lot of time thinking about the other Player As of my group. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| When developing ideas, I thought about the performance potential of the other Player As in my group. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| The rating that I received at the end of a period directly affected how hard I worked in subsequent periods | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| The task was very stressful to me. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I was anxious to learn about my performance rating. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Each round, I was motivated to perform as best as possible according to my ability | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| The ratings I received were informative about my creative performance. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

When evaluating my performance, Player B seemed to focus more on...

...the novelty of my solution ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ...the usefulness of my solution

When evaluating your performance, Player B could assign the ratings of 1 (good performer) to 3 (bad performer) to you and the other Player As in any way Player B wanted. Suppose a company uses such a performance evaluation system in practice:

| | Very unlikely | | | | | | Very likely |
|---|---|---|---|---|---|---|---|
| How likely is it that you will apply for a position in this company? | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| How likely would you find it motivating? | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| How likely is it that you will quite your job within the first 3 years? | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

OK

In the forced rating treatment, the scenario for the last 3 questions were as follows: “When evaluating your performance, Player B had to assign one Player A a rating of 1 (good performer), one Player A a rating as 2 (average performer), and one Player A a rating of 3 (bad performer). Suppose a company uses such a performance evaluation system to evaluate you in practice:

**Part 3 - Page 4 of 6**

**Please answer the following questions with regard to yourself:**

The following questions refer to your task of developing creative ideas.

| In how far do you agree with the following statements on a scale from 1-7? | Strongly disagree | | | | | | Strongly agree |
|---|---|---|---|---|---|---|---|
| While I was working on the task I was thinking about how much I enjoyed it. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I did not feel nervous at all while doing this. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| This task did not hold my attention at all. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I think I am pretty good at this task. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I would describe this task as very interesting. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I think I did pretty well at this task, compared to other students. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I enjoyed doing the task very much. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I felt very tense while doing the task. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| The task was fun to do. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| After working at this task for a while, I felt pretty competent. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I was anxious while doing the task. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

OK

**Part 3 - Page 5 of 6**

**Please answer the following questions with regard to yourself:**

| | Strongly Disagree | | | | | | Strongly Agree |
|---|---|---|---|---|---|---|---|
| In general, I have confidence in my ability to solve problems creatively. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| In general, I feel that I am good at generating novel ideas. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| In general, I view myself as someone who always sees the positive things in life. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

| | not at all willing to take risk | | | | | very willing to take risk | |
|---|---|---|---|---|---|---|---|
| How do you see yourself: are you generally a person who is fully prepared to take risks or do you try to avoid taking risks? | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

| | Does not apply to me at all | | | | | Applies to me perfectly | |
|---|---|---|---|---|---|---|---|
| If someone does me a favor, I am prepared to do something in return. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| If I suffer a serious wrong, I will take revenge as soon as possible, no matter what the cost. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| If somebody puts me in a difficult position, I will do the same to him/her. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I go out of my way to help somebody who has been kind to me before. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| If somebody offends me, I will offend him/her back. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I am ready to undergo personal costs to help somebody who helped me before. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

OK

[For male participants]

**Part 3 - Page 6 of 6**

The questions on this page help to better analyze the biomarker in the saliva samples. Be aware that we treat all your information strictly anonymous. As we mentioned before there is no way to trace your answers back to you personally. However, if you do not feel comfortable or do not want to fill in this information, you can also skip these questions and proceed without responding to them.

Have you been smoking, eating, drinking (anything besides water), brushing your teeth in the two hours before you came to the laboratory today?
- ○ Yes
- ○ No

Have you been drinking alcohol today:
- ○ Yes
- ○ No

How many glasses of alcohol containing beverages do you drink per week (please fill in a 0 if you do not drink alcohol at all): [ ]

Do you smoke regularly:
- ○ Yes
- ○ No

How many cigarettes do you smoke per day (please fill in a 0 if you do not smoke): [ ]

OK

[For female participants]

**Part 3 - Page 6 of 6**

The questions on this page help to better analyze the biomarker in the saliva samples. Be aware that we treat all your information strictly anonymous. As we mentioned before there is no way to trace your answers back to you personally. However, if you do not feel comfortable or do not want to fill in this information, you can also skip these questions and proceed without responding to them.

Have you been smoking, eating, drinking (anything besides water), brushing your teeth in the two hours before you came to the laboratory today?
- ◯ Yes
- ◯ No

Have you been drinking alcohol today:
- ◯ Yes
- ◯ No

How many glasses of alcohol containing beverages do you drink per week (please fill in a 0 if you do not drink alcohol at all): [ ]

Do you smoke regularly:
- ◯ Yes
- ◯ No

How many cigarettes do you smoke per day (please fill in a 0 if you do not smoke): [ ]

Do you use oral contraceptives:
- ◯ Yes
- ◯ No

Are you pregnant:
- ◯ Yes
- ◯ No

Days since the start of your last menstruation: [ ]

OK

**Thank you for participating in today's experiment.**

**Please remain seated in your cubical until we finished the last saliva sample procedure!**

You can pick up your compensation once the entire experiment is finished on the following dates from room number [redacted]

December 10 or 11, 2018 between 10:00-12:00h

December 17 or 18, 2018 between 10:00-12:00h

**IMPORTANT: Bring your ORIGINAL experimental ID for picking up the money! Otherwise there is no way to identify you in the experiment, and hence, cannot pay out any money!**

# 4. Main experiment Part 3: Post-Experimental Questionnaire Player B

**Part 3 - Page 1 of 6**

In this part of the experiment we will ask you some questions about your thoughts and behavior during part 2, as well as some general questions about you as a person.

In 10 minutes from now we will take the last saliva sample. Answering the questions on the following pages takes between 7-10 minutes. In case you finish early, please remain in your cubical and wait quietly until the administrator hands out the Salivettes for the saliva measurment (in 10 minutes from now).

To start part 3, please fill in your experimental ID and click the OK button:

OK

**Part 3 - Page 2 of 6**

**Please answer the following questions about part 2 of the experiment:**

How did you perceived the task of evaluating the performance of Player As:

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Not interesting | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very interesting |
| Not enjoyable | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very enjoyable |
| Very easy | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very hard |
| Very simple | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very complex |
| Not challenging | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very challenging |

Please describe in a few sentences the strategy of how you approached the task to evaluate the performance of Player As (e.g., on which aspects did you focus; what were your main considerations).

Did you change your strategy over time? If so, how and why did you change your strategy?

OK

[Free rating treatment]

**Part 3 - Page 3 of 6**

**Please answer the following questions about part 2 of the experiment:**

When in doubt about the performance ratings for Player A, I put more weight on…

…the novelty of a solution ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ …the usefulness of a solution

| In how far do you agree with the following statements? | Strongly disagree | | | | | | Strongly agree |
|---|---|---|---|---|---|---|---|
| The task was very stressful to me | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I thought very hard about the performance ratings for Player A. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I clearly know what I had to do in the task. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| It was difficult for me to choose among the ratings for Player A. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I feel that my ratings would be easy to justify to Player A. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I am confident that I am good in evaluating the performance of employees. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Because of my ratings, Player A's creativity improved over time. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| When assigning the ratings to Player A, I considered the impact of my ratings on their future motivation of Player A. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I think that my Player As considered my rating behavior to be fair. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I would have done much better on the task of creating the ideas than most of Player A I had to evaluate. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I worked hard on making the evaluation system fair to all A players | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| The ratings I assigned fully reflected the creative performance of Player A. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

When evaluating the performance of Player A, you could assign the ratings of 1 (good performer) to 3 (bad performer) to Player As in any way you wanted. Suppose a company uses such a performance evaluation system to evaluate you in practice:

| | Very unlikely | | | | | | Very likely |
|---|---|---|---|---|---|---|---|
| How likely is it that you will apply for a position in this company? | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| How likely would you find it motivating? | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| How likely is it that you will quit your job within the first 3 years? | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

OK

[In the forced rating treatment the scenario for the last 3 questions were as follows: “When evaluating the performance of Player A, you had to assign one Player A a rating of 1 (good performer), one Player A a rating as 2 (average performer), and one Player A a rating of 3 (bad performer). Suppose a company uses such a performance evaluation system to evaluate you in practice:]

**Part 3 - Page 4 of 6**

**Please answer the following questions with regard to yourself:**

The following questions refer to your task of evaluating the performance of Player A.

| In how far do you agree with the following statements on a scale from 1-7? | Strongly disagree | | | | | | Strongly agree |
|---|---|---|---|---|---|---|---|
| While I was working on the task I was thinking about how much I enjoyed it. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I did not feel nervous at all while doing this. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| This task did not hold my attention at all. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I think I am pretty good at this task. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I would describe this task as very interesting. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I think I did pretty well at this task, compared to other students. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I enjoyed doing the task very much. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I felt very tense while doing the task. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| The task was fun to do. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| After working at this task for a while, I felt pretty competent. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I was anxious while doing the task. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

OK

**Part 3 - Page 5 of 6**

**Please answer the following questions with regard to yourself:**

| | Strongly Disagree | | | | | | Strongly Agree |
|---|---|---|---|---|---|---|---|
| In general, I have confidence in my ability to solve problems creatively. | ○ | ○ | ● | ○ | ○ | ○ | ○ |
| In general, I feel that I am good at generating novel ideas. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| In general, I view myself as someone who always sees the positive things in life. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

| | not at all willing to take risk | | | | | | very willing to take risk |
|---|---|---|---|---|---|---|---|
| How do you see yourself: are you generally a person who is fully prepared to take risks or do you try to avoid taking risks? | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

| | Does not apply to me at all | | | | | | Applies to me perfectly |
|---|---|---|---|---|---|---|---|
| If someone does me a favor, I am prepared to do something in return. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| If I suffer a serious wrong, I will take revenge as soon as possible, no matter what the cost. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| If somebody puts me in a difficult position, I will do the same to him/her. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I go out of my way to help somebody who has been kind to me before. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| If somebody offends me, I will offend him/her back. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I am ready to undergo personal costs to help somebody who helped me before. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

OK

[For male participants]

**Part 3 - Page 6 of 6**

The questions on this page help to better analyze the biomarker in the saliva samples. Be aware that we treat all your information strictly anonymous. As we mentioned before there is no way to trace your answers back to you personally. However, if you do not feel comfortable or do not want to fill in this information, you can also skip these questions and proceed without responding to them.

Have you been smoking, eating, drinking (anything besides water), brushing your teeth in the two hours before you came to the laboratory today?
- ○ Yes
- ○ No

Have you been drinking alcohol today:
- ○ Yes
- ○ No

How many glasses of alcohol containing beverages do you drink per week (please fill in a 0 if you do not drink alcohol at all): [ ]

Do you smoke regularly:
- ○ Yes
- ○ No

How many cigarettes do you smoke per day (please fill in a 0 if you do not smoke): [ ]

OK

[For female participants]

**Part 3 - Page 6 of 6**

The questions on this page help to better analyze the biomarker in the saliva samples. Be aware that we treat all your information strictly anonymous. As we mentioned before there is no way to trace your answers back to you personally. However, if you do not feel comfortable or do not want to fill in this information, you can also skip these questions and proceed without responding to them.

Have you been smoking, eating, drinking (anything besides water), brushing your teeth in the two hours before you came to the laboratory today?
- ◯ Yes
- ◯ No

Have you been drinking alcohol today:
- ◯ Yes
- ◯ No

How many glasses of alcohol containing beverages do you drink per week (please fill in a 0 if you do not drink alcohol at all): [ ]

Do you smoke regularly:
- ◯ Yes
- ◯ No

How many cigarettes do you smoke per day (please fill in a 0 if you do not smoke): [ ]

Do you use oral contraceptives:
- ◯ Yes
- ◯ No

Are you pregnant:
- ◯ Yes
- ◯ No

Days since the start of your last menstruation: [ ]

OK

**Thank you for participating in today's experiment.**

**Please remain seated at your cubical until we finished the last saliva sampling procedure!**

You can pick up your compensation once the entire experiment is finished on the following dates from room number [redacted]

December 10 or 11, 2018 between 10:00-12:00h

December 17 or 18, 2018 between 10:00-12:00h

**IMPORTANT: Bring your ORIGINAL experimental ID for picking up the money! Otherwise there is no way to identify you in the experiment, and hence, cannot pay out any money!**

# 5. Instructions for additional treatments with rematching

[This section contains all those instructions where there are differences from the main experiment. All the other instructions and computer screens are the exact same as with the main experiment.]

## ***Paper based Instructions***

**Paper Based Instructions Part 2**

In part 2, you will be randomly matched with 3 other individuals to form groups consisting of 4 individuals. In each group there are three Player As (Player A1, Player A2, and Player A3) and one Player B. Player As' role is to develop creative solution to general societal problems. Player B will evaluate the performance of the three Player As. The roles and tasks are explained in further detail below.

In total, we will play 5 rounds. You will keep the same role as Player A1, Player A2, Player A3, or Player B throughout all rounds. Importantly, while the roles stay the same throughout all rounds, you will be randomly assigned to new groups after each round. This means that each round you will have different Player As and Player B as part of your group

**Task Player A**

Similar to the task in part 1, Player As' task is to develop creative solutions for general societal problems. Thus, every round we will present Player As with a different problem statement and ask them to develop a creative solution of how to solve it. To be creative, a solution should be *new, innovative, and useful* to solve the problem.

Each round, Player As have 3 minutes to develop and describe their creative solution. Every Player A can develop and describe as many ideas as (s)he wants on the computer screen. Once the 3 minutes are over, we will show every Player A the ideas that (s)he generated. Each Player A has then to select the one idea that (s)he wants to submit as solution for the problem to Player B. Player B will then evaluate the performance of Player As as described below.

**Task Player B**

Once Player As have selected their solutions to submit to Player B, Player B will see the output of all his/her Player As in a list such as the one shown in the illustrative example below:

| |
|---|
| This round Player As had to develop solutions for the following problem statement: |
| **"How to help people aged over 50 years to find a job"** |
| Solutions submitted: |
| Player A1: |
| Idea that Player A1 submitted |
| Player A2: |
| Player A2's idea |
| Player A3: |
| Here will be Player A3's idea displayed |

The task of Player B is to evaluate the performance of each of the three Player As and to assign a rating on a scale from 1 – good performer, 2 – average performer, and 3 – bad performer. When assigning the ratings, Player B is free to use the entire spectrum of the scale. This means that Player B can give every Player A a different rating, but (s)he can also assign the same rating to multiple Player

As. For example, two Player A can be labelled as good; all three can be average; one person can be good, while two are bad; etc.

The ratings that Player B assign to Player As, directly influence Player As' compensation, as described below. After each round, Player As will see the rating that Player B assigns to them. Moreover, they will see the solutions and ratings that Player B assigns to the other two Player A in their group. Thus, everyone will see each other's solutions and also the ratings they received from Player B. Thus, with the ratings Player B cannot only evaluate the performance of Player As in that round, but also signal his/her view of the different performances to all Player As in his/her group.

**Compensation Player A**

Each round, Player As can earn points depending on the performance rating that they receive from Player B. The ratings translate into ECU for Player A the following way:

1 – good performer → Player A receives: +300 ECU
2 – average performer → Player A receives: +100 ECU
3 – bad performer → Player A receives: -100 ECU

To determine the earnings for each Player A, we sum up the points from the ratings an individual earned during all the rounds. For example, when an individual received in all 5 rounds a rating as good performer, then (s)he earned 1500 ECU. If (s)he received 2 times a good performance rating, 2 times average rating and once a bad rating, then (s)he receives 700 ECU (2 x 300 ECU + 2 x 100 ECU and 1 x -100 ECU).[2] Thus, the better the rating Player A receives, the higher his/her earnings.

Additionally to earning ECU from the performance ratings, Player A can also earn ECU from a "time bonus". That is, while each round, Player A have 3 minutes to work on the creative solutions, they can also decide to stop a round earlier at any moment by pressing the "STOP ROUND" button on the screen. For every second that is left once a Player A presses the stop button, this Player receives a 0.5 ECU "time bonus" credited to his/her account. Thus, if there are 30 seconds left, then Player A receives 15 ECU extra. If there are 60 seconds left, Player A receives 30 ECU extra. None of the other Players (neither the peer Player As nor Player B) will ever see how long any other Player worked on the task (i.e., how much time bonus (s)he received).

**Compensation Player B**

Player B's compensation depends on the creativity of the solution that his/her Player As submitted. Specifically, once today's session is over, we will show the creative solutions to an independent rater panel, who scores each solution on a scale from 0 (not very creative) to 100 (very creative). Rounded to the next integer, this score directly determines the ECU Player B earns. For example, if Player A1/A2/A3 solution receives ratings of 60/100/40, respectively, then Player B receives 200 ECU for that round (60+100+40). If the solutions receive ratings of 40/25/35, then Player B receives 100 ECU. Thus, the higher the creativity of the ideas Player A submit to Player B, the higher the payment for Player B.

[2] Be aware that it is not possible to make a loss in this experiment overall, but you will receive at least 5 EUR for your participation in this study.

To determine Player Bs payout, we will sum up the ECUs (s)he earns during all rounds. For example, if Player B has earned 200, 100, 120, 180 and 200, for rounds 1, 2, 3, 4 and 5 respectively, (s)he would gather 800 ECU in total.

Be aware that for each session we transform the ECUs to EUR separately for Player A and Player B. Specifically, for both of these roles the earnings will be between 5 EUR and 25 EUR with an average of about 15 EUR. Most importantly, in both of these roles the general rule is that the more ECU you earn, the higher your final compensation is!

Please press the okay button on the computer screen to proceed.

***Computer program (differences)***

[Understanding quiz of main instructions for the Free Rating condition with random rematching – presented instead of the screen from page number 19]

Round

1 out of 5

Remaining Time [sec]: 29

**Part 2**

Before you can start with the first round in part 2, please answer a few questions about the instructions you just read:

1. I will be randomly assigned the role as Player A1/A2/A3 or Player B, which I will keep over the course of all 5 rounds. ○ True ○ False

2. I will be randomly matched to a group consisting of 1x Player A1, 1x Player A2, 1x Player A3, and 1x Player B. After each round I will be randomly re-matched to form a new group of the 4 players. ○ True ○ False

3. Each round, Player As have up to 3 minutes to develop creative solutions to general societal problems. ○ True ○ False

4. To be creative, a solution needs to be new, innovative, and useful to solve the problem. ○ True ○ False

5. While Player A can earn a time bonus of 0.5 ECU per second left by stopping a round earlier, neither peer Player A, nor Player B will ever see how much time a certain Player worked to develop the creative solution. ○ True ○ False

6. Player B evaluates the performance of his/her three Player A on a scale from 1 - good performer, 2 - average performer, to 3 - bad performer. ○ True ○ False

7. For a rating as good performer, Player A receives 300 ECU. For both a rating as average and a bad performer Player A receives 100 ECU. ○ True ○ False

8. When evaluating the performance of Player As, there is no restriction of how Player B assigns the ratings to each individual Player A. ○ True ○ False

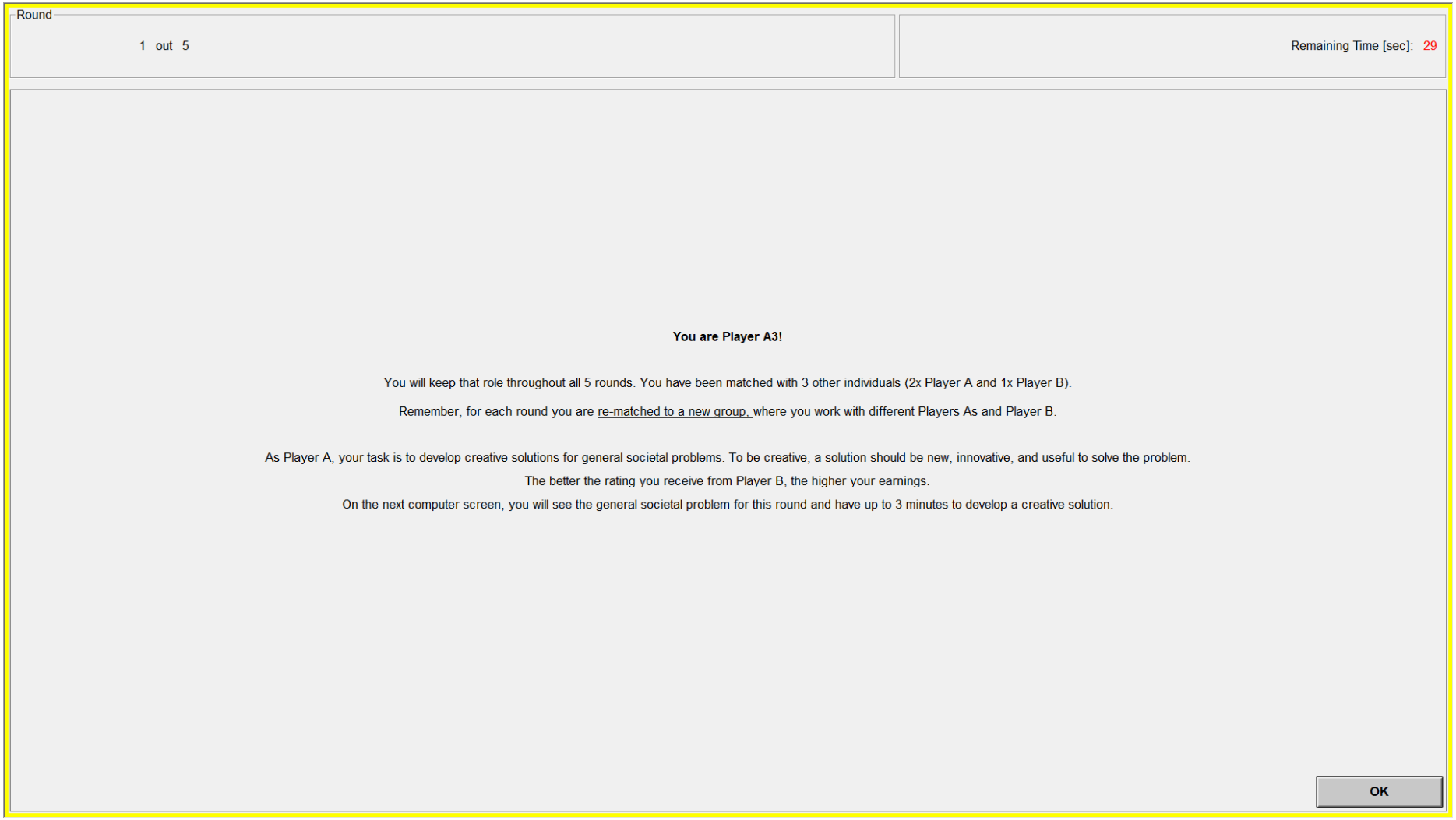
9. Each Player A will see their own rating and their solutions, as well as the solutions and ratings the other peer Player A's in that group received. ○ True ○ False

10. To determine Player B's compensation, an independent rater panel will assess the creativity of the ideas Player A submit to Player B on a scale from 0 (not very creative) to 100 (very creative). The higher the score of a solution, the more ECU Player B receives for that idea. ○ True ○ False

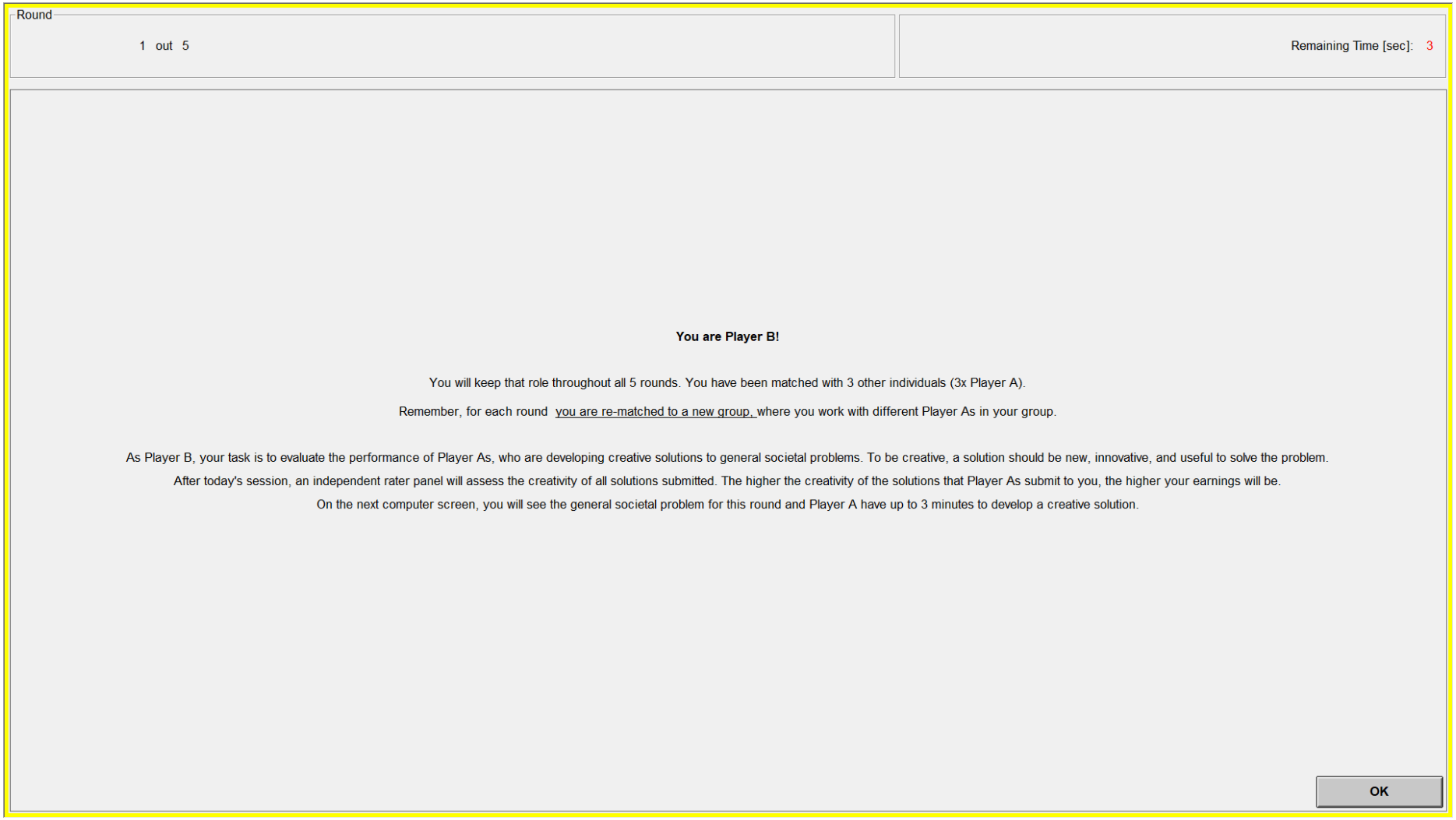
OK

For the forced rating condition with random rematching, question 8 was as follows: “When evaluating the performance of Player As, Player B needs to assign once a rating of 1 – good performer, once a rating of 2 – average performer, and once a rating of 3 – bad performer”

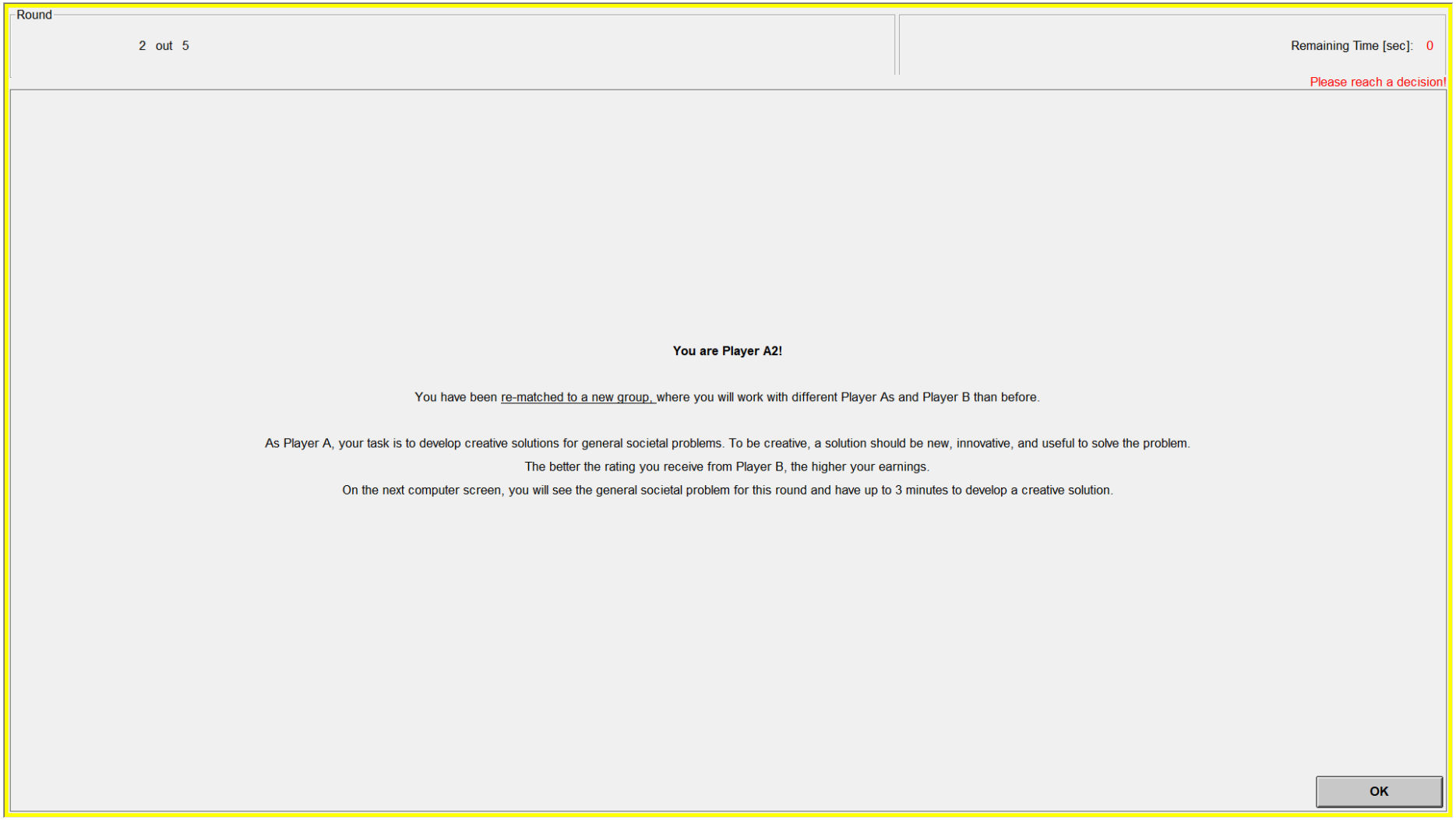
[Show the roles to Player A and B; presented instead of the screens from page number 20/21]



[Show the roles to Player A and B; presented instead of the screens from page number 20/21]



[Reminder of the roles and general setup to Player A and B; presented instead of the screens from page number 30/31]



[Reminder of the roles and general setup to Player A and B; presented instead of the screens from page number 30/31]

Round

2 out 5

Remaining Time [sec]: 29

**You are Player B!**

You have been re-matched to a new group, where you as Player B will work with different Player As than before.

As Player B, your task is to evaluate the performance of Player As, who are developing creative solutions to general societal problems. To be creative, a solution should be new, innovative, and useful to solve the problem.

After today's session, an independent rater panel will assess the creativity of all solutions submitted. The higher the creativity of the solutions that Player As submit to you, the higher your earnings will be.

On the next computer screen, you will see the general societal problem for this round and Player A have up to 3 minutes to develop a creative solution.

OK

## 6. Instructions independent assessment committee for rating the creativity of the main experiment

---

**Start of Block: Welcome + Experimental Code**

Dear Participant,

Thank you for participating in this study. In total you will need around 90 minutes or less to finish the study. Read all the instructions very carefully as you cannot go back to previous screens.

For participating in this study you will receive a fixed compensation of 20 EUR. You will receive the money in cash once you leave today's session.

Should you have any question, please ask the administrator. Please do not communicate with any of your colleagues while working on this study.

The study consists of a main part and a questionnaire at the end. You will receive the instructions for each part once you are there.

To start please fill in you experimental code below and press the proceed button.

_____

**End of Block: Welcome + Experimental Code**

---

**Start of Block: Task Description + Entry Quiz**

**Task Description**

In one of our studies, we recently asked participants to develop *new, innovative, and useful* solutions to general societal problems. To do so, we provided participants with the following six different problem statements:

- “How to help people aged over 50 years to find a job"
- "How to encourage children under 10 years to move more"
- "How to help smokers quit smoking"
- "How to make sure that people eat healthier"
- “How to encourage people to use public transport instead of their cars"
- "How to ensure office workers do more sports"

We presented each of these problem statements on a separate screen and for each statement, they had 3 minutes to develop and then submit a creative solution.

Your task is to assess the creativity of the solutions that the participants submitted on a scale from **0 (not very creative) to 100 (very creative)**. Remember, to be creative, a solution needs to be new, innovative, and useful to solve the problem.

On the next few screens, we will present you with the creative solutions you have to evaluate as a rater. On top of the screen, you will always see the problem statement in the same way as it was shown to the participants who created the solutions. Read all solutions carefully. Once you have rated the solutions for one problem statement, you can proceed to evaluate another set of solutions for the next problem statement. Between each problem statement, there is a 20 seconds rest period. That said, if you want to take a longer break, or take a break during rating the solutions, please feel free to do so. After you have rated the solutions submitted for the 6th problem statement, we will ask you a few questions about your task of evaluating the ideas.

Before you start assessing the solutions for the first problem statement, we will ask you a few questions on the next screen.

Page Break

EQ1 Your task is to assess the creativity of the solutions.  To be creative, a solution needs to be *new, innovative, and useful* to solve the problem.

- ○ True  (1)
- ○ False  (2)

---

EQ2 I will evaluate solutions that have been developed for 6 different problem statements.

- ○ True  (1)
- ○ False  (2)

**End of Block: Task Description + Entry Quiz**

---

**Start of Block: Ratings Employees**

---

**Problem Statement 1**

In this round you are supposed to evaluate the creativity of solutions that have been developed for the following problem statement:

**“How to help people aged over 50 years to find a job"**

Please assess the ideas on a scale from 0 (not very creative) to 100 (very creative) by putting the appropriate number in the field next to each idea. Remember, to be creative, an idea needs to be *new, innovative, and useful* to solve the problem.

| | Assign a value between 0 (not very creative) to 100 (very creative) (1) |
|---|---|
| Portray their experiences as their unique selling point to employers | |
| Government can create a programme in which firms must have a fixed number of employees over 50 years, of course doing jobs that require minor efforts, and they could be for a duration of 3-6 months | |
| …<br>Here we presented all ideas that raters had to rate for that problem statement<br>… | |

**End of Block: Ratings Employees**

---

**Start of Block: Rest Time**

---

Please take a short rest before you proceed with evaluating the solutions to the next problem statement!

Once the minimum rest period of 20 seconds is over, you can proceed by clicking on the arrow that will appear after 20 seconds.

**End of Block: Rest Time**

---

**Start of Block: Ratings Office Workers**

We repeated this procedure for the remaining rounds. The raters always saw the idea on top of the screen and had to assign their creativity ratings.

**End of Block: Ratings Moving**

---

**Start of Block: PEQ**

You have now finished the main part of the study. Please answer the questions on this and the next page.

How did you perceived the task of assessing the creativity of the solutions for the general societal problem statements:

| | 1 (1) | 2 (2) | 3 (3) | 4 (4) | 5 (5) | 6 (6) | 7 (7) | |
|---|---|---|---|---|---|---|---|---|
| Not interesting | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very interesting |
| Not enjoyable | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very enjoyable |
| Very easy | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very hard |
| Very simple | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very complex |
| Not challenging | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very challenging |

Please rate to what extent you agree with the following statements:

| | Strongly disagree (1) | Disagree (2) | Somewhat disagree (3) | Neither agree nor disagree (4) | Somewhat agree (5) | Agree (6) | Strongly agree (7) |
|---|---|---|---|---|---|---|---|
| I clearly know what I had to do in the task (1) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I think I did a good job in evaluating the creativity of the solutions (2) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I spend a lot of effort in assessing the solutions. (3) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Providing an adequate rating was very important for me. (4) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I am very confident about the ratings that I have given to participants. (5) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| The payment I receive for this study is fair. (6) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Page Break

**Demographics**

Gender

- ◯ Male (1)
- ◯ Female (2)

Age

_____

Stage of Study:

- ◯ 1st year bachelor student (1)
- ◯ 2nd year bachelor student (2)
- ◯ 3rd year bachelor student (3)
- ◯ >=4th year bachelor student (4)
- ◯ 1st year master student (5)
- ◯ >=2nd year master student (6)

Faculty:

- ○ Arts and Social Sciences (1)
- ○ Business and Economics (2)
- ○ Health, Medicine, and Life Sciences (3)
- ○ Humanities and Science (4)
- ○ Law (5)
- ○ Psychology and Neuroscience (6)
- ○ Other (7)

**End of Block: PEQ**

---

# 7. Additional Online Experiment

**[Filtering Questions and informed Consent]**

What is your age (in years)?

_____

In the next 20 minutes I am able to fully concentrate on the study?

- ○ Strongly disagree (1)
- ○ Disagree (2)
- ○ Somewhat disagree (3)
- ○ Neither agree nor disagree (4)
- ○ Somewhat agree (5)
- ○ Agree (6)
- ○ Strongly agree (7)

Before you proceed with the survey, please fill in the captcha below.

Page Break

**Informed Consent**

This research study is being conducted by Professor XXX of XXX, and Professor XXX of XXX.

Introduction/Purpose: You have been invited to voluntarily participate in a decision-making study in order to increase our understanding of behavior in organizations. The study will last approximately 20 minutes.

Procedures: In this study you will receive background information, and then work on a task. We will then ask you some questions about your thoughts during the task.

Risks: There are no risks to participating in this study beyond those you face in the normal course of life.

Benefits: You will receive a fixed participation fee of £2 and a potential additional bonus ranging from £0 to £10 for participating in this study. More information on this will be provided when we describe the study. You will be paid exactly as described in these instructions.

Confidentiality: Necessary steps will be taken to ensure your confidentiality. Your Prolific IDs will not be shared with anyone outside of the research team, will be removed from the data set, and will not be linked to survey responses. The results, if presented, will be presented in summary form only.

Contact Persons: For questions about the study, please contact Professor XXX (XXX@XXX)

Voluntary Participation and Withdrawal: Your participation is completely voluntary and you can stop participating at any time.

Funding sources: XXX University.
Your willingness to proceed will be taken as evidence of your consent to participate in this study. If you choose to participate, please continue to the next page of the study. Thank you!

Page Break

Q6 Please fill in your Prolific ID in the field below:

_____

Page Break

**[Main part of the experiment]**

Dear Participant,

Thank you for participating in this study. In total you will need around 20 minutes to finish the study. Read all the instructions very carefully. Note, you cannot go back to a previous page once you have clicked the proceed button, unless otherwise stated.

On top of the fixed participation fee of £2, you can earn a bonus payment ranging from £0 to £10, depending on your performance. We will explain to you how you can earn the additional money on the next pages. We will transfer the entire money to your account at latest in a week from now.

The study consists of a few general questions in the beginning, a main part in which you will perform the task, and a questionnaire at the end.

Page Break

What is your gender?

- ○ Male (1)
- ○ Female (2)
- ○ Other (3)

What is the highest level of education you have completed so far?

- ○ Secundary Education (1)
- ○ High School Diploma (2)
- ○ Technical/Community College (3)
- ○ Undergraduate Degree (4)
- ○ Graduate Degree (5)
- ○ Doctorate Degree (6)

How many years of work experience do you have?

| | 0 10 20 30 40 50 60 70 80 90 100 |
|---|---|
| **1 ()** | |

Which category describes your occupation best?

- ○ Sales (1)
- ○ Administration (2)
- ○ Management (3)
- ○ Marketing (4)
- ○ Finance (5)
- ○ Production (6)
- ○ Procurement (7)
- ○ Other (8) _____

Page Break

The questions below ask you about your feelings and thoughts during THE LAST MONTH. In each case, please indicate HOW OFTEN you felt or thought a certain way.

| | 0 - never (1) | 1 (2) | 2 (3) | 3 (4) | 4 - very often (5) |
|---|---|---|---|---|---|
| 1. In the last month, how often have you been upset because of something that happened unexpectedly? (1) | ○ | ○ | ○ | ○ | ○ |
| 2. In the last month, how often have you felt that you were unable to control the important things in your life? (2) | ○ | ○ | ○ | ○ | ○ |
| 3. In the last month, how often have you felt nervous and “stressed”? (3) | ○ | ○ | ○ | ○ | ○ |
| 4. In the last month, how often have you felt confident about your ability to handle your personal problems? (4) | ○ | ○ | ○ | ○ | ○ |
| 5. In the last month, how often have you felt that things were going your way? (5) | ○ | ○ | ○ | ○ | ○ |
| 6. In the last month, how often have you | ○ | ○ | ○ | ○ | ○ |

| | | | | | |
|---|---|---|---|---|---|
| found that you could not cope with all the things that you had to do? (6) | | | | | |
| 7. In the last month, how often have you been able to control irritations in your life? (7) | ○ | ○ | ○ | ○ | ○ |
| 8. In the last month, how often have you felt that you were on top of things? (8) | ○ | ○ | ○ | ○ | ○ |
| 9. In the last month, how often have you been angered because of things that were outside your control? (9) | ○ | ○ | ○ | ○ | ○ |
| 10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? (10) | ○ | ○ | ○ | ○ | ○ |
| 11. If you have answered all the statements above carefully put the answer to this statement to "4 - very often". (11) | ○ | ○ | ○ | ○ | ○ |

## [Task Description for creative task]

**Task Description**

We will present you with a problem statement that society is facing. An example for such a problem statement could be "How to help people aged over 50 years to find a job". Your task is to develop a creative idea of how to solve the societal problem that we will present to you. To be creative, your idea should be *new, innovative, and useful* to solve the problem.

We will present you the problem statement for which you have to develop a creative solution on top of the page. Below this problem statement, you see a box like the example below, where you have space to describe your idea in a clear and concise manner. For developing the idea, you can use any help that you want (e.g., internet search, books, experience…).

Your task is to develop and describe one idea that is *as creative as possible*.

You can spend up to 5 minutes time to develop and describe the creative idea. Once the 5 minutes is over, the computer program will automatically proceed and there is no chance to make any changes to your idea anymore. That said, you can stop the timer at any point in time and proceed earlier, by clicking on the proceed button at the bottom of the page. Be aware that once you hit the proceed button, you cannot go back to change your idea anymore.

On the next page we will describe how you will be evaluated and compensated for your performance on this task.

## [Task Description for slider task]

**Task Description**

We will present you with a series of sliders. Your task is to place the sliders on the requested number, which is indicated in bold directly above each slider. Once you place a slider on the requested number, you have solved one slider correctly, and you can move on to the next slider, which you have to place on the new requested number. If the slider is not at the requested number, you have not solved this slider yet, but you can try it again or immediately move on to the next slider.

The picture below gives an illustration of a slider that is solved correctly. The requested number in this example is 78 and the slider is placed on this number.

Your task is to solve *as many sliders as possible*.

You can spend up to 5 minutes time to work on this task. Once the 5 minutes is over, the computer program will automatically proceed. That said, you can stop the timer at any point in time and proceed earlier, by clicking on the proceed button at the bottom of the page. Be aware that once you hit the proceed button, you cannot go back to solve sliders anymore.

On the next page we will describe how you will be evaluated and compensated for your performance on this task.

**Evaluation and Compensation**

For your performance on the task you have the opportunity to earn a bonus payment. Specificially, you will compete with two other Prolific participants, who work on the exact same task and receive the exact same instructions as you do. Once you have finished your work today, we will present the creative idea / number of sliders that each of the three of you has developed / solved to an Evaluator.

(S)he will receive the output that each of the three of you created (i.e., the creative ideas / the number of sliders solved) on one screen.

This Evaluator will be another Prolific participant. (S)he will rate the performance of the three of you on a scale from 1 (good performer), 2 (average performer), to 3 (bad performer).

We will inform him/her that your goal was to develop creative ideas, and to be creative, an idea needs to be new, innovative, and useful to solve a problem. It is up to him/her to judge the extent to which your idea fulfils these criteria. / We will inform him/her that your goal was to solve as many sliders as possible. It is up to him/her to judge the extent to which your performance fulfils this criterion.

This rating is important for you, as it directly determines the bonus payment you will receive for your work. Specifically, the ratings translate to £ in the following way:

1 – good performer: £10 bonus
2 – average performer: £5 bonus
3 – bad performer: £0 bonus

You get this bonus on top of the £2 fixed participation fee. This means, if your Evaluator gives you a rating as good performer, you earn in total £12 for your participation in this study today. If your Evaluator gives you a rating as average performer you earn in total £7. If your Evaluator gives you a rating of bad performer, you will receive no bonus, but only the fixed participation fee of £2.

Importantly, when assigning the ratings to the three of you, the Evaluator will be free to use the entire spectrum of the scale. This means, (s)he can give all three of you a different rating, but also assign the same rating to multiple of you. For example, two individuals can be labeled as good performer; all three can be average; one person can be good, while two are bad performers; etc. / Importantly, when assigning the ratings to the three of you, the Evaluator will have to use the entire spectrum of the scale. This means, (s)he needs to assign to one of you a rating of 1, to one of you a rating of 2, and to of your a rating of 3. Thus, one of you needs to be labelled as good, another one as average, and finally one as bad performer.

Before you can start working on the task, please answer the questions about the task and compensation on the next page.

**[Understanding Quiz]**

**[For creative task / For slider task]**

Q1 – I will receive a general societal problem, for which I have to develop a creative idea for how to solve it. / I have to solve as many sliders as possible, by placing them on the number requested above each slider.

- ○ True (1)
- ○ False (2)

**[For creative task]**

Q2 – To be creative, an idea needs to be new, innovative, and useful to solve the problem.

- ○ True (1)
- ○ False (2)

**[For slider task]**

Q2 – Please put the slider on the requested position.

| | **0 10 20 30 40 50 60 70 80 90 100** |
|---|---|
| **89 ()** | |

**[For creative task / For slider task]**

Q3 – I have to spend the full 5 minutes to develop and describe my idea, and there is no chance to proceed earlier. / Q3 – I have to spend the full 5 minutes to work on the sliders task, and there is no chance to proceed earlier.

- ○ True (1)
- ○ False (2)

Q4 – I will be competing with two other Prolific participants, who work on the same task with the same instructions.

- ○ True (1)
- ○ False (2)

Q5 – The Evaluator, who will be another Proliflic participant, will rate our task performances, on a scale ranging from 1 (good performer), 2 (average performer), to 3 (bad performer).

- ○ True (1)
- ○ False (2)

**[For forced rating / For free rating]**

Q6 - The Evaluator has to use the entire spectrum of the rating scale. This means, (s)he needs to assign to one of us a rating of 1, to one of us a rating of 2, and to one of us a rating of 3. / Q6 - The Evaluator will be free to use the entire spectrum of the rating scale. This means, (s)he can give all three of us a different rating, but also assign the same rating to multiple of us..

- ○ True (1)
- ○ False (2)

Q7 – The rating that the Evaluator gives to me, influences my earnings from the study.

- ○ True (1)
- ○ False (2)

**[3-minute task period]**

**[For slider task]**

We ask you to perform the task of solving sliders. Please put the sliders on the requested number, which is indicated in bold directly above each slider.

Remember, your task is to solve as many sliders as possible. You can spend up to 5 minutes on this task. That said, you can also stop the timer at any point in time and proceed earlier, by clicking on the proceed button at the bottom of the page. Once you hit the proceed button, you cannot go back to solve sliders anymore.

| | **0 10 20 30 40 50 60 70 80 90 100** |
|---|---|
| **1 ()** | |
| **2 ()** | |
| **3 ()** | |
| **4 ()** | |
| **….100 ()** | |

**[For creative task]**

We ask you to develop a creative idea to solve the following problem statement:

**"How to ensure office workers do more sports"**

To be creative, an idea needs to be *new, innovative and useful t*o solve the problem.

Remember, your task is to develop and describe one idea that is as creative as possible. Describe your idea in a clear and concise manner in the field below. You can spend up to 5 minutes on this task. That said, you can also stop the timer at any point in time and proceed earlier, by clicking on the proceed button at the bottom of the page. Once you hit the proceed button, you cannot go back to change your idea anymore.

_____

_____

_____

_____

_____

**[Post-experimental Questionnaire]**

You have now finished the task period. To what extent do you agree with the statements about your experience during this task period.

| | Strongly disagree (1) | Disagree (2) | Somewhat disagree (3) | Neither agree nor disagree (4) | Somewhat agree (5) | Agree (6) | Strongly agree (7) |
|---|---|---|---|---|---|---|---|
| I felt stressed when working on the task (1) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I felt pressured when working on the task (2) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Page Break

You compete in the task with two other Prolific Workers. To what extent…

| | Strongly disagree (1) | Disagree (2) | Somewhat disagree (3) | Neither agree nor disagree (4) | Somewhat agree (5) | Agree (6) | Strongly agree (7) |
|---|---|---|---|---|---|---|---|
| ….were you thinking that you would win in this competition. (1) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| … were you feeling that they are performing better than you. (2) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| …would you like to know how they performed the task. (3) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| …if you read this statement, choose the answer option "Strongly disagree". (4) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Page Break

Remember, to rate your performance, the Evaluator will receive the output that each of the three of you created (i.e., the creative ideas) / (i.e., the number of sliders solved) on one screen. This Evaluator is another Prolific worker and (s)he needs to make a judgment about your performance on a scale ranging from 1 (good performer), 2 (average performer), to 3 (bad performer).

When assigning the ratings to the three of you, the Evaluator will be free to use the entire spectrum of the scale. This means, (s)he can give all three of you a different rating, but also assign the same rating to multiple of you. For example, two individuals can be labeled as good performer; all three can be average; one person can be good, while two are bad performers; etc. / When assigning the ratings to the three of you, the Evaluator will have to use the entire spectrum of the scale. This means, (s)he needs to assign to one of you a rating of 1, to one of you a rating of 2, and to of your a rating of 3. Thus, one of you needs to be labelled as good, another one as average, and finally one as bad performer.

To what extent to do you agree with the following statements:

| | Strongly disagree (1) | Disagree (2) | Somewhat disagree (3) | Neither agree nor disagree (4) | Somewhat agree (5) | Agree (6) | Strongly agree (7) |
|---|---|---|---|---|---|---|---|
| I am anxious about the evaluation of my performance. (1) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I feel nervous and "stressed" about the evaluation the Evaluator will conduct. (2) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I feel uncomfortable about how the evaluator will assess my performance. (3) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Page Break

To what extent do you agree with the following statements:

| | Strongly disagree (1) | Disagree (2) | Somewhat disagree (3) | Neither agree nor disagree (4) | Somewhat agree (5) | Agree (6) | Strongly agree (7) |
|---|---|---|---|---|---|---|---|
| I am confident that the Evaluator will give me a fair rating. (5) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I trust that the Evaluator will rate my performance adequately. (7) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| While performing the task, I thought a lot about the criteria the Evaluator will use for assigning the ratings. (1) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| While performing the task, I thought a lot about the rating I will receive from the Evaluator. (2) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| While performing the task, I thought a lot about the potential | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| bonus I can receive. (3) | | | | | | | |
| It will not be easy for the evaluator to evaluate the performance of the three of us. (4) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| The performance evaluation system that the evaluator has to use is fair. (11) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I would like to work for a company using such a performance evaluation system. (12) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| If you read this statement, please click "Agree". (13) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Page Break

How did you perceive the task you were working on:

| | 1 (1) | 2 (2) | 3 (3) | 4 (4) | 5 (5) | 6 (6) | 7 (7) | |
|---|---|---|---|---|---|---|---|---|
| Not interesting | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very interesting |
| Not enjoyable | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very enjoyable |
| Not easy | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very hard |
| Very simple | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very complex |
| Not Challenging | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very Challenging |

To what extent do you agree with the following statements:

| | Strongly disagree (1) | Disagree (2) | Somewhat disagree (3) | Neither agree nor disagree (4) | Somewhat agree (5) | Agree (6) | Strongly agree (7) |
|---|---|---|---|---|---|---|---|
| I put a lot of effort in the task (1) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I felt motivated to conduct this task (2) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I was very much engaged with this task (3) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I was quite excited to conduct | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| this task (4) | | | | | | | |
| I felt quite exhausted after doing this task (5) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

For slider task

Did you use a computer mouse to perform the task?

○ Yes (1)

○ No (2)

For creative task

To what extent did you use the internet, books, or asked another individual for help to develop your creative idea?

○ 1 - Not at all (1)

○ 2 (2)

○ 3 (4)

○ 4 (5)

○ 5 (6)

○ 6 (7)

○ 7 - To a great extent (8)

Page Break

To what extent do you agree with the following statements:

| | Strongly disagree (1) | Disagree (2) | Somewhat disagree (3) | Neither agree nor disagree (4) | Somewhat agree (5) | Agree (6) | Strongly agree (7) |
|---|---|---|---|---|---|---|---|
| In general, I feel that I am good in developing creative ideas. (1) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| In general, I feel that I am good in working on routine tasks. (2) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| In general, I like to compete with other people. (3) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

How do you see yourself: "Are you generally a person who is fully prepared to take risks or do you try to avoid taking risks?

| | **Unwilling to take risks** | | | | | | **Fully prepared to take risk** | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **()** | | | | | | | | | | | |

Page Break

To what extent do agree with the following statements with respect to your regular job:

| | Strongly disagree (1) | Disagree (2) | Somewhat disagree (3) | Neither agree nor disagree (4) | Somewhat agree (5) | Agree (6) | Strongly agree (7) |
|---|---|---|---|---|---|---|---|
| I have supervisory responsibilities in my regular job (incl. performance evaluation of subordinates)? (1) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I have much experience with performance evaluation systems where people are assigned into performance buckets (e.g., Forced Rankings, Forced Distributions, Bell Curve Evaluations, or Relative Performance Ratings)? (2) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## 8. Instructions independent assessment committee for rating the creativity of the additional online experiment

**Start of Block: FilteringQuestions**

What is your age (in years)?

_____

---

In the next 25 minutes I am able to fully concentrate on the study?

- ○ Strongly disagree (1)
- ○ Disagree (2)
- ○ Somewhat disagree (3)
- ○ Neither agree nor disagree (4)
- ○ Somewhat agree (5)
- ○ Agree (6)
- ○ Strongly agree (7)

---

Before you proceed with the survey, please fill in the captcha below.

---

Thank you for your interest, but unfortunately you do not meet the criteria to participate in this study. We hope to welcome you in a future study!

**End of Block: FilteringQuestions**

---

**Start of Block: Informed Consent**

**Informed Consent**

This research study is being conducted by Professor Christoph Feichter (christoph.feichter@wu.ac.at) of WU Vienna, and Professor Eddy Cardinaels (e.cardinaels@uvt.nl ) of Tilburg University.

Introduction/Purpose: You have been invited to voluntarily participate in a decision-making study in order to increase our understanding of behavior in organizations. The study will last approximately 25 minutes.

Procedures: In this study you will receive background information, and then work on a decision making task. We will then ask you some questions about your thoughts during the task.

Risks: There are no risks to participating in this study beyond those you face in the normal course of life.

Benefits: You will receive a fixed fee of £6 for participating in this study.

Confidentiality: Necessary steps will be taken to ensure your confidentiality. Your Prolific IDs will not be shared with anyone outside of the research team, will be removed from the data set, and will not be linked to survey responses. The results, if presented, will be presented in summary form only.

Contact Persons: For questions about the study, please contact Professor Christoph Feichter (christoph.feichter@wu.ac.at)

Voluntary Participation and Withdrawal: Your participation is completely voluntary and you can stop participating at any time.

Funding sources: Tilburg University.

Your willingness to proceed will be taken as evidence of your consent to participate in this study. If you choose to participate, please continue to the next page of the study. Thank you!

Page Break

Please fill in your Prolific ID in the field below:

_____

**End of Block: Informed Consent**

---

**Start of Block: Welcome Message**

Dear Participant,

Thank you for participating in this study. In total you will need around 25 minutes to finish the study. Read all the instructions very carefully. Note, you cannot go back to a previous page once you click the proceed button, unless otherwise stated.

You will receive a fixed fee of £6 for participating in this study. We will transfer the money to your account at latest in a week from now.

The study consists of a main part and a questionnaire at the end.

**End of Block: Welcome Message**

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**Start of Block: Task Description**

**Task Description**

Recently we asked Prolific participants in one of our studies to develop creative ideas for solving a general societal problem. The problem statement that we gave them was **"How to ensure office workers do more sports"**. Each participant had up to 5 minutes to develop and describe one creative idea for solving this problem. In the instructions, we explained that to be creative an idea needs to be *new, innovative, and useful* to solve the problem. For developing the idea, they could use any help that they wanted (e.g., internet search, books, experience…).

Your task is to assess the creativity of the solutions that the participants submitted on a scale from **0 (not very creative) to 100 (very creative).** Remember, to be creative, a solution needs to be *new, innovative, and useful* to solve the problem.

On the next screen, we will repeat the problem statement on top of the page, and present you with the ideas that participants developed below.

**Read and assess all ideas very carefully!** To get reliable results of the study, it is important to you stay focused. We will present the ideas to you in blocks of 9 ideas. Each block starts with the message "Assign a value between 0 (not very creative) to 100 (very creative)". We ask you to take a short

break before you start each block, to assure you stay focused. Once you have finished rating all ideas, you can proceed.

Before you can start rating the ideas, please answer the questions below.

---

Q1 – I will rate the creativity of ideas for the general societal problem statement "How to ensure office workers do more sports" on a scale ranging from 0 (not very creative) to 100 (very creative)

- ○ True (1)
- ○ False (2)

---

Q2 – To be creative, an idea needs to be new, innovative, and useful to solve the problem.

- ○ True (1)
- ○ False (2)

**End of Block: Task Description**

---

**Start of Block: Creativity Ratings**

You are supposed to evaluate the creativity of solutions that have been developed for the following problem statement:

**"How to ensure office workers do more sports"**

Please assess the ideas on a scale from **0 (not very creative) to 100 (very creative)** by putting the appropriate number in the field next to each idea. Remember, to be creative, an idea needs to be *new, innovative, and useful* to solve the problem.

| | **Assign a value between 0 (not very creative) to 100 (very creative)** |
|---|---|
| every other day at work for between 30-60 min off the day the workers should hold a little competition to do with sport and the top three winners get a prize, this would motivate the workers to get involved if there was financial gain to be had. It would also bring greater spirit at work which might motivate the workers to do sports after work together. | |
| From 1st May we will have weekly team building events which will consist in a sports activity. | |
| … Here we listed all the remaining solutions that a rater had to assess … | |

**End of Block: Creativity Ratings**

---

**Start of Block: PEQ**

You have now finished the main part of the study. Please answer the questions on this and the next page.

How did you perceive the task of assessing the creativity of the solutions for the general societal problems:

| | 1 (1) | 2 (2) | 3 (3) | 4 (4) | 5 (5) | 6 (6) | 7 (7) | |
|---|---|---|---|---|---|---|---|---|
| Not interesting | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very interesting |
| Not enjoyable | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very enjoyable |
| Not easy | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very hard |
| Very simple | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very complex |
| Not Challenging | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Very Challenging |

Please indicated to what extent you agree with the following statements:

| | Strongly disagree (1) | Disagree (2) | Somewhat disagree (3) | Neither agree nor disagree (4) | Somewhat agree (5) | Agree (6) | Strongly agree (7) |
|---|---|---|---|---|---|---|---|
| I clearly know what I had to do in the task. (1) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I think I did a good job in evaluating the creativity of the solutions. (9) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I spend a lot of effort in assessing the solutions. (10) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Providing an adequate rating was very important for me. (11) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I am very confident about the evaluations that I have given to the ideas. (12) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| The payment I receive for this study is fair. (13) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I was very focused when evaluating the solutions. (14) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Page Break

What is your gender?

- ○ Male (1)
- ○ Female (2)
- ○ Other (3)

What is the highest level of education you have completed so far?

- ○ Secundary Education (1)
- ○ High School Diploma (2)
- ○ Technical/Community College (3)
- ○ Undergraduate Degree (4)
- ○ Graduate Degree (5)
- ○ Doctorate Degree (6)

How many years of work experience do you have?

| | 0 10 20 30 40 50 60 70 80 90 100 |
|---|---|
| 1 () | |

Which category describes your occupation best?

- ○ Sales (1)
- ○ Administration (2)
- ○ Management (3)
- ○ Marketing (4)
- ○ Finance (5)
- ○ Production (6)
- ○ Procurement (7)
- ○ Other (8) _____

To what extent do agree with the following statements with respect to your regular job:

| | Strongly disagree (1) | Disagree (2) | Somewhat disagree (3) | Neither agree nor disagree (4) | Somewhat agree (5) | Agree (6) | Strongly agree (7) |
|---|---|---|---|---|---|---|---|
| I have supervisory responsibilities in my regular job (incl. performance evaluation of subordinates)? (1) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| I have much experience with performance evaluation systems where people are assigned into performance buckets (e.g., Forced Rankings, Forced Distributions, Bell Curve Evaluations, or Relative Performance Ratings)? (2) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

**End of Block: PEQ**