Culture Priming of Multicultural Individuals on Localized Websites: A Cultural Frame Switching Perspective

Online Appendix I: Summary of Literature on Culture and Website Design

Article	Localization Elements		Main Dependent Variables	Cultural Dimensions
	Website Design	Contents		
Jarvenpaa et al. (1999)	Localization details not provided		Trust, perceived risk, attitude towards online store, purchase intention	1
Badre (2000)-Study 2	Colors, navigation icons	Images	Ease of navigation, color appeal, overall Website appeal	N.A.
Fink and Laupase (2000)	Localization details not provided		Atmospherics, news stories, signs, products and services	N.A.
Simon (2001)	No localization applied		Website perception and satisfaction	1, 2
Chau et al. (2002)		Dimension of car models, dealers, pricing	Attitudes towards websites	N.A.
	Other localization details not provided			
Tsikriktsis (2002)	No localization applied		Expectations about website quality	1, 2, 3, 4, 5
Luna et al. (2003)-Studies 1, 2	Language	Images	Attitudes toward the website and the products	N.A.
Luna et al. (2003)-Study 3	Language	Culturally specific textual contents (e.g., images)	Attitudes toward the website and the products, perceived website informativeness	N.A.
Fang and Rau (2003)	Language	News, ads, and highlighted entries	Website satisfaction, task performance	N.A.
Hall et al. (2004)	No localization applied		Number of usability problems detected using plus-minus method, retrospective think-aloud method	1
Liu et al. (2004)	Language	No localization applied	Trust, behavioral intentions	N.A.
Singh et al. (2004)	Language	Country-specific time, date, zip code, currency	Information presentation, ease of navigation, attitude toward the site, purchase intention	N.A.
Cyr et al. (2005)	Language		Trust, satisfaction and e-loyalty	1, 2, 3, 4
	Other localization details not provided			
Faiola and Matei (2005)	Website layout (e.g., typography, information structure)	No localization applied	Time to complete online tasks	N.A.
Singh et al. (2006a)	Language, website templates	No localization applied	Ease of use, attitude toward the website	N.A.
Singh et al. (2006b)	Language	Localization details not provided	Purchase intention	N.A.
Steenkamp and Geyskens (2006)	Language	Information on local activities, country-specific dates, zip codes, currency	Perceived value derived from a website	1
Baack and Singh (2007) -Study 2	Presentation of organizational information		Perceived cultural adaption of website, presentation of information, attitude toward the website, navigational ease, purchase intention	N.A.
	Other localization details not provided			
Cyr (2008)	Language, color, layout (e.g., density, navigation structure)	Multiple elements (e.g., images)	Trust, satisfaction, e-loyalty	1, 2, 3, 4, 5
Dong and Lee (2008)	Language	No localization applied	Webpage viewing pattern	N.A.
Cyr et al. (2009)	Language, layout	Highlighted products	Image appeal, perceived social presence, trust, eye-tracking, interview data	1, 2, 3, 4
Gevorgyan and Manucharova (2009)	Localization details not provided		Attitude towards culturally customized website design elements	1, 4
Li et al. (2009)	Language, layout	News and ads	Perceived usefulness, ease of use, intention to use	1, 2, 3, 4, 5
Petrie et al. (2009)-Study 2	Language, navigational layout	No localization applied	Attractiveness, usability	N.A.
Sia et al. (2009)	No localization applied	Name and photo of person who posts a comment on the website	Trusting beliefs	1

Cyr et al. (2010)	Language, color schemes, layout	Highlighted products	Trust, satisfaction, e-loyalty	1, 2, 3, 4
Ganguly et al. (2010)	No localization applied		Trust, perceived risk, purchase intention	1, 2, 3
Faiola et al. (2011)	No localization applied		Use of emotive adjective sets	N.A.
Pollach (2011)	Localization details not provided		Utilitarian and hedonic uses of company websites	N.A.
Snelders et al. (2011)-Study 2	Language, adaptation of industry style (e.g., animation)	Adaptation of industry style (e.g., textual vs. visual focus, amount of information)	Attitude toward the website, trust	N.A.
Cyr (2013)	Language		Perceptions of website design, website trust, transaction security	3
	Other localization details not provided			
Moura et al. (2014)-Study 2	Localization details not provided		Destination image, willingness to travel	N.A.
Ko et al. (2015)	Language		Willingness to pay	3
	Other localization details not provided			
Cyr et al. (2017)	No localization applied		Perceived usefulness, perceived ease of use, trust, e-loyalty	2
Jensen and Wagner (2018)	No localization applied		Propensity to trust, propensity to web risk, initial trust, behavioral intentions	1, 3
Herrando et al. (2019)	Localization details not provided		Flow, behavioral intentions	2, 5
Bartikowski et al. (2022)	Layout (e.g., color, symbols)	Brand names, products, pictures, contact persons	Attitude toward the website, purchase intention	N.A.
Herzallah et al. 2022	Language	No localization applied	Perceived risk, trust, intention to use	N.A.
Wu et al. (2024)	Language	Images, comparison with local competitors, awards received from local organizations	Perceived website localization, word-of-mouth intention, continuance intention	1

Notes. 1: Individualism/Collectivism (IND/COL); 2: Masculinity/femininity; 3: Uncertainty avoidance; 4: Power distance; 5: Long-term orientation

Online Appendix II: Multicultural/Bicultural Participants in Prior Studies

Article	Operationalization of Multicultural/Bicultural Participants	Self-reported Multicultural	Language Proficiency	Multi-culture Exposure			
				Live in a Multicultural Society	Immigrants or Expatriates	Second Generation Immigrants	Other Exposure to Multiple Cultures
Hong et al. (2000)	Hong Kong Chinese.			X			
Lau-Gesk (2003)	Chinese Americans born and raised in China for approximately half of their lives and then raised in US for second half of their lives.				X		
Chen et al. (2005)	Singaporeans.			X			
Briley et al. (2005)	Hong Kong Chinese.			X			
Wong and Hong (2005)	Hong Kong Chinese.			X			
Ramírez-Esparza et al. (2006)	Bilingual individuals who were Mexican immigrants in US, or Mexican residents who learned English in the US, or 2nd-generation Mexican Americans.		X		X	X	
Chao et al. (2007)	Chinese Americans who showed adequate Chinese and English proficiency.		X				
Pouliasi and Verkuyten (2007)	Bicultural subjects of Greek descent who live in Netherlands. Proficient in Greek and Dutch languages.		X		X	X	
Luna et al. (2008)	1st- or 2nd-generation Hispanic Americans fluent in Spanish and English.		X		X	X	

Cheng et al. (2008)	1st-generation bicultural individuals born in East Asia and lived in North America for >5 years. 2nd-generation bicultural individuals whose parents were 1st-generation immigrants from East Asia.				X	X	
Zou et al. (2008)	Chinese American born in a Chinese country or American home in which Chinese dialect was spoken.				X	X	
Mok and Morris (2009)	Asian-Americans 1st- or 2nd-generation immigrants. Self-reported identified with American and East Asian cultures, and proficient in English and an East Asian language.	X	X		X	X	
Zhang (2009)	Chinese Gen X.						X
Zou et al. (2009)	University students in Hong Kong.			X			
Kramer et al. (2009)	Bilingual Asian-American self-reported equally proficient in English and >= 1 East Asian language.		X				
Ng and Lai (2009)	Hong Kong Chinese.			X			
Ng (2010)	Chinese Singaporeans.			X			
Kim-Jo et al. (2010)	1st- or 2nd-generation Korean Americans.				X	X	
Lee et al. (2010)	Hong Kong Chinese.			X			
Mok and Morris (2010)	1st- or 2nd-generation Asian-Americans self-reported identified with American and East Asian culture.	X			X	X	
Zhang (2010)	Chinese Gen-X.						X
Morris and Mok (2011)	1st- or 2nd-generation Asian-Americans self-reported identified with American and East Asian culture and proficient in English and an East Asian language.	X	X		X	X	
Grossmann et al. (2012)	Russian Latvians biculturals from Riga.						X
Tam et al. (2012)	University students in Hong Kong.			X			
Mok and Morris (2013)	1st- or 2nd-generation East Asian-Americans self-reported identified with East Asian and American cultures.	X			X	X	
Qiu et al. (2013)	Singaporean university students who came from China and graduated from high school in China.				X		
Cheng and Lee (2013)	2nd-generation Asian American students born in US. Parents migrated from Asia.					X	
Kubat and Swaminathan (2015)	Hispanic-origin Spanish-speaking subjects who lived in US.		X		X	X	
Pattaratanakun and Mak (2015)	University students in Thailand were recruited from an international business program.						X
Ng et al. (2015)	Singaporeans.			X			
Han and Ling (2016)	Chinese Singaporeans.			X			
Martin and Shao (2016)	Chinese Australian born in Australia, immigrants to Australia, international students.				X	X	
Ng et al. (2016)	Hong Kong Chinese who are undergraduate or graduate students in a Hong Kong university.	X		X			
Seo et al. (2016)	Hong Kong Chinese from a Hong Kong university. They self-identified as bilingually Chinese-English.		X	X			
Arieli and Sagiv (2018)	Arab undergraduates in an Israeli university. Self-reported biculturals fluent in Arabic and Hebrew.	X	X				
Repke and Benet-Martínez (2018)	Ecuadorians, Moroccans, Pakistani, Romanians immigrants residing in Barcelona. 1st or 2nd-generation immigrants with working knowledge of one or both host languages (Catalan/Spanish).		X		X	X	
Liu et al. (2021)	Chinese Americans who lived in US for more than five years.				X	X	
Wong et al. (2021)	Hong Kong Chinese.			X			
Laketa et al. (2021)	Four bicultural bilingual groups (Albanian-Serbian, Bosnian-Albanian, Turkish-Albanian, Albanian-Greek) in the Balkan region.		X				
Mok (2022)	Immigrants who lived in the host country and identified with both their ethnic and host culture.	X			X	X	

Arieli and Mentser (2022)	Arab citizens in Israel who are extensively exposed to both the Arab and Israeli cultures and fluent in both Arabic and Hebrew.		X				X
Li et al. (2024)	Chinese who live in Modern China and are exposed to multicultural knowledge and experiences.						X
Dylman and Zakrisson (2025)	Bilingual Swedish who can speak Swedish and English.		X				
Wang et al. (2025)	College students in Hong Kong and China						X

Online Appendix III: Multicultural/Bicultural Studies with Culture Priming

Priming Type[1]	Article	Manipulation of Priming	Priming Task [2]	Main Task[3]	Average Number of Multicultural Subjects/Cell	Effect Size of Priming on Various DVs	Cultural Dimensions Measurement
Image	Hong et al. (2000)	Subjects viewed American/Chinese images. After that, they either answered short questions about the images or write 10 sentences to describe the images in terms of American/Chinese culture.	Offline	Offline	68	Not reported	N.A.
	Chen et al. (2005)	Subjects viewed American/Singaporean images. After that, they were asked to list all the things they remembered about the images.	Online	Online	19.31	η2 ranged from 0.05 (small) to 0.07 (medium); Hedge's g ranged from 0.47 (small) to 0.50 (medium)	N.A.
	Wong and Hong (2005)	Subjects viewed American/Chinese images. Then, they answered questions, such as name the objects shown in the images or the ideas represented by the images.	Online	Offline	28.5	Not reported	N.A.
	Chao et al. (2007)	Subjects viewed American/Chinese images, followed by a string of letters. They were asked to judge whether the letters were real words.	Online	Online	47 (within-subject)	Not reported	N.A.
	Zou et al. (2008)	Subjects viewed American/Chinese images. Then, they were asked to briefly describe the images and the culture the images symbolized.	Online	Online	30	Not reported	N.A.
	Ng and Lai (2009)	Subjects viewed Chinese/Western images. Then, they were asked whether the culture depicted in the images was Chinese/Western and write down some of its features and its influence on them.	Online	Online	23.38	Not reported	N.A.
	Ng (2010)	Subjects viewed American/Chinese images and then recalled the images they had just seen.	Online	Online	20.44	Not reported	N.A.
	Grossmann et al. (2012)	Subjects viewed Latvian/Russian images.	Online	Online	47 (within-subject)	Not reported	N.A.
	Ng et al. (2015)	Subjects viewed American/Chinese images and then were asked to list the name of the first politician that came to their minds.	Offline	Offline	19.56	Not reported	N.A.
	Ng et al. (2016)	Subjects viewed Western/Chinese images and then answered questions related to images.	Online	Online	34.67	Not reported	N.A.
	Liu et al. (2021)	Subjects viewed American/Chinese images and then evaluated each image by listing their thoughts.	Online	Online	73.63	Not reported	N.A.

	Li et al. (2024)	Subjects viewed individualistic/Confucian/national images, then write about their experience of viewing the images.	Online	Offline	42.88	partial η2 ranged from 0.038 (small) to 0.051 (small)	N.A.
	Wang et al. (2025)	Subjects viewed American/Chinese images, then answer questions related to images.	Online	Online	63.17	Cohen's f-squared ranged from 0.046 (small) to 0.37 (large)	N.A.
Language	Ramírez-Esparza et al. (2006)	Experiment conducted in English/Spanish.	Offline	Offline	74 (within-subject)	Cohen's d ranged from 0.13 (small) to 0.51 (medium)	N.A.
	Luna et al. (2008)	Subjects read an unrelated article, answer an unrelated questionnaire or comment on an unrelated ad in English/Spanish at the start of the study. Study conducted in English/Spanish.	Offline	Online; Offline	19.17	Not reported	N.A.
	Lee et al. (2010)	Subjects attend a class/lab session in English/Chinese at the start of study.	Offline	Online; Offline	37.25	Cohen's d ranged from 0.29 (small) to 0.92 (large)	N.A.
	Pattaratanakun and Mak (2015)	Experiment conducted in English/Thai.	Online	Online	51	Cohen's d ranged from 0.53 (medium) to 0.63 (medium); partial η2 ranged from 0.16 (large) to 0.47 (large)	N.A.
	Han and Ling (2016)	Subjects were primed with a scrambled sentence task to prime culture (individualism vs. collectivism).	Offline	Offline	20.5	Individualism priming: Cohen's d=0.84 (large) Collectivism priming: Cohen's d=1.32 (large)	IND/COL[4]
	Seo et al. (2016)	Study conducted in English/Chinese.	Online	Online	8	Not reported	N.A.
Image + Language	Pouliasi and Verkuyten (2007)	Subjects viewed Dutch/Greek images. Questionnaires presented in Dutch/Greek correspondingly.	Offline	Offline	89.5	Not reported	N.A.
	Zhang (2009)	Subjects were instructed to provide comments on ads that either endorse individualist or collectivist values.	Offline	Offline	16.06	Not reported	IND/COL
	Zhang (2010)	Subjects viewed either individualistic or collectivistic ads, and rated them.	Offline	Offline	11.63	Not reported	N.A.
	Morris and Mok (2011)	Subjects viewed book covers (images) from American/East Asian culture. Then, they listed two thoughts evoked by each image and two topics they thought the book would describe.	Offline	Offline	23	η2 ranged from 0.04 (small) to 0.19 (large)	N.A.
Image; Language	Tam et al. (2012)	Subjects viewed American/Chinese images and answered questions related to the images (e.g., "What is the object in the picture?", "What are the ideas represented by the object in the picture?"). Questionnaire presented in English/Chinese.	Offline	Offline	44.5	For image: partial η2 ranged from η2=0.17 (large) to 0.21 (large) For language: partial η2=0.13 (medium)	N.A.
	Mok and Morris (2013)	Subliminal culture priming (with words) was embedded in a lexical decision task administered on the computer. Subjects viewed American/Chinese images and listed two thoughts related to each image.	Online	Online; Offline	12	Not reported	N.A.

	Arieli and Sagiv (2018)	Study conducted in Hebrew/Arabic. Subjects were primed with a scrambled sentence task ("I-We priming") to prime culture (individualism vs. collectivism). Then, they were asked to sign four words with the sign-language alphabet. Subjects viewed a picture that is either crowded with objects or not crowded with objects. They were then asked to list sets of related objects.	Offline	Offline	46.29	For language manipulated by conducting study in Hebrew/Arabic: partial $\eta 2$=0.024 (small)	IND/COL
Language + Cultural identity of investigator and the audience	Briley et al. (2005)	Experiments conducted in English/Chinese. Subjected were asked to process a list of proverbs with brief explanations before answering the questionnaire. Manipulated the nationality of the investigator and audience (American/Chinese).	Offline	Offline	30.55	Not reported	N.A.
Language + Contextualization of task instructions	Arieli and Mentser (2022)	Study conducted in Hebrew/Arabic. Task instructions are manipulated in a contextualized/decontextualized manner.	Offline	Offline	37.5	Language: partial $\eta 2$ ranged from 0.002 (trivial) to 0.045 (small) Task instructions: partial $\eta 2$ ranged from 0.024 (small) to 0.098 (medium)	IND/COL
Language + Nationality of the company	Dylman and Zakrisson (2025)	Study conducted in Swedish/English. Manipulated the nationality of the company.	Online	Online	74.88	Language: partial $\eta 2$ ranged from 0.021 (small) to 0.037 (small) Nationality of company: partial $\eta 2$ = 0.035 (small)	N.A.
Image + Language; Cultural identity of employees (Names)	Mok and Morris (2009)	Subjects viewed book covers from American/East Asian culture and listed two thoughts evoked by each book cover. Subjects rated performance of employees with Western/East Asian names.	Online; Offline	Online; Offline	17.25	For Image + Language: $\eta 2$=0.13 (medium)	N.A.
Image; Cultural elaboration	Mok (2022)	Subjects viewed a picture of Asian/American people in a group setting and listed ways that their behavior changed when they interacted with people of Asian/American cultural background. Subjects viewed a picture of a bowl of white rice/mashed potatoes and described how their behavior changed across Asian/American settings. Subjects were asked to write down three key dates/events in Asian/American culture and give brief descriptions.	Online	Online	27.53	Not reported	N.A.
Language; Cultural elaboration	Fu et al. (2015)	Subjects performed sentence unscrambling and construction task. The sentences are related to American/Chinese cultures. Subjects were asked to first generate three symbols that were representative of the assigned culture and then provide an explanation for why each symbol was representative of the culture.	Online; Offline	Offline; Hybrid	19.88	For language: $\eta 2$ ranged from 0.00 (trivial) to 0.11 (medium)	N.A.

Cultural identity of investigator and the audience	Zou et al. (2009)	Manipulated the nationality of the investigator and audience (American/Chinese).	Offline	Offline	60.5	Not reported	N.A.
Lab decoration & Background music	Martin and Shao (2016)	The experiment lab was decorated in a Chinese/Australian theme, with matching background music. Subjects were asked to write a short description of the lab.	Hybrid	Online	41.75	Not reported	N.A.

Notes. [1] An article may consist of multiple studies, and each study may utilize one or multiple culture priming techniques. Examples:

- Pouliasi and Verkuyten 2007(Image + Language): Image and language priming are used in the same study.
- Tam et al. 2012 (Image; Language): One study uses image priming, while another study uses language priming.
- Mok and Morris 2009 (Image + Language; Cultural identity of employees): Image and language priming are used in one study, while cultural identity of employees priming is used in another study.

[2] An article can consist of multiple studies, and each study may have the priming task conducted online, offline, or in hybrid (both online and offline) mode. For example, in Mok and Morris (2009), "Online; Offline" means one study is conducted online, while another study is conducted offline.

[3] An article can consist of multiple studies, and each study may have the main task conducted online, offline, or in hybrid (both online and offline) mode. For example, in Fu et al. (2015), "Offline; Hybrid" means one study was conducted offline, while another study is conducted in hybrid mode.

[4] IND/COL=Individualism/Collectivism

Online Appendix IV: Study 1 Additional Details

Study 1: Measurement Items (Maruping et al. 2019; Srite and Karahanna 2006)
Individualism/Collectivism (IND/COL) IND/COL1. Being accepted as a member of a group is more important than having autonomy and independence. IND/COL2. Group success is more important than individual success. IND/COL3. Being loyal to a group is more important than individual gain.
Masculinity/Femininity (MAS) MAS1. It is preferable to have a man in a high-level position rather than a woman. MAS2. It is more important for men to have a professional career than it is for women to have a professional career. MAS3. Solving organizational problems requires the active forcible approach which is typical of men.
Uncertainty Avoidance (UA) UA1. Rules and regulations are important because they inform workers what the organization expects of them. UA2. Order and structure are very important in a work environment. UA3. It is important to have job requirements and instructions spelled out in detail so that people always know what they are expected to do.
Power Distance (PD) PD1. Managers should make most decisions without consulting subordinates. PD2. Managers should not ask subordinates for advice, because they might appear less powerful. PD3. Decision making power should stay with top management in the organization and not be delegated to lower level employees.

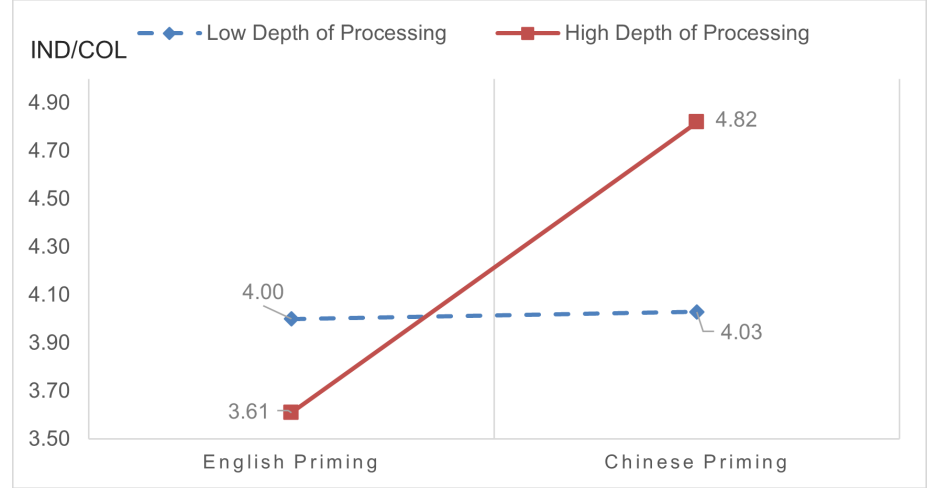
Notes: Likert scales. 1=Strongly Disagree, 4=Neither Agree nor Disagree, 7=Strongly Agree

Study 1: Factor Loadings					
Construct	**Item**	**IND/COL**	**MAS**	**UA**	**PD**
Individualism/Collectivism (IND/COL)	IND/COL1	**0.80**	0.16	0.10	-0.08
	IND/COL2	**0.81**	0.00	0.12	0.22
	IND/COL3	**0.78**	0.16	0.17	0.11
Masculinity/Femininity (MAS)	MAS1	0.06	**0.89**	-0.08	0.20
	MAS2	0.09	**0.85**	0.02	0.16
	MAS3	0.21	**0.83**	-0.02	0.24
Uncertainty Avoidance (UA)	UA1	0.12	0.09	**0.82**	-0.05
	UA2	0.20	-0.08	**0.84**	0.09
	UA3	0.07	-0.09	**0.82**	0.01
Power Distance (PD)	PD1	0.20	0.07	0.04	**0.82**
	PD2	0.09	0.31	-0.19	**0.74**
	PD3	-0.03	0.25	0.15	**0.78**

Study 1: Reliability and Correlations										
	CA	1	2	3	4	5	6	7	8	9
1. Age	NA	NA								
2. Gender (M=0, F=1)	NA	-0.07	NA							
3. Language (English=0, Chinese=1)	NA	0.05	0.08	NA						
4. Image (Western=0, Chinese=1)	NA	-0.02	0.01	<0.01	NA					
5. Depth of processing (Low=0, High=1)	NA	-0.07	0.10	<0.01	<0.01	NA				
6. Individualism/Collectivism (IND/COL)	0.76	-0.01	-0.11	0.16	0.12	0.09	0.63			
7. Masculinity/Femininity (MAS)	0.87	0.07	-0.37	0.05	0.09	0.03	0.27	0.73		
8. Uncertainty avoidance (UA)	0.79	<0.01	0.10	0.08	<0.01	0.06	0.30	-0.04	0.68	
9. Power distance (PD)	0.75	-0.02	-0.17	0.28	-0.03	0.01	0.24	0.47	0.04	0.61

Notes: CA: Cronbach's Alpha; Diagonal: average variance extracted (AVE); Off-diagonal: correlations.

Study 1: Interaction Plot for the Congruent Conditions



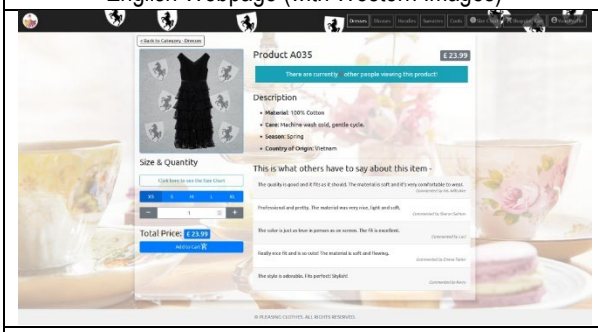
Notes: English Priming: English + Western Image; Chinese Priming: Chinese + Chinese Image

In the main paper, we follow the norm of presenting the data analysis in a full-factorial design and report the main effects and interaction effects without excluding the incongruent conditions (e.g., English + Chinese image condition). This allows us to have a more conservative test of the hypotheses. The interaction plot above shows the means of IND/COL in the four congruent conditions in Study 1. Based on the means of IND/COL in each of the eight conditions reported in Table 2, the congruent English + Western image priming condition under a high level of processing results in an IND/COL score of 3.61; while the congruent Chinese + Chinese image priming condition under a high level of processing results in an IND/COL of 4.82. Simple effect analysis shows a significant difference between the two conditions ($F=33.73$, $p<0.001$). In addition, two t-tests confirm that 3.61 ($T(39) = -2.60$, $p = 0.006$) and 4.82 ($T(39) = 5.68$, $p < 0.001$) are significantly different from 4 on a scale of 1 to 7, providing further evidence of successful priming in both directions.

Online Appendix V: Study 2 Additional Details

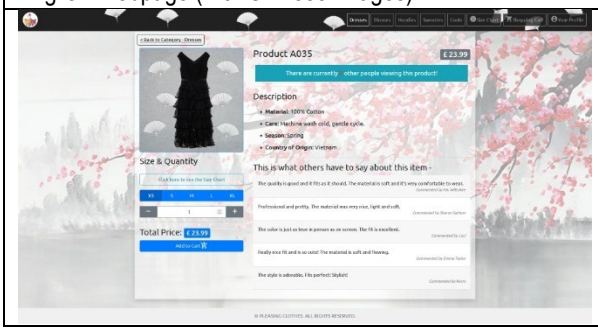
Study 2: Screenshots of Webpages

English Webpage (with Western Images)



Chinese Webpage (with Western Images)

English Webpage (with Chinese Images)



Chinese Language (with Chinese Images)

Study 2: Reliability and Correlations							
	CA	1	2	3	4	5	6
1. Age	NA	NA					
2. Gender (M=0, F=1)	NA	0.02	NA				
3. Online Shopping Experience	NA	0.62	-0.05	NA			
4. Language (English=0, Chinese =1)	NA	0.07	0.03	0.06	NA		
5. Image (English=0, Chinese=1))	NA	<0.001	0.01	0.02	0.03	NA	
6. IND/COL	0.75	-0.17	-0.04	-0.24	0.23	0.18	0.62

Notes: CA: Cronbach's alpha; Diagonal: average variance extracted (AVE); Off-diagonal: correlations.

Online Appendix VI: Study 3 Additional Details

Study 3: Measurement Items
Individualism/Collectivism (IND/COL) (Maruping et al. 2019; Srite and Karahanna 2006) IND/COL1. Being accepted as a member of a group is more important than having autonomy and independence. IND/COL2. Group success is more important than individual success. IND/COL3. Being loyal to a group is more important than individual gain.
Trust: Ability (McKnight et al. 2002) AB1. This shopping website is competent and effective in selling its products online. AB2. This shopping website performs its role of selling its products online very well. AB3. In general, this shopping website is very knowledgeable about selling its products.
Trust: Benevolence (McKnight et al. 2002) BEN1. I believe that this shopping website would act in my best interests. BEN2. This shopping website is interested in my well-being, not just its own.
Trust: Integrity (McKnight et al. 2002) INT1. I would characterize this shopping website as honest. INT2. This shopping website would keep its commitments. INT3. This shopping website is sincere and genuine.

Notes: Likert scales. 1=Strongly Disagree, 4=Neither Agree nor Disagree, 7=Strongly Agree

Study 3: Factor Loadings					
Construct	**Item**	**IND/COL**	**AB**	**BEN**	**INT**
Individualism/Collectivism (IND/COL)	IND/COL1	**0.96**	0.04	0.01	-0.06
	IND/COL2	**0.99**	-0.08	-0.01	0.04
	IND/COL3	**0.95**	0.06	-0.01	0.00
Trust: Ability (AB)	AB1	-0.03	**0.75**	0.22	0.02
	AB2	0.10	**0.77**	-0.13	0.30
	AB3	0.06	**0.77**	0.24	-0.04
Trust: Benevolence (BEN)	BEN1	0.02	0.00	**0.76**	0.28
	BEN2	0.06	0.20	**0.80**	-0.01
Trust: Integrity (INT)	INT1	-0.08	0.24	-0.01	**0.79**
	INT2	0.03	0.19	0.02	**0.76**
	INT3	0.06	-0.15	0.14	**0.89**

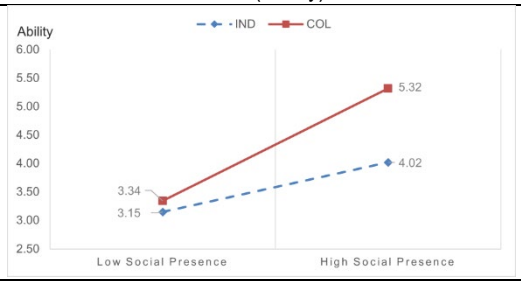
Study 3: Reliability and Correlations										
	CA	1	2	3	4	5	6	7	8	9
1. Age	NA	NA								
2. Gender (M=0, F=1)	NA	0.16	NA							
3. Online Shopping Experience	NA	-0.16	0.05	NA						
4. Language (English=0, Chinese=1)	NA	0.04	-0.02	-0.03	NA					
5. Social Presence (Low=0, High=1)	NA	0.03	0.08	0.08	0.00	NA				
6. IND/COL	0.97	-0.01	-0.09	-0.06	0.78	-0.06	0.93			
7. Trust: Ability	0.88	0.06	0.07	0.12	0.37	0.59	0.29	0.58		
8. Trust: Benevolence	0.85	0.11	0.02	0.09	0.42	0.44	0.30	0.75	0.61	
9. Trust: Integrity	0.88	0.04	0.08	0.13	0.29	0.60	0.22	0.72	0.69	0.66

Notes: CA: Cronbach's alpha; Diagonal: average variance extracted (AVE); Off-diagonal: correlations.

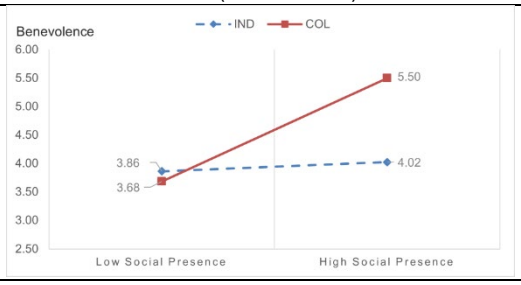
The Cronbach's alphas are higher than the recommended level of 0.70 for all constructs. Average variance extracted (AVE) for all constructs exceed the cut-off value of 0.50, and square roots of AVEs are higher than the inter-construct correlations. All items exhibit satisfactory factor loadings on the intended constructs (>0.70) and all cross loadings on other constructs are lower than 0.31. Overall, the psychometric tests provide support for reliability, convergent validity, and discriminant validity.

Study 3: Interaction Plots for Trust Dimensions

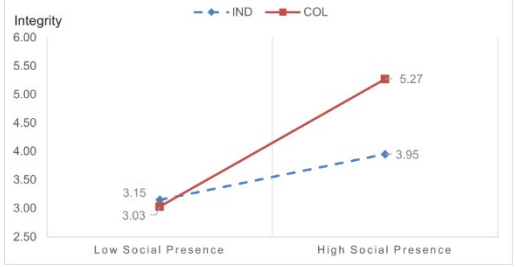
Trust (Ability)



Trust (Benevolence)

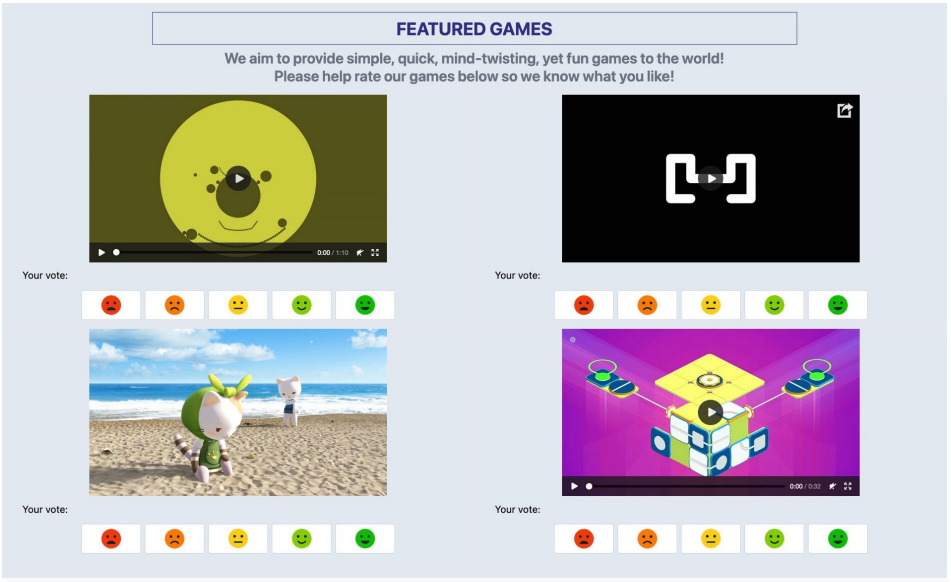


Trust (Integrity)

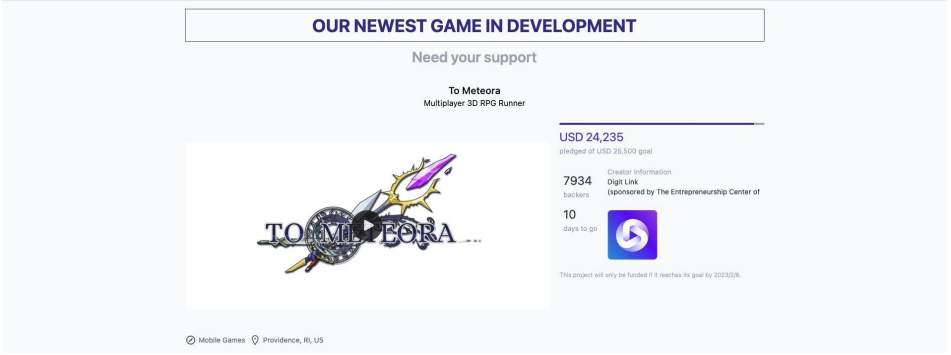


Online Appendix VII: Study 4 Additional Details

Study 4: Screenshot of Experiment Website



Featured Games

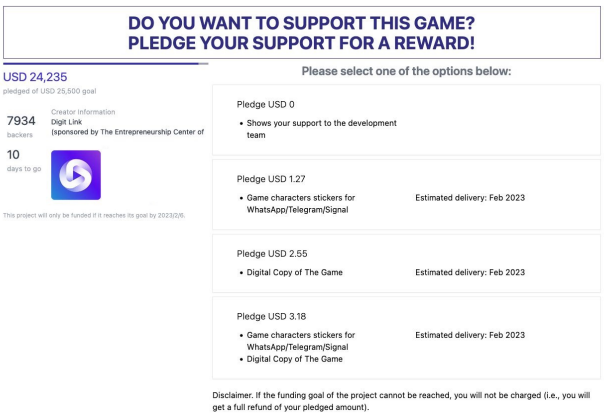


Focal Game

....

...

(Details of the game project were provided here)



Support Options

Study 4: Measurement Items and Factor Analysis Results	
Individualism/Collectivism (IND/COL) (Maruping et al. 2019; Srite and Karahanna 2006)	Factor Loading
IND/COL1. Being accepted as a member of a group is more important than having autonomy and independence.	0.82
IND/COL2. Group success is more important than individual success.	0.84
IND/COL3. Being loyal to a group is more important than individual gain.	0.76

Notes: Likert scales. 1=Strongly Disagree, 4=Neither Agree nor Disagree, 7=Strongly Agree

Study 4: Reliability and Correlations								
	CA	1	2	3	4	5	6	7
1. Age	NA	NA						
2. Gender (M=0, F=1)	NA	-0.10	NA					
3. Mobile Games Experience	NA	0.01	-0.14	NA				
4. Language (English=0, Chinese = 1)	NA	0.13	-0.03	-0.07	NA			
5. Ingroup (Outgroup=0, Ingroup = 1)	NA	0.06	0.07	-0.02	-0.04	NA		
6. IND/COL	0.73	0.05	-0.10	-0.02	0.15	-0.04	0.65	
7. Crowdfunding Support Behavior	NA	0.04	-0.12	0.07	0.07	0.23	0.04	NA

Notes: CA: Cronbach's alpha; Diagonal: average variance extracted (AVE); Off-diagonal: correlations.

Online Appendix VIII: Study 5 Additional Details

Filler Task. In Study 5 we introduced a filler task between the shopping task and crowdfunding task. For the filler task, we chose a coloring activity where subjects were asked to fill in the colors of a picture on A4 paper. Coloring tasks are commonly used as filler tasks in experiments (e.g., Rodd et al. 2016). Since colors can carry cultural implications (Cyr et al. 2010; Madden et al. 2000), we carefully selected an image featuring several butterflies, allowing for a variety of colors. Each subject was provided with a standard set of 12 colored pencils to minimize any potential cultural bias.

Study 5: Replication of Study 3: Reliability and Correlations									
	CA	1	2	3	4	5	6	7	8
1. Age	NA	NA							
2. Gender (M=0, F=1)	NA	0.11	NA						
3. Online Shopping Experience	NA	0.28	0.19	NA					
4. Language (English=0, Chinese =1)	NA	-0.02	-0.11	-0.05	NA				
5. Social Presence (Low=0, High=1))	NA	-0.09	-0.05	-0.02	0.01	NA			
6. IND/COL	0.85	-0.03	0.02	0.01	0.23	0.12	0.74		
7. Trust	0.90	-0.05	0.05	-0.01	0.17	0.22	0.40	0.67	
8. Trusting Intention	0.92	0.03	-0.11	-0.09	-0.04	-0.05	0.15	0.41	0.82

Notes: CA: Cronbach's alpha; Diagonal: average variance extracted (AVE); Off-diagonal: correlations.

Study 5: Replication of Study 3: Factor Loadings				
Construct	**Item**	**IND/COL**	**TRU**	**TI**
Individualism/Collectivism (IND/COL)	IND/COL1	**0.87**	0.16	0.05
	IND/COL2	**0.78**	0.25	0.07
	IND/COL3	**0.92**	0.14	0.02
Trust (TRU)	TRU1	0.19	**0.79**	0.18
	TRU2	0.18	**0.77**	0.06
	TRU3	0.20	**0.80**	0.34
	TRU4	0.13	**0.86**	0.09
	TRU5	0.12	**0.86**	0.24
Trusting Intention (TI)	TI_1	0.06	0.17	**0.89**
	TI_2	0.05	0.17	**0.92**
	TI_3	0.03	0.22	**0.91**

Study 5: Replication of Study 4: Reliability and Correlations								
	CA	1	2	3	4	5	6	7
1. Age	NA	NA						
2. Gender (M=0, F=1)	NA	0.11	NA					
3. Mobile Games Experience	NA	-0.06	-0.16	NA				
4. Language (English=0, Chinese = 1)	NA	0.02	0.11	-0.09	NA			
5. Ingroup (Outgroup=0, Ingroup = 1)	NA	-0.04	0.11	-0.03	-0.01	NA		
6. IND/COL	0.83	0.06	0.05	0.03	0.17	0.12	0.74	
7. Crowdfunding Support Behavior	NA	-0.10	0.03	0.09	-0.10	0.19	0.11	NA

Notes: CA: Cronbach's alpha; Diagonal: average variance extracted (AVE); Off-diagonal: correlations.

Online Appendix IX: Robustness Checks for Studies 4 and 5

In Studies 4 and 5, we operationalize crowdfunding support as the level of support that a subject is committing to a new game development project. As a robustness check, we conducted ordinal regressions with crowdfunding support behavior as an ordinal dependent variable. As shown in the tables below, the results are consistent.

Study 4: Ordinal Regression Results	
	DV: Crowdfunding Support Behavior
Age	0.03
Gender (M=0, F=1)	-0.22
Mobile Games Experience	0.14
Ingroup (Outgroup=0, Ingroup=1)	0.51***
IND/COL	-0.11
IND/COL x Ingroup	0.43**

Notes: $p < 0.05$; **$p < 0.01$; ***$p < 0.001$

Study 5: Replication of Study 4: Ordinal Regression Results	
	DV: Crowdfunding Support Behavior
Age	-0.19
Gender (M=0, F=1)	0.09
Mobile Games Experience	0.15
Ingroup (Outgroup=0, Ingroup=1)	0.40**
IND/COL	0.16
IND/COL x Ingroup	0.30*

Notes: $p < 0.05$; **$p < 0.01$; ***$p < 0.001$

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