DOI: 10.1177/0956797615591863

Supplemental Materials

Experiment 1 Method

Along with *categories of appropriate uses*, AUT responses were scored for *total fluency*, *appropriateness*, *flexibility*, *elaboration*, and *creativity* (Addis et al., 2014; Benedek et al., 2014; Guilford, 1967). *Total fluency* reflects the total number of uses generated excluding repetitions. *Appropriateness* reflects whether each use could actually work. *Flexibility* reflects the number of categories the uses fell under for each cue (irrespective of appropriateness). *Elaboration* reflects how detailed each use was (rating of 0 = brief to 2 = more detailed). *Creativity* reflects how original and unusual each use was (rating of 1 = uncreative to 4 = very creative), with the highest ratings reserved for uses that raters judged that only a few people could come up with. Raters had high inter-rater reliability across these measures (Cronbach's αs $\geq$ .86). Raters did not score for *total fluency*, which reflects raw responses.

Experiment 1 Results

Our main analysis of divergent thinking focused on *categories of appropriate uses*, the most stringent definition of a use (see main text). We also examined *total uses*, *appropriate uses*, and *categories of uses* (i.e., flexibility) against total *objects* in a series of 2x2 repeated-measures ANOVAs, and found the same pattern of results as in the primary analysis of *categories of appropriate uses*.

There were no main effects of Induction (Fs $\leq$ 0.54, ps > .250, η_p^2s $\leq$ .02), main effects of Task (Fs $\geq$ 23.07, ps $\leq$ .001, η_p^2s $\geq$ .51), and interactions between Induction and Task (Fs $\geq$ 7.05, ps $\leq$ .014, η_p^2s $\geq$ .24). Participants generated more *total uses* ($M_{control}$ = 32.61, SE = 2.86; $M_{specificity}$ = 38.61, SE = 3.96), *appropriate uses* ($M_{control}$ = 32.09, SE = 2.96; $M_{specificity}$ = 38.22, SE = 3.85), and *categories of uses* ($M_{control}$ = 29.00, SE = 2.65; $M_{specificity}$ = 34.87, SE = 3.66) after

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the specificity induction than the control, smallest $t(22) = 2.24$, $p = .035$, mean difference = 6.00, 95% CI = [0.45, 11.55], $d = 0.47$. Figure S1 depicts the difference score for each measure.

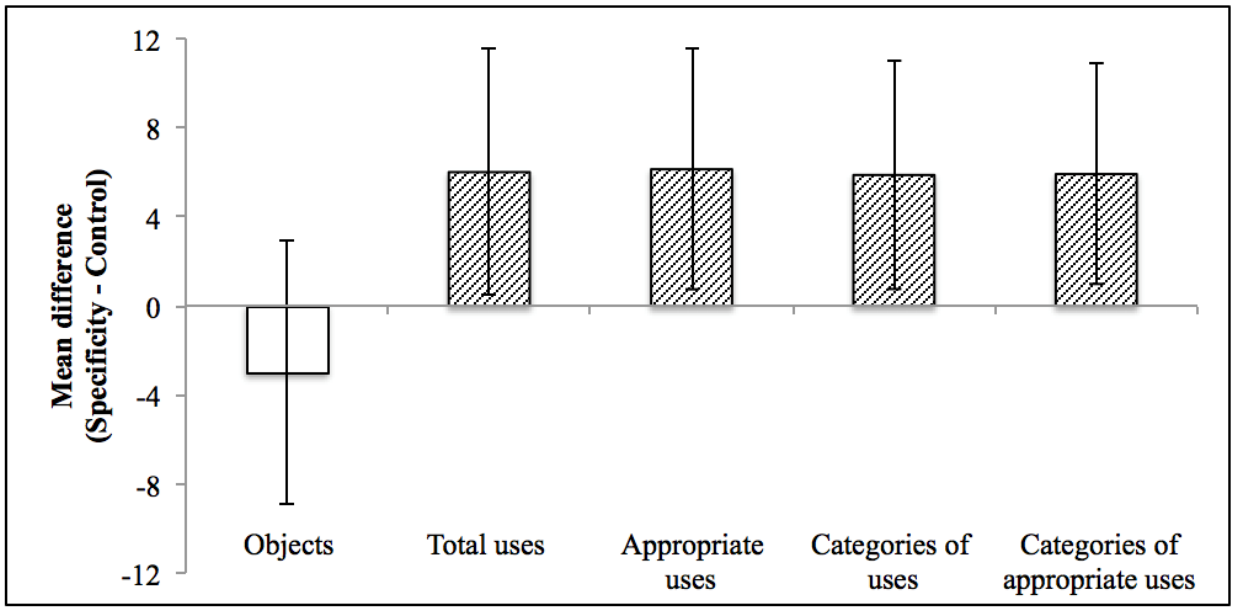

Fig. S1. Mean difference for each output variable as a function of induction. Error bars represent 95% confidence interval on the mean difference.

We also examined whether uses varied on *elaboration* and *creativity* as a function of induction. We focus here on *categories of appropriate uses* (similar results were found for these ratings with the other use measures). Participants were rated as similarly detailed ($M_{control} = 0.90$, $SE = 0.08$; $M_{specificity} = 0.89$, $SE = 0.07$) and creative ($M_{control} = 1.77$, $SE = 0.08$; $M_{specificity} = 1.78$, $SE = 0.09$) following both inductions, largest $t(22) = -0.25$, $p > .250$, mean difference = -0.01, 95% CI = [-0.11, 0.08], $d = 0.05$.

Experiment 2 Method

Raters had high reliability for AUT measures (Cronbach's $\alpha s \geq .91$).

Experiment 2 Results

When *total*, *appropriate*, and *categories of uses* rather than *categories of appropriate uses* were entered into the ANOVA model against RAT triad solutions, the pattern of results looked similar. There were main effects of Induction ($Fs \geq 7.66$, $ps \leq .011$, $\eta_p^2 s \geq .26$) and Task

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($Fs \geq 62.63$, $ps \leq .001$, $\eta_p^2 s \geq .74$), and marginal interactions between Induction and Task ($Fs \geq 2.99$; $p = .096$ and $\eta_p^2 = .12$ for total, $p = .038$ and $\eta_p^2 = .18$ for appropriate, and $p = .098$ and $\eta_p^2 = .12$ for categories). Participants generated more *total* ($M_{control} = 32.74$, $SE = 3.64$; $M_{specificity} = 36.52$, $SE = 3.30$), *appropriate* ($M_{control} = 31.39$, $SE = 3.49$; $M_{specificity} = 35.57$, $SE = 3.21$), and *categories of uses* ($M_{control} = 24.17$, $SE = 2.20$; $M_{specificity} = 27.48$, $SE = 2.02$) after the specificity induction than the control, smallest $t(22) = 2.58$, $p = .017$, mean difference = 3.78, 95% CI = [0.74, 6.82], $d = 0.54$. Figure S2 depicts the difference score for each measure.

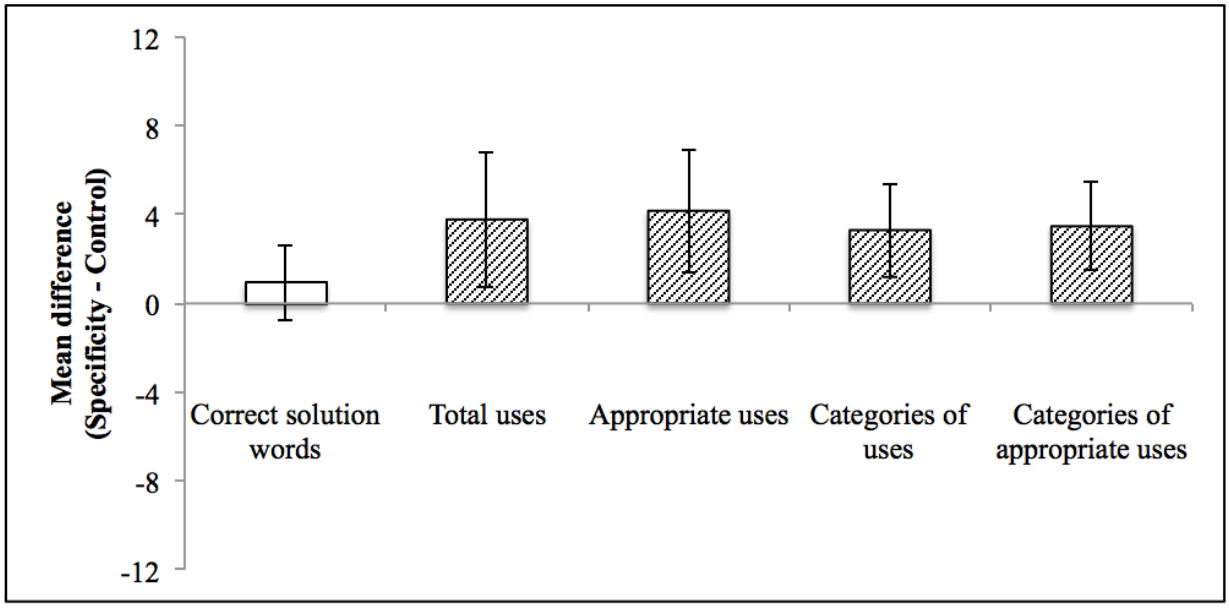

Fig. S2. Mean difference for each output variable as a function of induction. Error bars represent 95% confidence interval on the mean difference.

We also replicated findings from Experiment 1 for *elaboration* and *creativity* with *categories of appropriate uses* (and with the other use measures). Participants were rated as similarly detailed ($M_{control} = 0.53$, $SE = 0.10$; $M_{specificity} = 0.56$, $SE = 0.10$) and creative ($M_{control} = 2.23$, $SE = 0.07$; $M_{specificity} = 2.29$, $SE = 0.05$) following both inductions, largest $t(22) = 0.79$, $p > .250$, mean difference = 0.05, 95% CI = [-0.09, 0.20], $d = 0.14$.

Exploratory Analyses for Old/New Ideas

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At the end of the second session participants also rated each use they had generated during the experiment as either an *old idea* or a *new idea* (Benedek et al., 2014). Old ideas were ones that participants had experienced or knew about before the study, and new ideas were ones that emerged for the first time during the study.

We included this old/new measure for exploratory purposes, and examined the total number of old and new uses that participants generated as a function of induction in both experiments with 2 (Induction: control vs. specificity) x 2 (Idea type: old vs. new) repeated-measures ANOVAs. Three uses were excluded in Experiment 1 and two uses in Experiment 2 for being unmarked. In both experiments, we found main effects of Induction (Fs $\geq$ 4.73, ps $\leq$ .041, η_p^2s $\geq$ .18), no main effects of Idea type (Fs $\leq$ 2.88, ps $\geq$ .104, η_p^2s $\leq$ .12), and no interactions between Induction and Idea type (Fs $\leq$ 1.97, ps $\geq$ .175, η_p^2s $\leq$ .08). This pattern suggests that after the specificity induction, participants generated more uses that were both old (Expt 1: $M_{control}$ = 17.26, SE = 1.72 and $M_{specificity}$ = 20.21, SE = 1.59; Expt 2: $M_{control}$ = 13.43, SE = 1.66 and $M_{specificity}$ = 16.57, SE = 1.93) and new (Expt 1: $M_{control}$ = 15.35, SE = 2.35 and $M_{specificity}$ = 18.26, SE = 3.82; Expt 2: $M_{control}$ = 19.30, SE = 2.62 and $M_{specificity}$ = 19.87, SE = 2.63).

Note, however, that there are concerns related to collecting these old/new measures. First, participants were asked to mark all uses at the end of the second session, rather than at the end of each session, to avoid potential biases about what kinds of uses they should generate during the experiment. It is unclear how well participants are able to make judgments about uses that they generated a week before (but it is also unclear whether asking participants to make judgments either after each use generated or at the end of each session is much better; source confusions could arise during any of these instances). Second, the specificity manipulation itself is thought

to affect episodic retrieval and thus could bias how well participants are able to remember whether the source of a use is old or new.

Induction Scripts

See below for the episodic specificity induction script (Experiments 1 and 2), and impressions induction script (Experiment 1).

Episodic Specificity Induction Script

Introduction So now I'm going to ask you a few questions about the video you watched. I haven't seen the video myself, so you're the expert on that. I'm also going to use the audio-recorder and write down what you say to keep track if that's okay. How does that sound to you?

Mental imagery about the surroundings Okay, so first I want you to close your eyes and get a picture in your head about the surroundings of the video you watched. I want you to think about what types of things were in the environment and how they were arranged and what they looked like. Once you have a really good picture in your head I want you to tell me everything you remember about the surroundings. Try to be as specific and detailed as you can.

General probing about the surroundings

-Tell me more about… (details mentioned)

-Tell me more about how the kitchen was arranged.

-Tell me more about what was in the kitchen.

-Were there any other rooms?

Mental imagery about the people Now I want you to close your eyes and get another picture in your head, this time about the people in the video you watched. I want you to think about what the people looked like and what they were wearing. Once you have a really good picture in your

head I want you to tell me everything you remember about the people in the video. Again, try to be as specific and detailed as you can.

General probing about the people

-Tell me more about… (details mentioned)

-Tell me more about the man/woman's outfit.

-Tell me more about the man/woman's face.

-What color hair did the man/woman have?

Mental imagery about the actions Now I want you to close your eyes and get a picture in your head about the actions in the video you watched. I want you to think about what the people were actually doing in the video and how they did these things. Once you have a really good picture in your head I want you to tell me everything you remember about the actions starting with the first one and ending with the last one. Try to be as specific and detailed as you can.

General probing about the actions

-Tell me more about… (action mentioned)

Follow-up and repeat for actions

[only do this if participant doesn't give sequence of actions first time around]

-What happened after that?

-What was the next thing?

-What was the last thing that happened?

Impressions Induction Script

Introduction So now I'm going to ask you a few questions about the video you watched. I'm also going to use the audio-recorder and write down what you say to keep track if that's okay. How does that sound to you? First I want you to tell me what you thought about the video. Just

tell me what your thoughts and opinions of it were. What were your general impressions of the video?

Question bank

-What adjectives would you use to describe the setting of the video? The people? The actions?

-Did you have any other opinions about the setting of the video? Did you have any other opinions about the people? The actions?

-Can you describe the whole video in one or two words? What one or two words would you use?

-Did you like the video?

-When do you think the video was made?

-How do you think it was made? (what equipment do you think they used?)

-Did the video remind you of anything? (from your own life)

-Can you guess how big the place was based on the video?

-Can you guess the people's occupations based on the video?

Concluding remarks Were there any other thoughts or opinions you had about the video? Is there anything else you wanted to say about it?