

**Perceived Values and Level of Organization: How We Can Affect the Willingness to
Adapt to, and the Acceptability of Sustainable Initiatives.**

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Abstract

The climate crisis is arguably the most pressing crisis humanity has ever faced. Increasing emissions and waste require humans to adapt their behavior to mitigate the negative effects on the environment. One such behavior change is the elimination of throwaway cups. I investigated how to increase the acceptability towards such an initiative, through a bottom-up approach. Furthermore, this study investigates the role of the perceived motivation behind the initiative on the acceptability of it. I recruited 165 participants to partake in a questionnaire, all students at the University of Groningen. Participants were randomly placed in an experimental condition, which contained a made-up newspaper article about an initiative that asked students to bring their own cup to the university, in order to eliminate throwaway cups. Participants were asked how acceptable they thought this initiative was, and how willing they would be to adapt to it. Furthermore, participants were asked about their personal values, to rate their identification with the University of Groningen. I expected to find that both acceptability and willingness would be the highest in the bottom-up and biospheric conditions. I found that participants in bottom-up conditions and biospheric conditions showed significantly higher acceptability of the initiative than participants in top-down and egoistic conditions. Moreover, participants that stated a high identification with students from the University of Groningen had significantly higher acceptability than participants that stated a low identification. This research contributes to a growing body of theories on the acceptability of environmental initiatives, and it recommends policy makers to utilize perceived biospheric motivation and bottom-up formation for the implementation of environmental initiatives.

Keywords: environmental initiative, values, group identification, acceptability

Perceived Values and Level of Organization: How We Can Affect the Willingness to Adapt to, and the Acceptability of Sustainable Initiatives.

The current climate crisis is arguably one of the biggest, if not the biggest threat to humanity ever. While there is an overwhelming academic consensus on humans' role in altering the climate drastically over the past centuries, political action and real change seem to be lacking (GCA, 2019). Besides the environmental threat that this crisis poses, there are also immediate threats to human health and well-being (IPCC, 2022). Besides the negative effects of climate change on the physical and mental health of people in regions impacted by climate change, the current climate crisis has also increased the occurrence of food-borne and water-borne diseases that affect both animals and humans (IPCC, 2022)

One large contributing factor to climate change and the loss of species and environment is waste. In 2010, an estimated 275 million metric tons of plastic waste was generated (Jambeck et al., 2015). In 2019, the world produced 353 million metric tons of plastic waste (OECD, 2022), and without any meaningful reduction, this number is expected to grow to about 1000 million metric tons of plastic globally by 2060 (OECD, 2022). Thus, it seems apparent that we must act quickly to reduce emissions and waste. However, attention for the climate crisis is not new, but still actual large scale behavior change seems to lack behind. In a report from 2019 (GPA), a commission of leaders and philanthropists, state that the global adaptation process has been 'gravely lacking' (GPA, 2019). This study is interested in new ways in which we can increase people's will to adapt to new environmental initiatives, to safeguard the future of our planet.

Acting from values

Behavioral changes in favor of reduced emissions often carry a price for people. They can be time consuming, expensive, or ask people to give up on some benefits. In short, these behavior changes often ask people to choose between fun (also known as hedonic values) in

return for saving the environment (also known as biospheric values). For example, taking the plane to go on vacation to southern Europe is faster and often even cheaper than taking the train. So, asking people to engage in more environmentally-friendly behaviors can have some backlash and negative reactions.

Social psychology has long searched for a comprehensive model to predict what motivates people to exhibit pro-environmental behaviors. One leading approach, which has seen some success in research is based on the value-belief-norm (VBN) theory (Stern, et al., 1999). This model is based on the Moral Norm Activation Theory by Schwartz (Schwartz, 1977). Schwartz argues that pro-environmental behaviors in people stem from moral norms that are triggered by a belief that environmental conditions can pose a threat to themselves, other people or the biosphere.

Using this theoretical framework, Stern et al. (1999), attempted to form a model that could precisely predict pro-environmental intentions through values. They argue that there are three values that are central to predicting pro-environmental intentions in humans. These values are egoistic, altruistic and biospheric. Egoistic values concern someone's self-concern, meaning, someone's concern for safeguarding their own (or their family's) resources/welfare (Stern, 2000). Altruistic values relate to someone's concern for the well-being of other human beings, and finally biospheric values relate to someone's concern for the environment and other species.

In our current study, I assume that this process can also be reversed. The Moral Norm Activation Theory assumes that people have moral norms, which influence their behavior and their willingness to do certain things. I will investigate whether this process can also be inferred through message framing. Namely, if there is a difference in acceptability when an initiative is egoistically motivated rather than biospherically motivated. Based on the research by De Groot & Steg (2008), I expect that an environmental initiative that asks people to give

in on some comforts, would experience greater acceptability if said that the initiative was clearly motivated by care for the environment, instead of by egoistic motivations.

Not much research has been done into acceptability of environmental initiatives with the framework I currently propose. One study that comes close to the same concept is a study from the University of Gothenburg (Ejelöv & Nilsson, 2020). This study shed light on which personal factors influence acceptability of environmental initiatives. The researchers mention procedural fairness, which they define as: “... *how a policy is introduced to the public and if the public is involved in the decision-making process*” (p. 6). There are similarities between the way that ‘a policy is introduced to the public’, and the perceived motivation behind an initiative. The perceived motivation behind an initiative falls under the umbrella of ‘how a policy is introduced to the public’. Thus, I expect to replicate the findings that an initiative that carries a positive image, or is thus biospherically motivated, experiences greater acceptability by the community. The second part of the statement, about how involved the public is in the decision making, touches on our second main interest of this study. Namely, the bottom-up formation of environmental initiatives

Bottom-up initiatives

People inherently identify more with people from their own community, understood as the ingroup (Tropp et al., 2001). When a certain group membership becomes more salient in a person, they tend to act and think more according to this particular group’s values and norms (Brewer, 1991). When this specific group is seen as environmentally friendly (e.g., students), people will be more willing to think and act environmentally friendly.

In our current study, I want to utilize the effects of group identification on behavior to predict pro-environmental attitudes. Group identification influences a person’s social identity in the way that it reflects the group’s relative position to other groups (Doosje et al., 2002). Meaning, that people take up the general characteristics of the group, to behave more in in

line with those characteristics. Or, as Tajfel states the formation of social identity: "... that part of an individual's self-concept which derives from his knowledge of his membership of a social group (or groups) together with the value and emotional significance attached to that membership." (Tajfel, 1978b).

Our idea here is to investigate whether or not people with a high identification with a certain group that is seen as environmentally friendly (e.g., students), will have a higher acceptability of environmental initiatives. Moreover, I am interested in how group membership/identification affects people's perception/acceptability of an environmental initiative. Previous literature has shown positive relationships between environmental self-identity and acceptance of environmental initiatives. A paper from Schultz and Fielding (2014) investigated the if recycled drinking water would carry higher acceptance by a community if the initiative involved a scientist from the community. The researchers found that when the scientist and the community had a high shared identity, acceptance of the initiative was indeed significantly higher compared to an initiative associated with a scientist not from the community. I expect to find similar results for group identification and the acceptability of an environmental initiative.

Besides investigating people's self-reported identification with a group membership, and the subsequent acceptability of environmental initiatives, I aim to utilize this mechanism through comparing bottom-up initiatives with top-down initiatives.

Bottom-up initiatives, in contrast to top-down initiatives, are initiatives that are formed by members of the community, also called grassroots or community initiatives (Middlemiss & Parrish, 2010). These initiatives are formed by regular members of the community, and not by government figures or leaders, as happens in top-down initiatives. Because bottom-up initiatives are initiated by people from the ingroup of the subjects, the subjects identify more with those people, and are thus expected to show higher acceptability

of said initiative than compared to the same initiative that comes from a governmental body (top-down).

One way of accomplishing this can be through the formation of bottom-up initiatives. A first indication of this success was proposed in a paper by researchers from the University of Groningen (Jans, 2021). Jans found that bottom-up initiatives, enable the according group membership to be more salient. When this group membership is pro-environmental, this facilitates the participant to thus act more pro-environmentally.

Further evidence for the relationship between pro-environmental self-identity and pro-environmental acceptance of initiatives in a bottom-up framework comes from a study done by Sloot et al. (2018). In this study, the researchers conducted a questionnaire among members of 29 community (bottom-up) green energy initiatives in the Netherlands. They found that strong environmental self-identity was positively associated with initiative acceptance/identification. Knowing that group identification affects personal self-identity, I can assume a mediated positive relationship between environmental group identification and initiative acceptance.

Besides initial evidence that acceptability, or willingness to adapt is higher with bottom-up initiatives, Rayner (2010) argues that bottom-up initiatives can also reap benefits more quickly than top-down initiatives. Rayner (2010) argues that big multilateral agreements, like the Kyoto protocol, a large legally binding international agreement on climate protection (Böhringer, 2003), take too much time to implement. He argues that bottom-up initiatives, because of their small scale, can be implemented way more efficiently than top-down initiatives.

Another, more recent, case that speaks in favor of this argument is the progress on the 2015 Paris climate agreement. In 2015, 196 countries agreed on a plan that would limit the heating of the climate to an additional 1.5 degrees Celsius (UNFCCC). This agreement was

initially welcomed with high hopes, but since 196 countries have signed the agreement, actual progress has seriously lacked. A report by Climate Action Tracker (CAT, 2021), rated countries' progress on multiple scales, concluding that; "...most government targets and actions remain highly or critically insufficient." Clearly, the current top-down initiatives have not had the desired effect, and this makes a strong case to implement more bottom-up initiatives.

Present study

Expanding on previous literature, and combining theories, I am interested in the effects of perceived motivation of initiators (values) and the subsequent organization of environmental initiatives (top-down vs bottom-up) on the acceptability of said initiatives. I will manipulate two independent variables, namely motivation behind the initiative and the level of organization. Previous literature has suggested that bottom-up initiatives have a higher acceptability than top-down initiatives (Tropp et. al., 2001; Brewer, 1991; Doosje et al., 2002; Jans, 2021; Sloot et al., 2018). Furthermore, research has shown that people are more motivated to adhere to an initiative when it is biospherically motivated rather than egoistically motivated (Stern, et al., 1999; Schwartz, 1977; De Groot & Steg, 2008; Ejelöv & Nilsson, 2020).

Hypotheses

Hypothesis 1: Participants in the bottom-up initiatives conditions experience greater acceptability of (**H1a**) and higher willingness to (**H1b**) bringing their own cups or mugs to the university than participants in the top-down condition.

Hypothesis 2: Participants in the biospherically motivated initiatives conditions experience greater acceptability of (**H2a**) and a higher willingness to (**H2b**) brining their own cups or mugs to the university than participants in the egoistically motivated initiatives conditions.

Hypothesis 3: Participants in the biospherically motivated, bottom-up initiatives condition experience the greatest acceptability of (**H3a**) and highest willingness to (**H3b**) bringing their own cups or mugs to the university than participants in other conditions.

Hypothesis 4: Participants that state a higher identification with students of the University of Groningen experience greater acceptability of (**H4a**) and higher willingness to (**H4b**) bringing their own cups or mugs to the university than participants that state a lower identification with students of the University of Groningen.

Methods

Participants and Procedure

Through our online questionnaire, we recruited a total of 165 participants. All participants are students at the University of Groningen. 73.9% of the participants identified as female ($n= 122$), 24.2% of participants identified as male ($n= 40$), and 1.2% of the participants identified as other ($n= 2$). 1 participant (0.6%) preferred not saying their gender ($n=1$). 63.6% of the participants stated they are from the Netherlands ($n= 105$), 16.4% of the participants stated they are from Germany ($n= 27$), 14.5% stated they are from a different EU country ($n= 24$) and 5.5% of participants stated they are from a country outside of the EU ($n= 9$). The mean age was 20.4 ($SD = 1.89$), with a range from 18 to 31. Participants below the age of 18 were excluded from the dataset. An a priori power analysis based on an Analysis of Variance (ANOVA) test, showed that 279 participants were required to achieve a medium effect size ($f^2 = .25$) and power .95%.

Since we did not ask our participants for sensitive personal information (e.g., political preference or sexual orientation), our research was approved through the fast-track procedure of the Ethics Committee of Psychology at the University of Groningen. After receiving the approval, we uploaded our Qualtrics questionnaire to SONA. SONA is an online research portal, through which first-year psychology students can participate in research projects from

other students at the University of Groningen. Participants were rewarded with 0.3 ‘SONA points’ for their participation.

At the beginning of the questionnaire, participants were told that they would be participating in a research project that would investigate their opinions on a new initiative that would be replacing disposable coffee cups by bringing their own mugs to the university. Participants were told their participation was voluntary, and that the research would take about 10 minutes of their time. They were also informed that there was no risk in participating in the research, and that their data would be handled securely. The actual research purposes were held back, to ensure the participants were not primed or biased towards answering in a certain way. An informed consent form was shown to participants, and they were actively asked for their permission to share their data and answers with us.

After permission was given, participants were randomly assigned to one of the four texts and posters we designed to measure their responses (see Appendix A, B). The texts consisted of a self-made ‘U-krant’ article about the replacement of paper cups by students bringing their own cups. After reading the article, participants were asked to give their opinion on the initiative. Furthermore, participants were asked to rate certain values and identifications on a Likert Scale. After completing all the questions, the participants received a debriefing, stating the actual purposes of the research.

Design

We designed an online questionnaire in the form of a 2x2 between-subjects experimental design. Through Qualtrics, participants were automatically placed in one of four experimental conditions randomly. Through our first manipulation, conditions varied in the initiators of the initiative: students of the university (bottom-up) vs. the executive board (top-down). Through the second manipulation, the initiator’s motivation behind the initiative varied (biospheric values vs. egoistic values). These two manipulations created four unique

‘U-krant’ articles (Appendix A, B). The independent variables in this study were 1) the level of organization of the initiative, 2) the motivation behind the initiative, and 3) group membership/identification. The dependent variables are acceptability of the initiative and willingness to adapt to the initiative.

Lastly, we informed participants that participation was voluntary, that they could end their participation at any time and that their answers would be made anonymous.

Materials and Instruments

The manipulation texts were written in such a way that they mostly consisted of the same information. Based on the different conditions some parts were altered. The text and poster based on the conditions Top-Down + Biospheric presented the reader with the information that the initiative was thought of by members of the Executive Board motivated by a biospherical motive. This Top-Down condition was made salient by providing quotes from the initiators in a corporate style that makes an appeal to the distance that the readers feel related to the initiators. The biospherical motive was corroborated by the quotes on the environmental impact that the initiative could have. In the poster the Top-Down condition was made clear by the use of the university's logo, and the biospherical condition was confirmed by the use of imagery that appealed to the feeling of environmental friendliness, such as leaves and hands holding the earth.

The text and poster based on the conditions Top-Down + Egoistic contained the same Top-Down information as the first condition, this being the portrayal of the Executive Board as initiators, the more corporate language, and the use of the university's logo on the poster (see Appendix A, B). The egoistic condition was made salient by the use of a monetary motive as reasoning for the initiative. This was also included in the poster, by including a picture of money (see Appendix A, B)

The Bottom-Up + Biospheric condition text contained information about the initiators being students and their biospheric motivation. The Bottom-Up condition was made more salient by the use of casual language usage in the quotes and providing some more context on the day-to-day life of these students, which could appeal to the identification of the reader with the presented initiators. The logo of the university was removed on the poster, to strengthen the appeal to the reader's connection with the Bottom-Up condition. The Biospheric condition was made salient by providing quotes on the environmental impact of the initiative and by the use of icons on the poster that appeal to environmental friendliness.

The Bottom-Up + Egoistic condition text contained the same Bottom-Up information about the student initiators, but now motivated by a monetary intent. Casual language was used in the quotes, and information on the students' life was provided as well, so the readers could more easily identify themselves with the initiators again. The university's logo was removed from the poster again, to strengthen the appeal to the reader's connection with the Bottom-Up condition. The Egoistic condition was made salient with the use of the provided quotes, these were presented in such a way that the monetary values of the initiators became clear. The poster contained imagery of money and a wallet, to appeal to the readers association with finances.

Measures

After reading one of the articles and the included poster, participants filled in the questionnaire. In the first block, participants were asked to indicate their acceptability regarding the initiative. They could answer on a seven-point Likert scale (1 = *very unacceptable*, 7 = *very acceptable*) and there were four different items on the scale (see Appendix C).

In the second block, the willingness to adapt to the initiative was measured. Four different items could be answered using a seven-point Likert scale. The participants could

answer on a seven-point Likert scale (1 = *very unwilling*, 7 = *very willing*) (see Appendix A, B). The full questions and descriptive statistics can be found in Appendix C.

In the third block of the survey, we asked about the personal values of the participants. In which eight different values were measured on the hang of the 7-point Likert scale (1 = *opposed to my principles*, 7 = *extremely important*). Among others, the value items included the following value: *respecting the earth* (see Appendix C)

The fourth block assessed the values that participants perceived the initiators to prioritize. Eight different items could be answered using a seven-point Likert scale (1 = *opposed to their principles*, 7 = *extremely important*). Among others, the items included the following value: *respecting the earth* (see Appendix C)

The sixth block of the questionnaire measured the perceived endorsement and consisted of seven items (see Appendix A, B). The participants could answer on a seven-point Likert scale (1 = *completely unwilling*, 7 = *completely willing*) (see Appendix C)

In the seventh block, we asked participants to answer questions about the extent to which they identify with two groups, the Executive Board and students of the University of Groningen (see Appendix A, B). Participants could answer on a seven-point Likert scale ranging from 1 = *completely disagree* to 7 = *completely agree* (see Appendix C). These questions were adapted from several social identity studies that are conducted before (Bouman et al., 2020; Cameron, 2004; Doosje et al., 1995; Doosje et al., 1998; Ellemers, Kortekaas, & Ouwerkerk, 1999; Leach et al., 2008; Luhtanen & Crocker, 1992; Masson et al. 2016; Spears et al., 1997).

Attention Checks

At the end of the questionnaire, we included one question to check whether the participants were paying enough attention. In a multiple-choice question, we asked the participants what they read in the article. Participants who answered that they read a different

article than was shown in their experimental condition, were removed from the data. Of the 235 participants, 30.1% failed the attention check ($N = 70$), meaning they could not correctly recall what they read in the article. We deleted these participants from the dataset.

Results

Descriptive Statistics

Before I started analyzing my hypotheses, I wanted to get a clear image of how the main variables related to each other. Not all variables are significantly related to each other (see Table 1). Specifically, willingness is only significantly correlated to acceptance, not to any other variable. Moreover, group identification is not related to perceived egoistic values.

Table 1:

Bivariate Correlations Between All Relevant Variables

	N	M	SD	1	2	3	4	5
1. Acceptance	165	5.57	0.84	1				
2. Willingness	164	5.07	1.14	.629**	1			
3. Perceived biospheric values	165	5.53	1.26	.351**	.068	1		
4. Perceived egoistic values	162	4.02	0.97	-.025	-.014	-.236**	1	
5. Group identification	158	4.80	0.88	.214**	.108	.242**	.072	1

Note: ** = $p < 0.01$

Table 2:

Frequencies for All Conditions

	Bottom-up	Top-down	Sum
Biospheric	53	32	85
Egoistic	46	34	80
Sum	99	66	165

Testing the Hypotheses

Bottom-up / Top-down

To test the first hypothesis, namely do participants in the bottom-up conditions experience greater acceptability of and higher willingness to bringing their own cups or mugs to the university than participants in the top-down condition? To assure the validity of the test, the equality of variances was tested using Levene's test. Levene's test confirmed the assumption of equal variances ($p = 0.390$). Using an independent samples t-test, I found that participants in the bottom-up conditions had a slightly higher ($N = 99, M = 5.68, SD = 0.79$) acceptability of the initiative than participants in the top-down condition ($N = 66, M = 5.40, SD = 0.88$) (see Figure 1). The independent samples t-test did return a significant result for the difference between the two groups $t(163) = 2.111, p = 0.018$. Therefore, H1a is fully supported

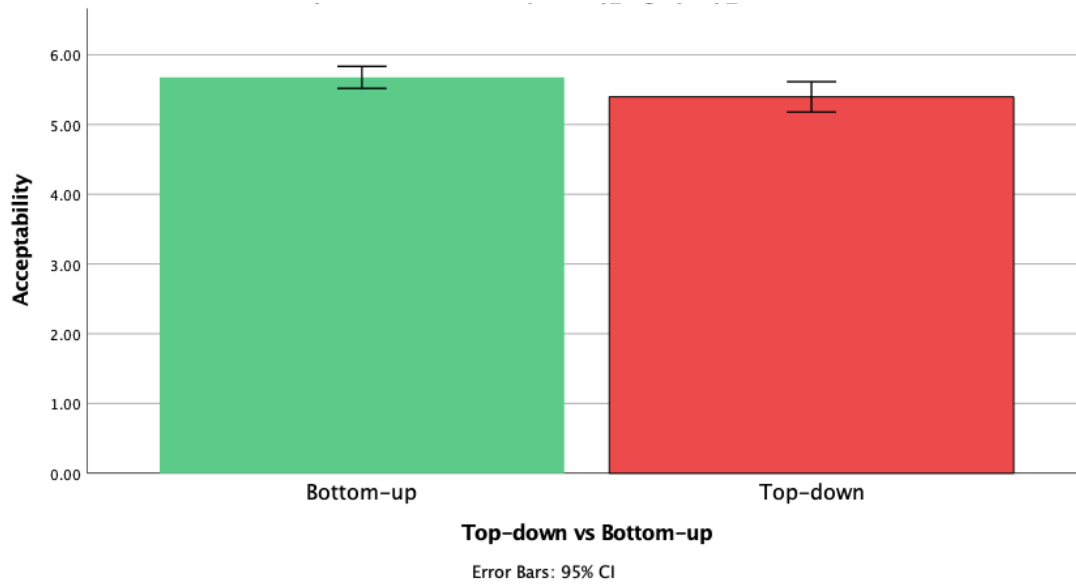
To test for the effect on willingness, I again performed an independent samples t-test. There was no significant difference in willingness between participants in the bottom-up conditions compared to participants in the top-down conditions ($p = 0.293$). Therefore, H1b is not supported.

Biospherically motivated / Egoistically motivated

Using an independent samples t-test, I tested the difference in acceptability between participants in the biospherically motivated conditions with those in the egoistically motivated conditions. I found that participants in the biospherically motivated conditions stated slightly higher acceptability ($N = 85, M = 5.76, SD = 0.85$) than participants in the egoistically motivated conditions ($N = 80, M = 5.35, SD = 0.78$) (see Figure 2). The independent samples t-test returned a significant result for the one-tailed test $t(163) = 3.284, p < 0.001$, fully supporting H2a.

Figure 1

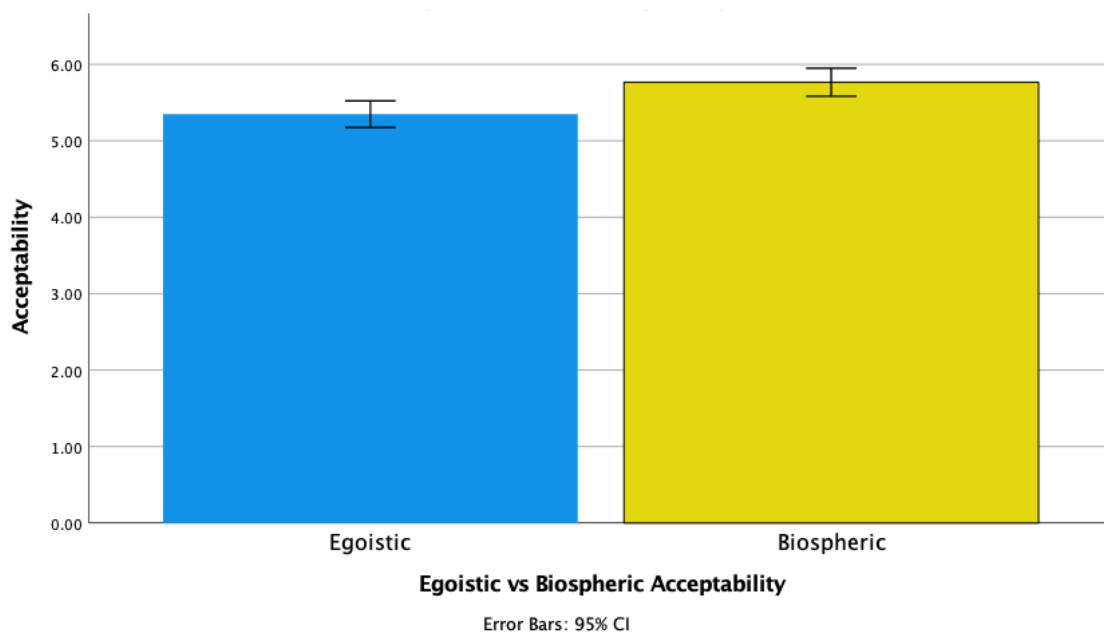
Standardized Mean Difference in Acceptability and Willingness between Bottom-up and Top-down conditions



Note: Error bars represent 95% confidence intervals.

Figure 2

Standardized Mean Difference in Acceptability and Willingness between Egoistic and Biospheric Conditions



Note: Error bars represent 95% confidence intervals.

To test the difference in willingness to adapt to the initiative between participants in biospherically motivated conditions to those in egoistically motivated conditions, I conducted an independent samples t-test. I found no significant difference in willingness between participants in the biospherically motivated conditions compared to participants in egoistically motivated conditions ($p = 0.089$). Therefore, H2b is not supported by the data analysis.

Biospheric / Bottom-up

To test whether or not there was a significant difference between the four experimental conditions, I conducted a one-way ANOVA test. The test of homogeneity of variances confirmed that the assumption of homogeneity was not violated. A descriptive test showed that participants in the Bottom-up / Biospheric conditions had the highest overall acceptance ($M = 5.83$, $SD = 0.83$) compared to participants in the Bottom-up / Egoistic condition ($M = 5.46$, $SD = 0.75$), participants in the Top-down / Biospheric condition ($M = 5.50$, $SD = 0.73$) and participants in the Top-down / Egoistic conditions ($M = 5.14$, $SD = 0.81$). To examine whether or not there was a significant difference in acceptability between all experimental groups, I conducted a one-way ANOVA. The one-way ANOVA to test the difference between groups returned a significant difference $F(3) = 5.222$, $p = 0.02$, $\eta^2 = 0.089$.

A post hoc test was performed, using the Bonferroni method to correct for family wise error. The post-hoc test confirmed that participants in the Bottom-up / Biospheric condition stated a significantly higher acceptability than participants in the Top-down / Egoistic condition ($M = 0.686$, $SD = 0.178$, $p = 0.001$). Furthermore, the post hoc confirmed a significantly higher acceptability of participants in the Top-down / Biospheric condition compared to participants in the Top-down / Egoistic condition ($M = 0.532$, $SD = 0.199$, $p = 0.050$). These data indicate that H3a is supported.

To investigate the difference in willingness to adapt between all the different experimental groups, I used a one-way ANOVA. The ANOVA indicated that there were no significant differences in willingness to adapt between the different experimental groups ($p = 0.365$).

Group identification

To test whether or not participants with a higher identification with students of the University of Groningen experienced greater acceptability and higher willingness to adapt to the new initiative, I created a new variable that assigned a value of 1 to participants that scored one standard deviation below the mean identification score, and assigned a value of 2 to participants that score one standard deviation above the mean identification score. The new grouping variable was called 'identification_highlow'. This new variable enabled us to examine this hypothesis with an independent samples t-test. To test the assumption of equality of variances, a Levene's test was performed. The Levene's test for equality of variances confirmed that equal variances were assumed between the conditions ($p = 0.192$). The results of the independent samples t-test confirmed that participants in the high identification group experienced significantly higher acceptability ($M = 5.85$, $SD = 0.66$) than participants in the low identification group ($M = 5.31$, $SD = 0.87$), $t(51) = -2.507$, $p = 0.008$. Thus, fully supporting H4a

To test whether or not participants that were in the high identification group experienced higher willingness than participants in the low identification group, I again performed an independent samples t-test. I did not find a significant difference in willingness between participants that scored low on identification and participants that scored high on identification ($p = 0.125$)

Manipulation Check

To check whether or not our manipulations had the desired effect, I ran an independent samples t-test. First, I created a new variable named ‘perceived_biospheric’. This variable combined four items that asked participants to rate the initiators’ biospheric values. I found that participants in the biospheric conditions, viewed the initiators as significantly more biospherically motivated than participants in the egoistic conditions viewed them, $t(163) = 5.406, p < 0.001$.

I repeated the same procedure to test the egoistic manipulation. I created a new variable called ‘Perceived_egoistic’, that combined four items that asked participants to rate the initiators’ egoistic values. I found no significant difference in perceived egoistic values between the biospheric conditions and the egoistic conditions ($p = 0.257$)

Discussion

Interpretation

The main aim of this research was to investigate in what ways we can formulate and operationalize environmental initiatives so that they experience greater acceptability and greater willingness to adapt by the community. Specifically, this study investigated the role that perceived values play in an environmental initiative, and to see if grass-roots initiatives experience greater acceptability than top-down initiatives. In line with previous research (e.g., Jans, 2021), I expected to find that both acceptability and willingness would be significantly higher among participants that read that the environmental initiative was started by members of their community (bottom-up). Data analysis confirmed that acceptability was indeed higher among participants in the bottom-up condition compared to the top-down conditions. A statistically significant difference in willingness was however lacking.

The lack of a statistically significant difference between conditions for willingness seemed a recurring phenomenon throughout our analyses. In line with previous research (e.g.,

Slout et al, 2018), this study found that participants in the biospheric conditions showed significantly greater acceptability of the initiative than participants in the egoistic conditions. However, I failed to return the same result for willingness in the comparison between biospheric and egoistic conditions. Similarly, the same was true for the difference in willingness for participants that stated a high identification with students from the University of Groningen, compared to participants that stated a low identification with students from the University of Groningen. I did again, as expected through previous literature (Schultz & Fielding, 2014), find that acceptability was significantly higher for participants that stated a high identification, compared to participants that stated a low identification.

Diving deeper into these findings, it could be that people show a general skepticism to actual behavior change. Previous research has also found that willingness to adapt to climate change can sometimes be lacking in comparison to the realization that something must change. One example of this comes in a study from Halyes and Dean (2015). The researchers conducted a study among social housing tenants, to find out how willing they were to turn down the heat in order to save energy (without financial gain). They found that while 77% of tenants believed that climate change was an important issue, only 57% of tenants accepted that individuals should take responsibility, and showed a willingness to turn down the heat. I observed a similar pattern in our research. Participants in biospheric and bottom-up conditions proved to be accepting of our made-up initiative, and rated it as necessary, good, and essential, while these same participants did not show a significantly higher willingness.

Implications

Theoretical implications

Our significant results for the increase in acceptability have replicated some results from previous research papers. Our finding that acceptability is significantly higher for participants in bottom-up conditions compared to top-down conditions builds on and

replicates finding such as those of Jans (2021). Jans (2021) found that initiatives that were strongly perceived as bottom-up were positively associated with pro-environmental intentions, which could be interpreted as acceptance. Utilizing this theoretical framework, I have again shown the potential increase in acceptability of environmental initiatives when these are organized from the bottom-up, rather than top-down. Likewise, research findings from Schultz and Fielding (2014) are replicated. Namely, the researchers found that community initiatives experienced greater acceptability when a scientist from the community was involved, compared to initiatives where a scientist from a different community was involved.

Since the theoretical framework I utilized for the motivation manipulation is quite new, this study represents a promising starting point for future research in this avenue. Inspired by previous literature on the effect of values on pro-environmental behavior (De Groot & Steg, 2008; Stern et al, 1999; Ejelöv & Nilsson, 2020), I found that, besides individuals' values, initiators' values can also positively impact the acceptability of an environmental initiative.

Lastly, I replicated findings related to the positive association between group identification and pro-environmental intentions (Schultz & Fielding, 2014; Terry et al, 1999). As expected, I found a positive relationship between a high identification with the pro-environmental ingroup (e.g., students), and pro-environmental intentions, further cementing the existing theoretical framework for the relationship between group identification and pro-environmental intentions.

Practical implications

Our research focused on ways to increase acceptability of, and willingness to adapt to environmental initiatives. I found that acceptability can indeed be increased by certain manipulations. I have shown that environmental initiatives experience greater acceptability

when they are initiated by members of the ingroup. Therefore, policy makers on large- and small-scale levels of government, can utilize this approach to increase acceptability of environmental initiatives. Specifically, large-scale policy makers, that stand further away from the larger community they serve, can try to delegate the implementation of environmental initiatives to small-scale governmental bodies. Doing this, the community believes that members of their ingroup are responsible for the creation of the initiative, making it more easily acceptable for the community.

Furthermore, I have found that environmental initiatives, when clearly biospherically motivated, experience greater acceptability than initiatives that seem egoistically motivated. Thus, when formulating the announcements of environmental initiatives that affect the public, policy makers should try to clearly communicate the biospheric motivations behind the initiative.

Limitations

Due to limited time and deadlines, I was not able to achieve the preferred sample size. Our dataset initially contained 258 participants. Of those 258, I had to delete 23 participants due to the fact that they did not answer a sufficient number of questions, or because they did not consent to the use of their personal data. Of the remaining 235 participants, 70 failed the attention check. Meaning, at the end of the questionnaire, they could not correctly recall what they read in the article, leaving me with 165 participants for the data analysis.

Moreover, I mainly recruited first year psychology students from the University of Groningen, through the SONA programme. This programme states that it is mandatory for first year students to get 35 SONA points. Our study rewarded participants with 0.3 SONA points. It is possible that students showed a lack of care for the reliability of the research, simply to achieve the SONA points quickly, without paying too much attention to the

questionnaire. Besides, because all our participants are students at the University of Groningen, there is a limitation to the generalizability of our results to the wider population.

An additional limitation of our current research, is our apparent failure to manipulate the egoistic conditions sufficiently. While our biospheric manipulations achieved the desired manipulation effect, the same was not true for our egoistic conditions. This limits the conclusions I can infer about the difference between the biospheric and egoistic conditions. However, it should be noted that the main goal of this study was to find ways to increase acceptability of, and willingness to adapt to environmental initiatives. Thus, I was mainly interested in the increase from the egoistic condition to the biospheric condition.

Future Research

The aforementioned limitations of my research were due to factors largely out of my hands. Future research could replicate this study with a more intrinsically motivated participant sample. Furthermore, future studies might want to try to replicate my findings with a more representable sample. This would increase the generalizability of these results, and would make my findings more useful to policy makers.

My lack of significant findings for a difference in willingness to adapt to the initiative is my largest deficit in this study. From previous literature, it is apparent that this pattern has been observed before. This makes my findings not an anomaly, but it is a worrisome precedent. An increase in acceptance of environmental initiatives in communities is good. However, it is insufficient in bringing forth the actual change we need. For this, actual willingness to adapt is vital. Future research could further investigate ways in which policy makers and politicians can motivate communities to be more willing to adapt to environmental initiatives.

One interesting avenue to pursue regarding willingness, would be to perform a field study, where such an initiative is actually implemented. It would be interesting to see if

willingness to adapt could be increased by a more elaborate campaign around the initiative. Posting informational posters around the university buildings, and/or expanding on infrastructure that would make such an initiative more accessible for students could increase people's willingness to adapt to the initiative. Expanding on this idea, a qualitative study on what factors motivate people to adapt their behavior towards environmental initiatives would be an interesting idea to pursue.

Conclusion

This study has contributed to strengthening the argument that acceptability of environmental initiatives can indeed be increased by manipulating the formulation and organization of initiatives. Bottom-up initiatives, when coming from the ingroup/community, experience significantly greater acceptability than top-down initiatives. Similarly, initiatives that seem biospherically motivated experience more acceptability than initiatives that seem egoistically motivated. Theoretically, this research has contributed to the verification of multiple theoretical frameworks. These are promising outcomes of our research, and they can be utilized by policy makers to increase acceptability. Policy makers can utilize these approaches to increase acceptability of environmental initiatives in communities large and small.

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Appendix A: English Questionnaire

Thank you for participating in our study.

This study will take about 10 minutes to complete, and you will receive 0.3 SONA credits after finishing it.

First, you will read an article from the U-krant about a new initiative. After that, you are asked to fill out several questions.

Why do I receive this information?

You are asked to participate in a study about your opinion on replacing disposable cups by bringing your own cup or mug. This study will help find more insights about how students evaluate this initiative. On the basis of a checklist developed by the EC-BSS at the university of Groningen, the study was exempt from full ethical review. The study is conducted by Wytse Gorter (principal investigator), Rozemarijn Ekkel, Sanne de Leeuw, Ruben van Zanten, Anne-Roos Smeets en Julia Vorenkamp. Rozemarijn Ekkel is your contact in case you have questions about this study (mail: r.h.ekkel@student.rug.nl).

Do I have to participate in this study?

Participation in this study is voluntary, but we need your permission to participate in this study. If you decide not to participate, you do not have to provide an explanation and there will be no consequences. During this study you can always decide to withdraw or stop if you do not want to continue.

What is asked from you during this study?

First you will be asked to provide permission for participation in this study. Then you will read information about the initiative and after that you will have to answer some questions about your opinion of the initiative. Some demographic information will be collected like gender, age and country of origin. The study will take about 10 minutes in total.

What are the consequences of your participation?

Your participation contributes to more knowledge about this topic. There are no risks involved in this study, but if you experience any discomfort as a result of the study, please inform Wytse Gorter directly or send him an email (w.a.gorter@rug.nl).

How is your data handled?

Your answers will be kept in a secured network of the university, that can only be accessed by the principal investigator. The general results of this study will be reported in a research report, and they can be made public via presentations and scientific publications. The data can be openly shared for research, but that solely happens in a way that the identity of the participants cannot be traced. Be aware that your data cannot be removed from the analysis if your data has been submitted. This is because all your answers will be made anonymous, this means that there is no possibility to trace your answers back to you. If you wish to receive a notification when the study is published, please send an email to Wytse Gorter (w.a.gorter@rug.nl).

What else should you know?

You can always ask questions before, during and after the study. If you have any questions about your rights as a participant, you can contact the Ethical Committee of the Psychology department from the University of Groningen (ecp@rug.nl). If you have any questions about your privacy and how your data will be managed, you can contact the Functionary of Data protection from the University of Groningen (privacy@rug.nl). If you do not want to participate in the study, you can stop now. If you do want to participate, please fill out the following bullet-point.

- o **Yes, I give permission to participate in this study. (1)**
- o **No, I don't give permission to participate in this study. With this, I will go to the end of the questionnaire. I will not receive any SONA-credits because of this. (2)**

What else should you know?

You can always ask questions by email before, during and after the study.

Permission for data usage

The collected data can be valuable for future research, like for a comparison with other cultures. Do we have your permission to use your data for future research?

- Yes, I give permission that my data may be used in the future for comparable research questions (1)**
- No (2)**

This questionnaire includes questions about personal information, like age and country of origin. This data is used to get more insight into the perspectives of different populations (for example young versus older participants). Do we have your permission to process your personal data?

- Yes, I give permission that my personal data may be processed (1)**
- No (2)**

This study consists solely of participants with the age of 18 or more. Please confirm that you are 18 years old or older.

- Yes, I am 18 years old or older (1)**

I am a student at the University of Groningen.

- Yes (1)**
- No (2)**

[Here one of the following four conditions was randomly presented to the participants]

[Condition 1: Top-down initiator + biospherical value

You read the following article in the U-krant:



University of Groningen launches sustainability initiative with coffee cups

The executive board of the University of Groningen is drawing attention to the impact of disposable products on the environment. Through a sustainability initiative, the executive board wants to ensure that fewer disposable cups will be used at the university. They explain: "Making and recycling the disposable cups that are currently used at the university costs a lot of water and energy. In addition, they contain plastic. The cups are often used only once, and then disposed of incorrectly, making recycling difficult." The executive board is asking RUG students to bring their own mug or cup to the university starting next week. The executive board will draw attention to the issue with the help of posters at coffee machines spread across the various faculties of the RUG. On top of that, a newsletter with additional information will be distributed via email. The executive board continues: "By asking students to bring their own mug or travel cup from home, it is hoped that the use of

disposable cups at the university will be reduced, thus allowing the university to make a positive impact on the environment."]

[Condition 2: Top-Down initiator + egocentric value

You read the following article in the U-krant:



University of Groningen launches coffee cup initiative to save money

The executive board of the University of Groningen wants to start saving money at the different faculties. Through an initiative, the university's executive board wants to ensure that fewer disposable cups will be used at the university. They explain: "The cups that are currently used at the university are expensive. As disposable cups are thrown away after use, new cups have to be purchased continuously. These are unnecessary costs. It would be more sensible if this budget could be spent differently. The university could use the budget freed up by the initiative for other purposes." The executive board is asking RUG students to bring their own mug or cup to the university from next week on. The executive board will draw attention to the issue with the help of posters at coffee machines spread across the various faculties of the RUG. On top of that, a newsletter with additional information will be distributed via email. The executive

board continues: "By asking students to bring their own mug or travel cup from home, it is hoped that the use of disposable cups at the university will be reduced, thus saving the university money."]

[Condition 3: Bottom-up initiators + biospherical value

You read the following article in the U-krant:



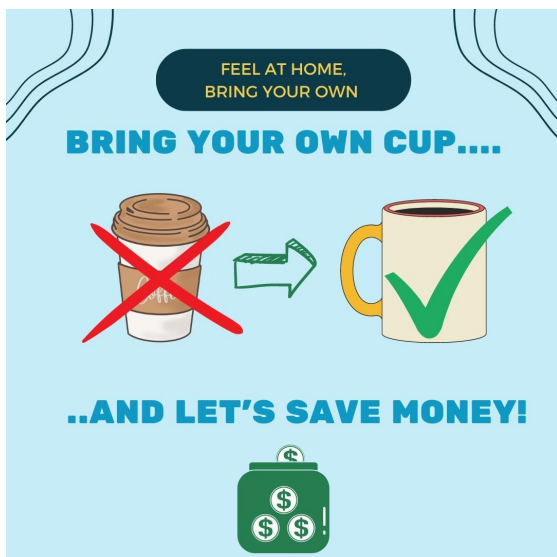
Students launch sustainability initiative with coffee cups

Five students from the University of Groningen want to draw attention to the impact that disposable products have on the environment. Maria (21), Thomas (23), Julia (22), Jayden (21) and Sven (20) have launched a sustainability initiative themselves to ensure that fewer disposable cups are used at the university. Jayden explains: "A few weeks ago, a few fellow students and I went to study at our faculty, and you know how it is, we got some coffee and refills. Then we noticed how many of those cups we used just in a few hours. When we threw away the cups, we also noticed how many of them ended up in the wrong bins. We started asking students from other faculties about this, and then did some research afterwards." Julia adds: "Making and recycling the disposable cups that are currently used at the university costs a lot of water and energy. In addition, they also contain plastic. The cups are often only used once, and then usually not even recycled." The group is asking fellow students to bring their own mug or cup to the university starting next week. They will

raise awareness by hanging up posters at coffee vending machines scattered across the various faculties at the RUG. During the first few days, the students themselves will also be present at various coffee corners and canteens to draw attention to the issue. "By bringing your own mug or travel cup from home, we think we can reduce the use of disposable cups at the university and by doing this we hope to lend a helping hand to the environment." explains Thomas.]

[Condition 4: Bottom-up initiators + egocentric value

You read the following article in the U-krant:



Students launch coffee cup initiative to save money

Five students from the University of Groningen would like to save money within the university in order to organize more activities. Maria (21), Thomas (23), Julia (22), Jayden (21) and Sven (20) launched a campaign themselves to ensure that fewer disposable cups will be used at the university. Jayden explains: "A few weeks ago, a few fellow students and I went to study at our faculty, and you know how it is, we got some coffee and refills. Then we noticed how many of those cups we used just in a few hours. We started asking students from other faculties about this, and then did some research afterwards." Julia adds: "The cups currently in use at the university cost quite a bit of money. Because everyone throws away their cups after only one use, new cups have to be purchased all the time. This is an unnecessary cost. We think this could be better spent elsewhere. By saving on coffee cups, some savings can be built up that could be used for other things." The group is asking fellow students to bring their own mug or cup to university from next

week on. They will raise awareness by hanging posters at coffee vending machines scattered across the various faculties at the RUG. During the first few days, the students themselves will also be present at various coffee corners and canteens to draw attention to the issue. "By bringing your own cup or travel cup from home, we think we can reduce the use of disposable cups at the university and by doing this we hope to save money." explains Thomas.]

[After this part the participants received the same questionnaire questions again]

We want to ask you how you would evaluate the initiative that was just introduced. Indicate per characteristic what you think of it.

I think the initiative is...

- Very negative (1)
- Negative (2)
- Somewhat negative (3)
- Neutral (4)
- Somewhat positive (5)
- Positive (6)
- Very positive (7)

I think the initiative is...

- Very unacceptable (1)
- Unacceptable (2)
- Somewhat unacceptable (3)
- Neutral (4)
- Somewhat acceptable (5)
- Acceptable (6)
- Very acceptable (7)

I think the initiative is...

- Very unsustainable (1)
- Unsustainable (2)
- Somewhat unsustainable (3)
- Neutral (4)
- Somewhat sustainable (5)
- Sustainable (6)
- Very sustainable (7)

I think the initiative is...

- Very inessential (1)
- Inessential (2)
- Somewhat inessential (3)
- Neutral (4)
- Somewhat essential (5)
- Essential (6)
- Very essential (7)

I think the initiative is...

- Very unnecessary (1)
- Unnecessary (2)
- Somewhat unnecessary (3)
- Neutral (4)
- Somewhat necessary (5)
- Necessary (6)
- Very necessary (7)

To what extent are you willing to bring your own mug to the university as a replacement for a disposable cup? I am...

- Very unwilling (1)
- Unwilling (2)
- Somewhat unwilling (3)
- Neutral (4)
- Somewhat willing (5)
- Willing (6)
- Very willing (7)

Unity with nature (feeling connected with nature) (3)	o	o	o	o	o	o	o
Protecting the environment (preservation of environmental quality and nature) (4)	o	o	o	o	o	o	o
Being influential (the right to direct or command) (5)	o	o	o	o	o	o	o
Wealth (material possessions, money) (6)	o	o	o	o	o	o	o
Preventing pollution (protecting natural resources) (7)	o	o	o	o	o	o	o
Being ambitious (hardworking, ambitious, striving) (8)	o	o	o	o	o	o	o

We want to ask you what you think the **initiators' personal values** are. Beneath this there are eight values presented. Behind every value a short explanation is provided about the meaning of the value. Indicate for each value to what extent you think it is important **for the initiators in proposing this initiative**.

Your scores can vary from “Goes against their principles” to “Very important”. The further on the scale, the more important the value is for the initiators as guidance for their initiative proposal. When answering, **try to differentiate as much as possible** in the importance you perceive the initiators to have for the different values.

Take note: This question is about the values of the initiators, not your own.

	Opposed to their principles (1)	Not important (2)	Somewhat important (3)	Reasonably important (4)	Important (5)	Very important (6)	Extremely important (7)
Respecting the earth (living in harmony with other living beings) (1)	o	o	o	o	o	o	o
Power (control over other people, dominance) (2)	o	o	o	o	o	o	o

Unity with nature (feeling connected with nature) (3)	0	0	0	0	0	0	0
Protecting the environment (preservation of environmental quality and nature) (4)	0	0	0	0	0	0	0
Being influential (the right to direct or command) (5)	0	0	0	0	0	0	0
Wealth (material possessions, money) (6)	0	0	0	0	0	0	0
Preventing pollution (protecting natural resources) (7)	0	0	0	0	0	0	0
Being ambitious (hardworking, ambitious, striving) (8)	0	0	0	0	0	0	0

We want to ask you about how connected you feel to the university. To what extent do you agree with the following statements?

	Completely disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Completely agree (7)
I feel connected to the University of Groningen (1)	0	0	0	0	0	0	0
I have confidence in the University of Groningen (2)	0	0	0	0	0	0	0
I have confidence in the policies of the University of Groningen (3)	0	0	0	0	0	0	0

I have confidence in the choices of the University of Groningen (4)

o o o o o o o o

I am happy that I can study at the University of Groningen (5)

o o o o o o o o

I am proud to be part of the University of Groningen (6)

o o o o o o o o

We want to ask you to make an estimate about what **the following groups** think of the initiative. Several statements will follow. Try to fill them in as accurately as possible, on the basis of **your estimates**.

The initiators from the aforementioned initiative are typical members of their group.

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

Most students from the University of Groningen would ... with the aforementioned initiative.

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

Most members of the Executive Board from the University of Groningen would ... with the aforementioned initiative.

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

An average student from the University of Groningen would ... the aforementioned initiative.

- Completely oppose (1)
- Oppose (2)
- Somewhat oppose (3)
- Neither oppose nor support (4)
- Somewhat support (5)

- Support (6)
- Completely support (7)

An average member of the Executive Board from the University of Groningen would ... the aforementioned initiative.

- Completely oppose (1)
- Oppose (2)
- Slightly oppose (3)
- Neither oppose nor support (4)
- Slightly support (5)
- Support (6)
- Completely support (7)

Most students from the University of Groningen will ... their own cup or mug after reading the aforementioned initiative.

- Never bring (1)
- Almost never bring (2)
- Not often bring (3)
- Half of the time bring (4)
- Sometimes bring (5)
- Almost always bring (6)
- Always bring (7)

An average member of the Executive Board from the University of Groningen would ... the aforementioned initiative.

- Completely oppose (1)
- Oppose (2)
- Slightly oppose (3)
- Neither oppose nor support (4)
- Slightly support (5)
- Support (6)
- Completely support (7)

To what extent would an average student from the University of Groningen be willing to bring their own cup or mug to the faculty building?

- Completely unwilling (1)
- Unwilling (2)
- Somewhat unwilling (3)
- Neutral (4)
- Somewhat willing (5)
- Willing (6)
- Completely willing (7)

We want to ask you to indicate to what extent you agree with the following statements. Your scores can vary from "Completely disagree" to "Completely agree".

To what extent do you agree with the following statements?

Completely disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither disagree nor agree (4)	Somewhat agree (5)	Agree (6)	Completely agree (7)
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I identify with students from the University of Groningen (1)	0	0	0	0	0	0	0
I have a lot in common with the average student at the University of Groningen (2)	0	0	0	0	0	0	0
I feel committed to students from the University of Groningen (3)	0	0	0	0	0	0	0
I am proud to be a student at the University of Groningen (4)	0	0	0	0	0	0	0
I am glad to be a student at the University of Groningen (5)	0	0	0	0	0	0	0
The fact that I am a student at the University of Groningen is an important part of my identity (6)	0	0	0	0	0	0	0
Being a student at the University of Groningen is an important part of how I see myself (7)	0	0	0	0	0	0	0

I am similar to the average student at the University of Groningen (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I identify with the Executive Board of the University of Groningen (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel committed to the Executive Board of the University of Groningen (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a lot in common with the average member of the Executive Board (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

We want to ask you about some basic personal, demographic information.

What is your gender identity?

- Male (1)
- Female (2)
- Other, namely... (3) _____
- I would rather not say (4)

Are you from The Netherlands?

- Yes (1)
- No, I am from Germany (2)
- No, I am from a different EU-country (3)
- No, I am from a country outside of the EU (4)

How old are you?

Lastly, we want to ask you to fill out these final questions.

To what extent do you agree with the following statement: I believe that eliminating disposable cups is an improvement regarding environmental sustainability.

- Strongly disagree (1)
- Disagree (2)
- Somewhat disagree (3)
- Neither disagree nor agree (4)
- Somewhat agree (5)

- Agree (6)
- Strongly agree (7)

To what extent do you agree with the following statement: I believe that eliminating disposable cups is an improvement regarding money saving.

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

What did you read about in the article of the U-krant?

- I read about a group of students from the University of Groningen that wants to encourage people to bring their own cup or mug to save money. (1)
- I read about a group of students from the University of Groningen that wants to encourage people to bring their own cup or mug to help the environment. (2)
- I read about the Executive Board of the University of Groningen that wants to encourage people to bring their own cup or mug to save money. (3)
- I read about the Executive Board of the University of Groningen that wants to encourage people to bring their own cup or mug to help the environment. (4)

Thank you for completing our study.

This study consisted of four conditions, in which we manipulated the text of the article you read and the posters we showed. The initiative you have read about does not exist. The different conditions included either the Executive Board or a group of students from the University of Groningen that came up with the initiative and included either an environmental or financial motive behind the initiative. We used these manipulations to be able to investigate the influence of presenting an initiative in a top-down versus a bottom-up way. Also, we wanted to see what influence the perceived values of the initiators would have on your willingness and acceptability towards the initiative, for which we used financial/egoistic and environmental values.

We want to ask you to not talk about this study and specifically about the manipulation in this study with your fellow students, because this might influence the results.

Question possibility If you have any questions or comments about this study, please don't hesitate to leave them here.

Please click on "Next page" in order to receive your Sona-credits.

Appendix B: Dutch Questionnaire

Bedankt voor het deelnemen aan ons onderzoek.

Dit onderzoek zal ongeveer 10 minuten duren om te voltooien en je zal 0.3 SONA credits ontvangen na voltooiing. Als eerst zal je een artikel uit de U-krant lezen over een nieuw initiatief. Daarna vragen we je om een aantal vragen in te vullen.

Klik op "Volgende" om te beginnen.

Waarom ontvang ik deze informatie?

We vragen je om deel te nemen aan een onderzoek naar jouw mening over het vervangen van wegwerpbekertjes door het zelf meenemen van een beker naar de faculteit. Dit onderzoek zal helpen om meer inzichten te krijgen over hoe studenten dit initiatief evalueren. Op basis van een door de EC-BSS van de universiteit van Groningen ontwikkelde checklist, werd het onderzoek vrijgesteld van volledige ethische toetsing. Het onderzoek wordt verricht door Wytse Gorter (hoofdonderzoeker), Rozemarijn Ekkel, Sanne de Leeuw, Ruben van Zanten, Anne-Roos Smeets en Julia Vorenkamp. Rozemarijn Ekkel is de contactpersoon in het geval dat je vragen hebt over dit onderzoek (mail: r.h.ekkel@student.rug.nl).

Moet ik deelnemen aan dit onderzoek?

Deelname aan dit onderzoek is vrijwillig, maar jouw toestemming is nodig om mee te doen aan dit onderzoek. Als je besluit om niet deel te nemen, hoeft je geen uitleg te geven en zullen er geen consequenties zijn. Tijdens het onderzoek mag je ook altijd besluiten te stoppen als je niet verder wilt. Wat wordt er van je gevraagd tijdens dit onderzoek? Eerst word je gevraagd om toestemming te geven voor het deelnemen aan dit onderzoek. Je zult informatie te lezen krijgen over het initiatief en daar zal vervolgens jouw mening over gevraagd worden. Er zal wat demografische informatie van je gevraagd worden zoals geslacht, leeftijd en land van afkomst. Het onderzoek duurt in totaal ongeveer 10 minuten. Wat zijn de consequenties van jouw deelname? Jouw deelname draagt bij aan meer kennis over dit onderwerp. Er zijn geen risico's betrokken bij dit onderzoek, maar mocht je toch ongemak ervaren als gevolg van dit onderzoek, informeer dan alsjeblieft Wytse Gorter of stuur hem een email (w.a.gorter@rug.nl).

Hoe wordt jouw data behandeld?

Jouw antwoorden zullen bewaard worden op een beveiligd netwerk van de universiteit, dat enkel toegankelijk is voor de hoofdonderzoeker. De algemene resultaten van dit onderzoek zullen in een onderzoeksrapport komen te staan, en kunnen publiekelijk gemaakt worden via presentaties en wetenschappelijke publicaties. De data kan openlijk gedeeld worden voor onderzoek, maar dat gebeurt alleen als de identiteit van deelnemers niet achterhaald kan worden. Wees je ervan bewust dat jouw data niet uit de analyse gehaald kan worden als jouw data is ingeleverd. Dit komt doordat al je antwoorden anoniem worden gemaakt en er geen mogelijkheid meer is om de antwoorden aan jou te verbinden. Stuur een mail naar Wytse (w.a.gorter@rug.nl) als je graag een notificatie wil ontvangen wanneer het onderzoek is gepubliceerd.

Wat moet je nog meer weten?

Je kunt altijd voor, tijdens en na het onderzoek vragen stellen. Als je vragen hebt over jouw rechten als deelnemer, dan kan je contact opnemen met de Ethische Commissie van de psychologieafdeling van de Rijksuniversiteit Groningen (ecp@rug.nl). Als je vragen hebt over jouw privacy en hoe jouw data wordt onderhouden, kan je contact opnemen met de Functionaris voor Gegevensbescherming van de Rijksuniversiteit Groningen (privacy@rug.nl). Als je niet wil deelnemen aan het onderzoek, dan kan je nu stoppen. Als je wel wil deelnemen, vul alstublieft de onderstaande bullet-point in.

- Ja, ik geef toestemming om deel te nemen aan dit onderzoek. (1)
- Nee, ik geef geen toestemming om deel te nemen aan dit onderzoek. Hiermee ga ik naar het einde van de vragenlijst. Ik ontvang hierdoor ook geen SONA-punten. (2)

Toestemming voor datagebruik

De verkregen data kan waardevol zijn voor toekomstig onderzoek, zoals een vergelijking met andere culturen. Hebben we toestemming om jouw data voor toekomstig onderzoek te gebruiken?

- Ja, ik geef toestemming dat mijn data in de toekomst gebruikt mag worden voor vergelijkbare onderzoeksvragen (1)**
- Nee (2)**

Deze vragenlijst bevat vragen over persoonlijke informatie, zoals leeftijd en land van afkomst. Deze data wordt gebruikt om meer inzicht te krijgen over perspectieven van verschillende populatiegroepen (bijvoorbeeld jonge versus oudere deelnemers). Hebben we toestemming om jouw persoonlijke data te verwerken?

- Ja, ik geef toestemming dat mijn persoonlijke data verwerkt mag worden (1)**
- Nee (2)**

Dit onderzoek bevat alleen deelnemers van 18 jaar of ouder. Bevestig alstjeblieft dat je 18 jaar of ouder bent.

- Ja, ik ben 18 jaar of ouder (1)**

Ik ben een student aan de Rijksuniversiteit Groningen.

- Ja (1)**
- Nee (2)**

[Hier wordt een van de vier condities random weergegeven aan de participanten]

[Conditie 1: Top-down initiator + biosferische waarde

Je leest het volgende artikel in de U-Krant:



Universiteit Groningen lanceert duurzaamheidsinitiatief met koffiebekers

Het college van bestuur van de Rijksuniversiteit Groningen vraagt aandacht voor de impact van wegwerpproducten op het milieu. Het college van bestuur van de universiteit wil door middel van een duurzaamheidsinitiatief ervoor zorgen dat er op de universiteit minder wegwerpbekers gebruikt zullen worden. Het bestuur vertelt: "Het maken en recyclen van de wegwerpbekers die nu op de universiteit gebruikt worden, kosten veel water en energie. Daarnaast bevatten ze plastic. De bekertjes worden vaak maar één keer gebruikt, en vervolgens verkeerd weggegooid waardoor recycling lastig wordt." Het college van bestuur van de universiteit vraagt studenten van de RUG om vanaf volgende week een eigen mok of beker mee te nemen naar de universiteit. Met behulp van posters bij koffieautomaten verspreid over de verschillende faculteiten van de RUG zal aandacht gevraagd worden voor het onderwerp. Daarnaast zal er via de mail een

nieuwsbrief met aanvullende informatie verspreid worden. Het college van bestuur vervolgt: "Door studenten te vragen om hun eigen beker of travel-cup van huis mee te nemen, wordt gehoopt dat het gebruik van wegwerpbekertjes op de universiteit wordt beperkt, waardoor de universiteit een positieve impact kan maken op het milieu."]

[Condition 2: Top-Down initiator + egocentrische waarde

Je leest het volgende artikel in de U-Krant:



Universiteit Groningen lanceert koffiebekertjes initiatief om geld te besparen

Het college van bestuur van de Rijksuniversiteit Groningen wil geld gaan besparen met behulp van een initiatief. Het college van bestuur van de universiteit wil met behulp van de actie ervoor zorgen dat er op de universiteit minder wegwerpbekers gebruikt zullen worden. Het college van bestuur vertelt: "De bekertjes die momenteel op de universiteit gebruikt worden, zijn kostbaar. Doordat de wegwerpbekers na gebruik worden weggegooid, moeten er continu nieuwe bekertjes ingekocht worden. Dit zijn onnodige kosten. Het zou zinnvoller zijn als dit budget anders besteed zou kunnen worden. Het door de actie vrijgemaakte budget kan voor andere doeleinden worden ingezet." Het college van bestuur van de universiteit vraagt studenten van de RUG om vanaf volgende week een eigen mok of beker mee te nemen naar de universiteit. Met behulp van posters bij koffieautomaten verspreid over de verschillende faculteiten van de RUG zal aandacht

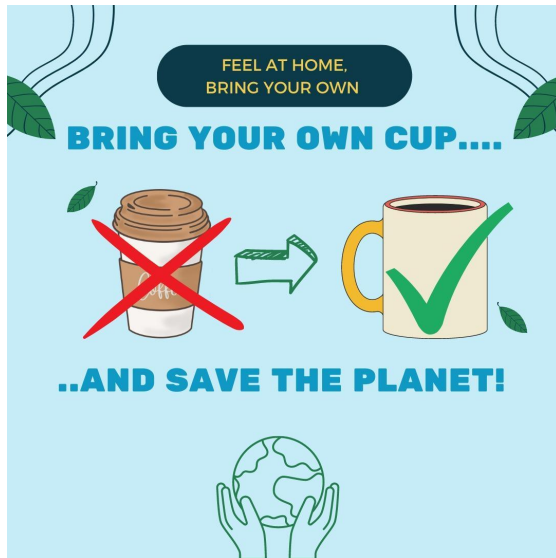
gevraagd worden voor het onderwerp. Daarnaast zal er via de mail een nieuwsbrief met aanvullende informatie verspreid worden. Het college van bestuur vervolgt: "Door studenten te vragen hun eigen beker of travel-cup van huis mee te nemen, wordt gehoopt dat het gebruik van wegwerpbekertjes op de universiteit wordt beperkt, waardoor de universiteit geld kan besparen."]

[Conditie 3: Bottom-up initiators + biosferische waarde

Je leest het volgende artikel in de U-Krant:

Studenten lanceren duurzaamheidsinitiatief met koffiebekers

Vijf studenten van de Rijksuniversiteit Groningen vragen aandacht voor de impact van wegwerpproducten op

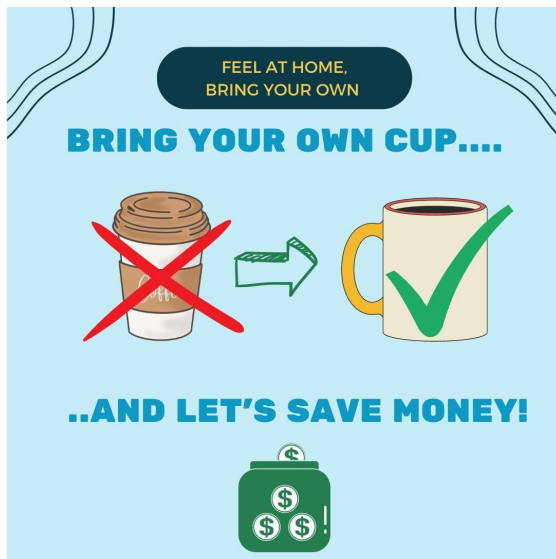


het milieu. Maria (21), Thomas (23), Julia (22), Jayden (21) en Sven (20) willen door middel van een zelf-gelanceerd duurzaamheidsinitiatief ervoor zorgen dat er op de universiteit minder wegwerpbekers gebruikt zullen worden. Jayden vertelt: “Een paar weken geleden gingen een paar studiegenoten en ik op onze faculteit studeren, en je weet hoe dat gaat, met de nodige koffie en de bijbehorende refills. Toen viel het ons op hoeveel van die bekertjes er alleen al bij ons doorheen gingen. Toen we de bekertjes weggooiden zagen we ook hoeveel van die bekertjes in de verkeerde prullenbakken belandden. We zijn navraag gaan doen bij studenten van andere faculteiten, en hebben vervolgens wat onderzoek gedaan.” Julia vervolgt: “Het maken en recyclen van de wegwerpbekers die nu op de universiteit gebruikt worden, kosten veel water en energie. Daarnaast bevatten ze ook nog eens plastic. De bekertjes worden vaak maar één keer gebruikt, en daarna meestal niet eens gerecycled.” De studenten vragen aan hun medestudenten om vanaf volgende

week een eigen mok of beker mee te nemen naar de universiteit. Ze zullen dit gaan doen door posters op te hangen bij koffieautomaten verspreid over de verschillende faculteiten op de RUG. Ook zullen ze de eerste dagen zelf bij diverse koffiecorners en kantines gaan staan om aandacht te vragen voor het onderwerp. “Door een eigen beker of travel-cup van huis mee te nemen denken wij het gebruik van wegwerpbekertjes op de universiteit te kunnen beperken en hopen wij zo het milieu een handje te helpen.” legt Thomas uit.]

[Conditie 4: Bottom-up initiators + egocentrische waarde

Je leest het volgende artikel in de U-krant:



Studenten lanceren koffiebekertjes initiatief om geld te besparen

Vijf studenten aan de Rijksuniversiteit Groningen willen graag geld besparen binnen de universiteit. Maria (21), Thomas (23), Julia (22), Jayden (21) en Sven (20) willen met behulp van een zelf gelanceerde actie ervoor zorgen dat er op de universiteit minder wegwerpbekers gebruikt zullen worden. Jayden vertelt: “Een paar weken geleden gingen een paar studiegenoten en ik op onze faculteit zitten studeren, en je weet hoe dat gaat, met de nodige koffie en de bijbehorende refills. Toen viel het ons op hoeveel van die bekertjes er alleen al bij ons doorheen gingen. We zijn navraag gaan doen bij studenten van andere faculteiten, en hebben vervolgens wat onderzoek gedaan.” Julia vervolgt: “De bekertjes die momenteel op de universiteit gebruikt worden kosten best wat geld. Omdat iedereen zijn bekertjes weggooit na gebruik, moeten er de hele tijd nieuwe bekertjes ingekocht worden. Dit zijn onnodige kosten. Wij denken dat dit beter ergens anders aan besteed zou kunnen worden.

Door te besparen op koffiebekers kan er een mooi potje opgebouwd worden waar andere dingen mee gedaan kunnen worden.” De studenten vragen aan hun medestudenten om vanaf volgende week een eigen mok of beker mee te nemen naar de universiteit. Ze zullen dit gaan doen door posters op te hangen bij koffieautomaten verspreid over de verschillende faculteiten op de RUG. Ook zullen ze de eerste dagen zelf bij diverse koffiecorners en kantines gaan staan om aandacht te vragen voor het onderwerp. “Door een eigen beker of travel-cup van huis mee te nemen denken wij het gebruik van wegwerpbekertjes op de universiteit te kunnen beperken en hopen wij zo geld te besparen” legt Thomas uit.]

[Na de manipulatie gelezen te hebben, krijgen alle participanten de volgende vragen]

We willen je vragen hoe je het zojuist geïntroduceerde initiatief zou beoordelen. Geef per kenmerk aan wat je ervan vindt.

Ik vind het initiatief ...

- Heel erg negatief (1)
- Negatief (2)
- Enigszins negatief (3)
- Neutraal (4)
- Enigszins positief (5)
- Positief (6)
- Heel erg positief (7)

Ik vind het initiatief ...

- Heel erg onacceptabel (1)
- Onacceptabel (2)
- Enigszins onacceptabel (3)
- Neutraal (4)
- Enigszins acceptabel (5)
- Acceptabel (6)
- Heel erg acceptabel (7)

Ik vind het initiatief ...

- Heel erg niet-duurzaam (1)
- Niet-duurzaam (2)

- Enigszins niet-duurzaam (3)
- Neutraal (4)
- Enigszins duurzaam (5)
- Duurzaam (6)
- Heel erg duurzaam (7)

Ik vind het initiatief ...

- Heel erg onnodig (1)
- Onnodig (2)
- Enigszins onnodig (3)
- Neutraal (4)
- Enigszins nodig (5)
- Nodig (6)
- Heel erg nodig (7)

Ik vind het initiatief ...

- Heel erg niet noodzakelijk (1)
- Niet noodzakelijk (2)
- Enigszins niet noodzakelijk (3)
- Neutraal (4)
- Enigszins noodzakelijk (5)
- Noodzakelijk (6)
- Heel erg noodzakelijk (7)

In hoeverre ben je bereid je eigen beker mee te nemen naar de universiteit ter vervanging van een wegwerpbeker? Ik ben...

- Heel erg niet bereid (1)
- Niet bereid (2)
- Enigszins niet bereid (3)
- Neutraal (4)
- Enigszins bereid (5)
- Bereid (6)
- Heel erg bereid (7)

Welke beker heeft jouw voorkeur, de wegwerpbeker of je eigen meegenomen beker? Ik heb een...

- Sterke voorkeur voor de wegwerpbeker (1)
- Voorkeur voor de wegwerp beker (2)
- Enigszins voorkeur voor de wegwerp beker (3)
- Geen voorkeur (4)
- Enigszins voorkeur voor mijn eigen beker (5)
- Voorkeur voor mijn eigen beker (6)
- Sterke voorkeur voor mijn eigen beker (7)

Zou jij andere studenten aanraden om hun eigen beker mee te nemen?

- Absoluut niet (1)
- Nee (2)
- Waarschijnlijk niet (3)
- Neutraal (4)
- Waarschijnlijk wel (5)
- Ja (6)
- Absoluut wel (7)

In hoeverre ben je het eens met de volgende stelling: Als student aan de Rijksuniversiteit Groningen, ben ik bereid om mijn eigen beker mee te nemen.

- Heel erg oneens (1)
- Oneens (2)
- Enigszins oneens (3)
- Niet eens of oneens (4)
- Enigszins eens (5)
- Eens (6)
- Heel erg eens (7)

Wij willen vragen wat jij **in het algemeen** belangrijk vindt in het leven. Hieronder staan acht waarden. Achter elke waarde wordt een korte toelichting gegeven over de betekenis van de waarde. Geef voor iedere waarde aan hoe belangrijk deze is **als leidraad in jouw leven**.

Jouw scores kunnen variëren van "Gaat tegen mijn principes" tot "Uiterst belangrijk". Hoe verder op de schaal, hoe belangrijker de waarde is als leidraad in jouw leven. **Probeer tijdens het antwoorden zo veel mogelijk onderscheid te maken in het belang dat jij hebt voor de verschillende waarden.**

	Gaat tegen mijn principes (1)	Niet belangrijk (2)	Enigszins belangrijk (3)	Redelijk belangrijk (4)	Belangrijk (5)	Zeer belangrijk (6)	Uiterst belangrijk (7)
Respect voor de aarde (in harmonie leven met andere soorten) (1)	○	○	○	○	○	○	○
Macht (controle over andere mensen, dominantie) (2)	○	○	○	○	○	○	○
Eenheid met de natuur (je verbonden voelen met de natuur) (3)	○	○	○	○	○	○	○
Bescherming van het milieu (behoud van milieukwaliteit en de natuur) (4)	○	○	○	○	○	○	○
Invloed (invloed hebben op mensen en gebeurtenissen) (5)	○	○	○	○	○	○	○
Rijkdom (materiële bezittingen, geld) (6)	○	○	○	○	○	○	○

Milieuvervuiling voorkomen (natuurlijke hulpbronnen beschermen) (7)	0	0	0	0	0	0	0
Ambitie (hardwerkend, eerezuchtig, strevend) (8)	0	0	0	0	0	0	0

Wij willen vragen wat jij denkt dat de **persoonlijke waarden zijn van de initiatiefnemers**. Hieronder staan acht waarden. Achter elke waarde wordt een korte toelichting gegeven over de betekenis van de waarde. Geef voor iedere waarde aan hoe belangrijk deze waarde is geweest **voor de initiatiefnemers bij het bedenken van dit initiatief**.

Jouw scores kunnen variëren van "Gaat tegen hun principes" tot "Uiterst belangrijk". Hoe verder op de schaal, hoe belangrijker de waarde is voor de initiatiefnemers. Probeer tijdens het antwoorden zoveel mogelijk onderscheid te maken in het belang dat jij waarneemt dat de initiatiefnemers hebben voor de verschillende waarden.

Let op: Deze vraag gaat over de waarden van de initiatiefnemers en niet jouw eigen waarden.

	Gaat tegen diens principes (1)	Niet belangrijk (2)	Enigszins belangrijk (3)	Redelijk belangrijk (4)	Belangrijk (5)	Zeer belangrijk (6)	Uiterst belangrijk (7)
Respect voor de aarde (in harmonie leven met andere soorten) (1)	0	0	0	0	0	0	0
Macht (controle over andere mensen, dominantie) (2)	0	0	0	0	0	0	0
Eenheid met de natuur (je verbonden voelen met de natuur) (3)	0	0	0	0	0	0	0
Bescherming van het milieu (behoud van milieukwaliteit en de natuur) (4)	0	0	0	0	0	0	0

Invloed (invloed hebben op mensen en gebeurtenissen) (5)	0	0	0	0	0	0	0
Rijkdom (materiële bezittingen, geld) (6)	0	0	0	0	0	0	0
Milieuvervuiling voorkomen (natuurlijke hulpbronnen beschermen) (7)	0	0	0	0	0	0	0
Ambitie (hardwerkend, eerezuchtig, strevend) (8)	0	0	0	0	0	0	0

We willen je nog wat vragen stellen over hoe jij je verbonden voelt met de universiteit. In hoeverre ben jij het eens met de volgende stellingen?

	Helemaal oneens (1)	Oneens (2)	Enigszins oneens (3)	Niet eens of oneens (4)	Enigszins eens (5)	Eens (6)	Helemaal eens (7)
Ik voel mij verbonden met de Rijksuniversiteit Groningen (1)	0	0	0	0	0	0	0
Ik heb vertrouwen in de Rijksuniversiteit Groningen (2)	0	0	0	0	0	0	0
Ik heb vertrouwen in het beleid van de Rijksuniversiteit Groningen (3)	0	0	0	0	0	0	0
Ik heb vertrouwen in de keuzes van de Rijksuniversiteit Groningen (4)	0	0	0	0	0	0	0
Ik ben blij dat ik aan de Rijksuniversiteit Groningen kan studeren (5)	0	0	0	0	0	0	0

Ik ben trots dat ik o o o o o o o
 onderdeel uitmaak
 van de
 Rijksuniversiteit
 Groningen (6)

Wij willen je nu vragen een schatting te maken over **hoe de volgende groepen** over het initiatief denken. Er volgen een aantal stellingen. Probeer deze zo nauwkeurig mogelijk in te vullen, aan de hand van **jouw inschattingen**.

De initiatiefnemers van het zojuist genoemde initiatief zijn typische leden van hun groep.

- Helemaal oneens (1)
- Oneens (2)
- Enigszins oneens (3)
- Niet eens of oneens (4)
- Enigszins eens (5)
- Eens (6)
- Helemaal eens (7)

De meeste RUG-studenten zullen het met het zojuist genoemde initiatief ... zijn.

- Helemaal oneens (1)
- Oneens (2)
- Enigszins oneens (3)
- Niet eens of oneens (4)
- Enigszins eens (5)
- Eens (6)
- Helemaal eens (7)

De meeste leden van het College van Bestuur van de Rijksuniversiteit Groningen zullen het met het zojuist genoemde initiatief ... zijn.

- Helemaal oneens (1)
- Oneens (2)
- Enigszins oneens (3)
- Niet eens of oneens (4)
- Enigszins eens (5)
- Eens (6)
- Helemaal eens (7)

Een gemiddelde RUG-student zou het zojuist genoemde initiatief ...

- Helemaal tegenwerken (1)
- Tegenwerken (2)
- Enigszins tegenwerken (3)
- Niet steunen en niet tegenwerken (4)
- Enigszins steunen (5)
- Steunen (6)
- Helemaal steunen (7)

Een gemiddeld lid van de raad van bestuur van de RUG zou het zojuist genoemde initiatief ...

- Helemaal tegenwerken (1)
- Tegenwerken (2)
- Enigszins tegenwerken (3)
- Niet steunen en niet tegenwerken (4)

Ik ben blij dat ik een student van de Rijksuniversiteit Groningen ben (5)	0	0	0	0	0	0	0
Het feit dat ik een student van de Rijksuniversiteit Groningen ben, is belangrijk voor mijn identiteit (6)	0	0	0	0	0	0	0
Student zijn aan de Rijksuniversiteit Groningen is een belangrijk onderdeel van hoe ik mezelf zie (7)	0	0	0	0	0	0	0
Ik ben vergelijkbaar met de gemiddelde student van de Rijksuniversiteit Groningen (8)	0	0	0	0	0	0	0
Ik identificeer mij met het College van Bestuur van de Rijksuniversiteit Groningen (9)	0	0	0	0	0	0	0
Ik voel me toegewijd aan het College van Bestuur van de Rijksuniversiteit Groningen (10)	0	0	0	0	0	0	0
Ik heb veel gemeen met het gemiddelde lid van het College van Bestuur van de Rijksuniversiteit Groningen (11)	0	0	0	0	0	0	0

We willen je vragen naar enkele persoonlijke, demografische gegevens.

Wat is jouw genderidentiteit?

- Man (1)
- Vrouw (2)
- Anders, namelijk... (3) _____
- Wil ik niet zeggen (4)

Ben je afkomstig uit Nederland?

- Ja (1)
- Nee, ik ben afkomstig uit Duitsland (2)
- Nee, ik ben afkomstig uit een ander EU-land (3)
- Nee, ik ben afkomstig uit een niet EU-land (4)

Hoe oud ben je?

Ten slotte willen we je vragen om deze laatste vragen in te vullen.

In hoeverre ben jij het eens met de volgende stelling: Ik geloof dat het vervangen van wegwerpbekertjes een verbetering is op het gebied van duurzaamheid.

- Heel erg oneens (1)
- Oneens (2)
- Enigszins oneens (3)
- Niet eens of oneens (4)
- Enigszins eens (5)
- Eens (6)
- Heel erg eens (7)

In hoeverre ben jij het eens met de volgende stelling: Ik geloof dat het vervangen van wegwerpbekertjes een verbetering is op het gebied van geldbesparing.

- Heel erg oneens (1)
- Oneens (2)
- Enigszins oneens (3)
- Niet eens of oneens (4)
- Enigszins eens (5)
- Eens (6)
- Heel erg eens (7)

Waar heb jij over gelezen in het artikel van de U-krant?

- Ik heb gelezen over een groep studenten van de Rijksuniversiteit Groningen die mensen willen aansporen om zelf hun beker mee te nemen om geld te besparen. (1)
- Ik heb gelezen over een groep studenten van de Rijksuniversiteit Groningen die mensen willen aansporen om zelf hun beker mee te nemen om het milieu te helpen. (2)
- Ik heb gelezen over het College van Bestuur van de Rijksuniversiteit Groningen die mensen willen aansporen om zelf hun beker mee te nemen om geld te besparen. (3)
- Ik heb gelezen over het College van Bestuur van de Rijksuniversiteit Groningen die mensen willen aansporen om zelf hun beker mee te nemen om het milieu te helpen. (4)

Dankjewel voor het voltooien van ons onderzoek.

Dit onderzoek bestond uit vier condities, waarin we de tekst van het artikel gemanipuleerd hebben. Het initiatief waarover je hebt gelezen is niet bestaand. De verschillende condities bestonden uit het College van Bestuur of een groep studenten van de Rijksuniversiteit Groningen als initiatiefnemers en milieu-vriendelijke of financiële waarden die de initiatiefnemers motiveerden in het bedenken van het initiatief. We hebben deze manipulaties gebruikt om te onderzoeken wat de invloed van een top-down versus een bottom-up benadering van een initiatief is. We wilden daarnaast zien wat de invloed van de waargenomen waarden van de initiatiefnemers hadden op de bereidheid en acceptatie van het initiatief. Hiervoor hebben we financiële/egoïstische en milieuvriendelijke waarden gebruikt.

We willen je vragen om niet over dit onderzoek en de manipulatie van dit onderzoek te praten met je medestudenten, omdat dit de resultaten zou kunnen beïnvloeden.

Als je nog vragen of opmerkingen hebt over dit onderzoek, laat ze hier dan alsjeblieft achter.

Klik alsjeblieft op "Volgende pagina" om je Sona-credits te ontvangen.

Appendix C: Descriptive Statistics and Reliability of Scales

Scale	M Scale	SD Scale	Cronbach's Alpha
Acceptability	5.57	.55	.84
Items	M Items	SD Items	
Valence: <i>I think the initiative is... (1 = very negative, 7 = very positive)</i>	6.02	.87	
Acceptability: <i>I think the initiative is... (1 = very unacceptable, 7 = very positive)</i>	6.05	.92	
Essentialism: <i>I think the initiative is... (1 = very inessential, 7 = very essential)</i>	5.20	1.08	
Necessity: <i>I think the initiative is... (1 = very unnecessary, 7 = very necessary)</i>	4.97	1.19	
Scale	M Scale	SD Scale	Cronbach's Alpha
Willingness to adapt	5.07	1.14	.87
Items	M Items	SD Items	
<i>To what extent are you willing to bring your own mug to the university as a replacement for a disposable cup? (1 = very unwilling, 7 = very willing)</i>	5.45	1.28	
<i>Which cup do you prefer, the disposable cup or your own mug/cup? (1 = strong preference for the disposable cup, 7 = strong preference for my own mug/cup)</i>	4.27	1.44	
<i>Would you encourage other students to bring their own mug or cup? (1 = absolutely not, 7 = absolutely)</i>	5.08	1.33	
<i>To what extent do you agree with the following statement: As a student from the University of Groningen, I am willing to bring my own cup? (1 = strongly disagree, 7 = strongly agree)</i>	5.50	1.32	

Scale	M Scale	SD Scale	Cronbach's Alpha
Personal biospheric values participants	5.26	.34	.85
Items	M Items	SD Items	
To what extent is ... a guiding principle in your life? (1= opposed to my principles, 7= extremely important)			
<i>Respecting the earth (living in harmony with other living beings)</i>	5.53	1.03	
<i>Unity with nature (feeling connected with nature)</i>	4.78	1.29	
<i>Protecting the environment (preservation of environmental quality and nature)</i>	5.40	1.07	
<i>Preventing pollution (protecting natural resources)</i>	5.35	1.11	

Scale	M Scale	SD Scale	Cronbach's Alpha
Personal egoistic values participants	3.72	1.08	.64
Items	M Items	SD Items	
To what extent is ... a guiding principle in your life? (1= opposed to my principles, 7= extremely important)			
<i>Power (control over other people, dominance)</i>	2.48	1.05	
<i>Being influential (the right to direct or command)</i>	3.49	1.34	
<i>Wealth (material possessions, money)</i>	3.81	1.13	
<i>Being ambitious (hardworking, ambitious, striving)</i>	5.10	1.12	

Scale	M Scale	SD Scale	Cronbach's Alpha
Identification with UG students	4.81	.88	.89
Items	M Items	SD Items	
To what extent do you agree with the following statements? (1= completely disagree, 7= completely agree)			
<i>I identify with students from the University of Groningen</i>	5.30	1.04	

<i>I have a lot in common with the average student at the University of Groningen</i>	4.60	1.13
<i>I feel committed to students from the University of Groningen</i>	4.45	1.15
<i>I am proud to be a student at the University of Groningen</i>	5.37	1.15
<i>I am glad to be a student at the University of Groningen</i>	5.79	.876
<i>The fact that I am a student at the University of Groningen is an important part of my identity</i>	4.27	1.34
<i>Being a student at the University of Groningen is an important part of how I see myself</i>	4.27	1.37
<i>I am similar to the average student at the University of Groningen</i>	4.44	1.21
