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THE IMPACT OF SUSTAINABILITY RELATED IMAGINATION ON CONSUMER WELL-BEING

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Abstract

Imagination as a common part of the customer journey before the actual purchase can lead to feeling the same emotions as actual purchasing items. Imagining future purchases can broadly impact consumers' assessment of their well-being and consumption behavior. This between-subjects experiment investigates the impact on consumer well-being from imagining future sustainable purchases. Research findings suggest that imagining sustainable purchases increases life satisfaction. This relationship is not mediated by self-efficacy or self-discrepancy.

Keywords: Consumer Behavior, Consumer Well-being, Imaginary consumption, Sustainable purchases, Life satisfaction, Self-efficacy, Self-discrepancy, Behavioral change

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Table of Contents

Abstract	1
Table of Contents	2
1 Introduction	2
2 Literature review	4
2.1 Consumption dreams	4
2.2 Consequences of consumption dreams	5
2.3 The content of consumption dreams: sustainable versus usual products	6
2.4 Subjective well-being (SWB)	7
2.5 Sustainable behavior and SWB	8
2.6 Influential factors on SWB	10
3 Methodology and research design	13
4 Analysis and results	14
4.1 Data validation and sample composition	14
4.2 Reliability of the scales	15
4.3 Data analysis approach	15
4.4 Data analysis	16
4.4.1 Manipulation checks	16
4.4.2 Characteristics of the item the participants imagined	16

4.4.3 Imagination impact on SWB	17
4.4.4 Imagination impact on life satisfaction	18
4.4.5 Mediating role of self-efficacy and self-discrepancy	18
5 Discussion	21
6 Conclusion	23
References	26
Appendix	33

1 Introduction

In recent years, the necessity of sustainable consumption and its impact on the economy, society, and environment has been widely discussed (Abdulrazak & Quoquab, 2018; Kumar, 2017; Minton et al., 2018; Zhao & Schroeder, 2010). Sustainable consumption is often described as a significant catalyst of a nation's sustainable development (Peattie & Collins, 2009), in which consumers carry a responsibility to foster the environmental movement (Quoquab & Mohammad, 2016; Tangsupwattana & Liu, 2017). Since many of these environmental and social problems are based on human behavior (Winter & Koger, 2004; Gardner & Stern, 2002; Vlek & Steg, 2007), a range of researchers suggests adopting sus. consumption habits (Hobson, 2004; Lee, 2014; Wolff & Schönherr, 2011).

Acting sustainable is linked to higher levels of subjective well-being (SWB) (Binder & Blankenberg, 2017; Corral-Verdugo et al., 2011; Kaida & Kaida, 2016; Schmitt et al., 2018;

Brown & Kasser 2005; Suárez-Varela et al., 2016; Xiao & Li, 2011; Welsch & Kühling, 2011). However, research finds that consumers experience a value-behavior gap of 2%-65%, indicating the willingness to engage in sustainable consumption does not necessarily translate into actual sustainable behavior (Binder & Blankenberg, 2017). Hence, finding a way to close the gap would ultimately result in higher levels of SWB. Since actual behavior change is usually connected to high levels of effort (Kwasnicka et al., 2016), a more straightforward method is needed, which already impacts consumers before actually buying products or acting sustainable. Research currently does not address the impact of pre-consumption activities on consumers' assessment of their lives and SWB. Pre-consumption imagination is a common activity for many consumers where an item is experienced even before the actual moment of purchase (Jenkins, 2011). Often these experiences induce the same emotions compared to when the item is eventually bought (Campbell, 1987; Klinger, 1991; Buss, 2003). However, does imagining sustainable purchases positively affect SWB and actual behavior? The present study aims to answer the following three questions: Does imagining a sustainable purchase make one feel better because the person feels like doing something good for the environment? Or does it make one feel worse because it highlights a discrepancy between their imagination and sustainable values? Furthermore, are consumers more likely to make a sustainable purchase choice after imagining it because it fostered their sustainability-related beliefs?

2 Literature review

2.1 Consumption dreams

Consumption dreams are primarily conscious mental presentations that can be regarded as an intentional pre-purchase activity that is recognized as a part of the overall customer experience

and a driver for consumption (Jenkins, 2011). Consumption dreams can be consciously activated and play a crucial role in the way consumers construct their reality. They are typically centered around attainable, concrete, practical and realistic possessions, experiences, or a combination of those two (d'Astous & Deschênes, 2005; Holbrook & Hirschman, 1982). For example, imagining buying a new pair of sports shoes can center around finally owning the pair of shoes or the experience and feeling that the buyer will have when he or she wears the shoes to sport activities. Consumption dreams are typically connected to planning or rehearsing function (Christensen et al., 2004; Klinger, 1991; Phillips et al., 1995). They allow the consumers to play through various scenarios, depict the consequences of alternatives, impact the decision-making process (Christensen, 2002; Phillips et al., 1995), and motivate them into action (Belk et al., 2003; Campbell, 1987; Klinger, 1991). Future-oriented consumption dreams show individuals' goals and desires that they want to actualize in the future, showing what they are aiming for (Klinger, 1991). Consumption dreams differ from daydreaming, goal dreaming, and desire (A.1). They differ from daydreams, which are uncontrolled, immediate, drifting away thoughts when a person executes a particular task (McCraven & Singer, 1961). They are accessible to the consumer on-demand and can be described as a deliberate and creative task (Bagozzi & Dhalokia, 1999).

2.2 Consequences of consumption dreams

The consequences of consumption dreaming involve approaching strategies defining a path to reach the desired item (Fournier & Guiry, 1993) and emotions (Illouz, 2009; d'Astous & Deschênes, 2005) (A.2). Consumers might start to approach their dream items by formulating their wishes for friends and relatives, starting to plan their purchases and visualizing the item in

more detail (Fournier & Guiry, 1993). Consumption dreams are connected to different feeling states (Ben-Zeev, 2000). Imagining an item or event may arouse the same emotions and has much the same effect on the body as experiencing the object or the event in real reality (Campbell, 1987; Klinger, 1991; Buss, 2003). Illouz (2009) described the connection between imagination and emotions as well as feeling states: “Imagination makes the abstract present, allowing a person to have the real experience with real feelings, emotions, and sensations” (Feagin & Maynard, 1997). Belk et al. (2003) connected an emotional experience curve to the consumption cycle, stating that mainly positive emotions were involved before the actual purchase moment. After buying the item, emotions are likely to change towards relatively neutral and negative ones since the product could no longer be desired. Increased probability of realizing the dream and perceiving the dream as not typical is linked to experiencing a positive feeling state (d’Astous & Deschênes, 2005). However, research fails to evaluate how consequences on approaching strategies and emotions translate into consumer well-being.

2.3 The content of consumption dreams: sustainable versus usual products

Consumers can choose out of various products in the marketplace (Balderjahn et al., 2013). Awareness for economic (econ.), environmental (envir.), and social (soc.) sustainability is increasing in high consumption societies which impacts and shapes consumption patterns leading to more sustainable (sus.) purchases (Ahlberg & Salonen, 2005). Dyllick and Hockerts (2002) also defined sustainability in a tripartite conception of econ., envir. and soc. sustainability. Envir.-friendly or green products leap out due to their reduced impact on envir. resources compared to their non-sus. equivalents (D'Souza et al., 2007). According to Iles (2006) a sus. product differentiates in different aspects when compared to their non-sus. counterpart.

Production resources are less or non-pollutant; products have a short eco-friendly short or long life span and produce less CO₂ when compared to substitute products. When the product is littered, it will not pollute the enviro. (Iles, 2006). Upcycling, recycling, and investing in other goodwill organizations are only three methods increasingly used by various brands (Park & Lin, 2020). Although green product-life-cycles are crucial, companies can foster soc. sustainability by adding value in the form of human capital to the communities they operate (Dyllick & Hockerts, 2002). Fair trade products that value fair working conditions and investments in local communities receive increasing attention (Connolly & Shaw 2006). Econ. sustainability can be expressed as a conscious sense of looking after personal and long-term econ. well-being (Sheth et al., 2011) which includes spending money according to budget constraints and avoiding debt burdens (Quelch & Jocz, 2007).

2.4 Subjective well-being (SWB)

Although consumer well-being can be measured on a macroecon. level in regards to for instance soc. health, it is the individual's perception of well-being that is measured in this paper. SWB was explored by Diener and Scollon (2014), highlighting the importance of happiness and life satisfaction for health and soc. relationships. Hence, SWB can be defined as "the personal perception of positive and negative emotional responses and global and specific cognitive evaluations of satisfaction with life" (Proctor, 2014). Also, it is the goal that most people regard as necessary (A.3), it is increasingly hard to reach in materialist societies. So the interest in studying ways to increase SWB augments (Diener et al., 2009). It is essential to differentiate between life satisfaction and happiness (Iyer & Muncy, 2016). The *affective state* includes positive and negative affect and shows how one feels about life and reveals whether one feels

good (Diener & Scollon, 2014). Life satisfaction, a *cognitive state*, shows how one evaluates life and whether an individual thinks he or she is doing well overall (Diener et al., 2009).

Affective Appraisal: The basis for SWB judgment forms positive and negative affect. People are genuinely pleasantly and unpleasantly affected by ongoing events in their lives, which they evaluate differently. Those evaluations take the form of moods and emotions (Frijda, 1999; Morris, 2000). Watson et al. (1998) highlighted that positive affect reflects the extent to which one feels alert and enthusiastic. Negative affect constitutes subjective distress and unpleasurable engagement which includes mood states like disgust, guilt, nervousness, and fear (Watson et al., 1998). Although positive and negative affect can be felt simultaneously (Diener & Iran-Nejad, 1986), it is essential to differentiate between positive and negative affect as there are often different correlates of them (Diener et al., 2003).

Cognitive Appraisal: In addition to how people assess their affect responses, people can also weigh the importance of these conditions and assess their lives, therefore their satisfaction with life; a global evaluation requires cognitive effort. The criteria used to evaluate life are unique for every individual (Zaidi, 2009). Besides the affective assessment, other factors such as currently accessible information, temperament states like neuroticism and extraversion, and the regarding life domain impact the global assessment of one's life (Pavot & Diener, 2007). Hence, there is potential to influence the evaluation made by consumers. Pavort and Diener (2007) highlighted that the satisfaction with life scale (SWLS) could also predict future behavior.

Interrelatedness of affective and cognitive appraisal: Both affective appraisal and cognitive appraisal are interrelated (Diener et al., 2003). The affective balance can indeed influence one's judgment about life (Pavot & Diener, 2007). The cognitive component is an additional, more

rational evaluation of experiences (Diener et al., 2003). People in their current positive mood experience higher life satisfaction levels than those who are currently in a negative mood (Schwarz & Clore, 1983). However, both appraisals are distinct forms of assessment regarding their temporal stability, predictors, and consequences (Eid & Diener, 2003).

2.5 Sustainable behavior and SWB

Several researchers connected sus. behavior to changes in SWB (Binder & Blankenberg, 2017; Corral-Verdugo et al., 2011; Kaida & Kaida, 2016; Schmitt et al., 2018; Brown & Kasser 2005; Suárez-Varela et al., 2016; Xiao & Li, 2011; Welsch & Kühling, 2011). Both Corral-Verdugo et al. (2017) and Kaida and Kaida (2016) found that sus. behavior is positively correlated with an increase in SWB. Psychological factors such as frugality correlate positively with sus. behavior, and pro-ecological behavior is linked to an enhanced level of happiness and SWB (Corral-Verdugo et al., 2017; Kaida & Kaida, 2016). More specifically, Brown and Kasser (2005), Suárez-Varela et al. (2016), and Xiao and Li (2011) concluded that envir.-friendly behavior such as recycling is linked to a higher SWB. Welsch and Kühling (2011) found water conservation, recycling, and ecological consumption, such as purchasing envir.-friendly products were strongly related to individuals' SWB. Binder and Blakenberg (2017) also found that green behavior and sus. consumption are positively related to life satisfaction (LS). They showed that the uplift in LS is due to self-image (how a person rates its assessment on envir.-friendly behavior) but not the specific pro-envir. behaviors. They also analyzed a value-behavior gap, which they defined as the discrepancy between self-image and behavior. The gap ranged from 2%-65%, depending on the kind of behavior analyzed (Binder & Blankenberg, 2017). Ottmann et al. (2006) identified a key argument for not adopting sus. consumption patterns are the perceived sacrifices regarding

convenience, costs, and performance without seeing direct benefits for the environment. Schmitt et al. (2018) provided evidence that even though sus. behavior may be linked to an increase in cost, effort as well as time spent, SWB is still increased.

The question arises whether only imagining sus. purchases, instead of engaging in buying the item, would be enough to have the same increasing effect on SWB. Imagining sus. purchases could make people feel better since they experience doing something for the environment, even though this only happens mentally. It could, however, also make them feel worse due to the perceived sacrifices they need to make. We expect that imagining a sus. purchase will have the same effect on SWB as the actual purchase, because imagining an item or event may arouse the same positive emotions (Belk et al., 2003) and has much the same effect on the body as experiencing the object in reality (Campbell, 1987; Klinger, 1991; Buss, 2003).

H1: Consumers engaging in consumption dreaming about sustainable products perceive a higher value of subjective well-being and life satisfaction.

We are also interested in examining the impact of imagining sus. purchases on actual behavioral implications like willingness to pay (WTP) and the likelihood of purchasing (LTP) the imagined item. We expect the WTP to increase since consumers recognize the additional efforts executed by firms to produce sustainably which is typically connected to higher workers' wages and therefore costs which justifies higher product prices (Niinimäki & Hassi, 2011). Also, we expect the LTP of the imaged item to increase since the imaged sus. item does not cause as much envir., soc. and econ. harm when compared to a non-sus product linked to less purchasing burdens.

H2: Imagining sustainable purchases increases the willingness to pay and the likelihood of buying an imagined item.

2.6 Influential factors on SWB

Factor 1: Self-efficacy: Peoples' intended behavior might not necessarily be congruent with their actual behavior. Hence, they experience a value-behavior gap. However, if people firmly believe that their behavior is impactful, they perceive higher levels of motivation to execute behavioral change, which is beneficial to reach a better switch towards more sus. practices (Hanss & Böhm, 2002). Behavioral change is a crucial component of transitioning towards a more sus. future. Self-efficacy (self-e) is defined as a person's belief that he or she can successfully execute a required behavior to reach the desired goal (Bandura, 1994). To reach the desired goal, individuals often find themselves in the tradeoff between a personal disadvantage (e.g. when purchasing higher-priced sus. products) and the societal benefit (e.g. the preservation of the natural environment) (Ahlberg & Salonen, 2005). If a person acts with a high level of self-e, those personal disadvantages are accepted to reach the greater goal (Balderjahn et al., 2019). High self-e positively fosters consumers' sovereignty in the marketplace and positively impacts their SWB assessment (Hunter & Garnefeld, 2008). Ben-Ami et al. (2013) highlighted that raising consumers' level of self-e creates positive feeling states within the consumers. This can help overcome perceived difficulties during the purchase moment. Therefore, they suggest that consumers should experience the product intensively before that actual point of sale takes place. That way, consumers can get to know the product and the firm selling the product. Thus, consumers feel more confident and experience higher levels of self-e. We asked ourselves whether imagining a sus. purchase highlights the benefits one receives from such a purchase and thus increases the perception of self-e, or does the imagination highlight the purchase's difficulties and therefore decreases self-e? Moreover, what is the impact of self-e on SWB? We

expect that imagining sus. purchases will increase self-e due to Ben-Ami et al. (2013) findings. Also, we expect that higher levels of self-e positively impact a person's assessment of SWB, as Hunter & Garnefeld concluded in 2008.

H3: Self-efficacy positively mediates the relationship between dreaming of future purchases and subjective well-being and life satisfaction.

Factor 2: Self-discrepancy: Self-discrepancy (self-d) is the incongruity between one's actual self-perception and the ideal self (Higgins, 1987). This gap can lead to discomfort and a compensatory or promotional behavior to close the self vs. ideal gap and hence, reduce the level of discomfort felt (Gao et al., 2009; Higgins, 1987; Mandel et al., 2017). These negative emotions remain until a person resolves the discrepancies. If the discrepancies are resolved and the negative emotions resolve, an individual's SWB likely increases since unpleasant emotions (Bruni & Porta, 2007) and negative emotions (Helliwell & Barrington-Leigh, 2010) are diminished. Lynch et al. (2009) confirmed the negative relationship between self-d and WB. Higgins (1987) measured the connection between the different kinds of self-d and the thereby induced emotions. He defined the three kinds of the domains of self: actual (who you currently believe to be), ideal (whom you would ideally like to be), ought (whom you think they should be), and measured how high (or low) the self-d is between actual and ideal as well as between actual and ought. Increasing levels of discrepancy are positively correlated to the level of discomfort felt, which are either dejection-related emotions (e.g., dissatisfaction) in a case of actual vs. ideal self-d or agitation-related emotions (e.g., restlessness) in the case of actual vs. ought self-d (Higgins, 1987).

We are interested in examining whether imagining a sus. purchase makes one feel better because one gets to imaginatively experience doing something good for the environment thus closing the gap between the actual and ideal self. Or is sus. imagination highlighting a discrepancy between the imagination and our sus. values that induce negative emotions and therefore decrease SWB? We expect that imagining sus. purchases negatively impacts self-d following the findings of Dogan (2015) and Higgings (1987), which highlighted that consumers tend to have an intrinsic need to bridge the gap between their self incongruences when buying a product. Therefore, we expect similar findings even if imagination and not the actual purchase occurs. Additionally, we expect that self-d negatively impacts LS based on the reasoning of Hagmaier and Abele (2015), stating that high self congruence positively impacts LS.

H4: Self-discrepancy negatively mediates the relationship between dreaming of future purchases and subjective well-being and life satisfaction.

3 Methodology and research design

The purpose of this research is to identify the impact of imagining sustainable purchases on SWB and how the level of self-e and self-d influence that relationship in the mediation model 4 by Hayes (Hayes, 2012) (A.5). The questionnaire was part of the experiments conducted within the Nova SBE behavioral sciences lab. The lab offers students to participate in questionnaires in return for course credits. Typically, students spend 30 mins within each lab session which allows researchers to conduct more extensive surveys with a reduced likelihood of premature exits within the set time frame. By that method, a total of 106 students participated in the study. Respondents were evenly and randomly allocated to one of two conditions: experimental (sus. purchase imagination task) or control (usual purchase imagination task). The answers were

collected via a Qualtrics questionnaire (A.7). All scales used are described in the appendix (A.6). After introducing the study, obtaining consent, and handing out headphones to all participants, the control (cont.) group participants were directed to specifically think about a concrete, tangible item and write the item's name down. The experimental (expe.) group was asked to think of a concrete, tangible and sustainable item. The term sustainability was also defined so that the expr. group could fully understand the term. The expe. group also needed to describe why they consider their product sustainable in an additional free text box. For all participants, the same two-minute guided imagination task asks participants to experience the item in their lives mentally. Afterward, participants answered questions regarding purchase intent, positive and negative affect, SWB, the extent of sustainability, and cost of the item imagined. It follows a task on how the consumption evaluation is shaped regarding sus. produced and non-sus. produced items. Participants reacted to the displayed picture and answered questions regarding the likelihood of purchasing and willingness to pay. Afterward, scales on self-d, self-e, sus. behaviors and attitudes and authenticity levels needed to be answered. In the end, participants were asked to enter their age, gender, and degree of financial constraint. An adherence measure and a full debrief of the study followed.

4 Analysis and results

4.1 Data validation and sample composition

After collecting all responses, we validated the data through content validation, completion time, and completeness of the study. Firstly, as a few free text field answers were required, we checked whether the participants entered plausible answers. All participants entered reasonable answers. Secondly, according to the Qualtrics tool, the total time to take the questionnaire was 23 minutes.

A completion time of 10 to 45 minutes seemed feasible. All participants completed the study within this time frame, and students took on average 21.6 minutes to complete the study. Thirdly, the number of missing answers was checked. Although students were asked to fill out all fields, none of them forced an answer except the consent questions. The data of two students lacked certain answers sporadically throughout the study. Especially the self-d, consumption pattern (CP), sus. attitude (SA) and general sustainable behavior (GB) questions were skipped entirely by two participants, so those two entire data sets were deleted. The result was a validated data set consisting out of 104 filled-out questionnaires. Out of those 104 participants, 50 were female and 54 males, representing 48% and 52%, respectively (A.8.1.1). There is no significant difference in the cont. or expe. group in regards to gender ($M_{\text{sus}}=1.41$, $SD_{\text{sus}}=0.50$, $M_{\text{nonsus}}=1.55$, $SD_{\text{nonsus}}=0.50$, $t(102)=-1.366$, $p=0.175$, code men: 1, code women: 2) (A.8.1.2). The age ranged from 18 to 30 years (A.8.2.1). There is no significant difference in the control (cont.) or experimental (expe.) group in regards to age ($M_{\text{sus}}=22.73$, $SD_{\text{sus}}=1.83$, $M_{\text{nonsus}}=22.69$, $SD_{\text{nonsus}}=2.04$, $t(101)=0.117$, $p=0.907$). However, there is a significant difference in the level of financial freedom felt by the students ($M_{\text{sus}}=3.36$, $SD_{\text{sus}}=1.46$, $M_{\text{nonsus}}=4.08$, $SD_{\text{nonsus}}=1.85$, $t(102)=-2.208$, $p=0.029$) (A.8.3). Participants of the cont. group are slightly more financially free.

4.2 Reliability of the scales

The data were analyzed using SPSS statistics. Firstly, the reliability of the scales was calculated. Cronbach's alpha reports on the internal reliability of a scale. Overall, most scales reported good internal reliability with a value of 0.7 and above (A.9.1 to A.9.9): Positive and Negative Affect Scale:0.835, SWLS:0.839, Self-e:0.822, Authenticity:0.805, Consumption Pattern Scale:0.880, Sustainable Attitude Scale:0.641, General Sustainable Behavior Scale:0.699, and Self-d:0.407.

Item 1 was deleted out of the SA-Scale, the reliability score improved towards 0.844. Item 8 was deleted out of the GB-scale, the reliability score improved towards 0.702. When deleting two items (item 5, item 6) out of the 9 item self-d scale, the Cronbach's alpha increases towards 0.707. The improved scales were used for all further analysis steps.

4.3 Data analysis approach

In order to test the hypotheses, a Hayes model was used as a basis (Hayes, 2012). Model 4 allows researchers to systematically analyze the total, direct and indirect effects of different variables. We also performed an in-between subjects t-test with the expe. vs. cont. condition as a grouping variable and a variable of interest as a test variable. The total, direct and indirect effects were analyzed between the antecedent variable X (here: Dreaming Type DT) and the outcome variable Y (here: Subjective Well-being SWB or alternatively: life satisfaction) and the mediators self-e and self-d. The model was analyzed, highlighting the total, direct and indirect effect of both mediators on the DT - SWB (or: LS) relationship. Afterward, the effect of each mediator individually was assessed. The mediator's influence was measured by the coefficient (β), the p-value, and the confidence intervals (CI). Typically, a $p \leq 0.05$ indicates a significant relationship. If the CI includes the value zero, the analyzed relationship is not significant.

4.4 Data analysis

4.4.1 Manipulation checks

To test whether the imagined item was significantly more sus. in the sus. manipulated group, we performed a t-test with the expe. vs cont. condition as a grouping variable and the extent of sustainability as a test variable (A.10). There was a significant difference in mean extent of sustainability between the two groups ($M_{\text{sus}}=4.91$, $SD_{\text{sus}}=1.32$, $M_{\text{nonsus}}=4.02$, $SD_{\text{nonsus}}=0.48$,

$t(101)=3.06, p=0.003$). As the participants of the expe. group indeed thought of more sus. items, we concluded that the manipulation worked. The consumption pattern (CP), sus. attitude (SA) and general sus. behavior (GB) did not differ significantly between the cont. and expe. group (CP ($M_{\text{sus}}=4.88, SD_{\text{sus}}=1.03, M_{\text{nonsus}}=5.11, SD_{\text{nonsus}}=0.96, t(102)=1.19, p=0.236$), SA ($M_{\text{sus}}=6.22, SD_{\text{sus}}=0.77, M_{\text{nonsus}}=6.29, SD_{\text{nonsus}}=0.77, t(102)=-0.46, p=0.646$), GB ($M_{\text{sus}}=5.11, SD_{\text{sus}}=0.88, M_{\text{nonsus}}=5.05, SD_{\text{nonsus}}=0.89, t(102)=0.29, p=0.676$)) (A.11,A.12,A.13). All participants regardless of which group the participants were in, their level of authenticity did not differ significantly ($M_{\text{sus}}=4.92, SD_{\text{sus}}=0.65, M_{\text{nonsus}}=4.82, SD_{\text{nonsus}}=0.65, t(102)=0.863, p=0.390$) (A.14).

4.4.2 Characteristics of the item the participants imagined

Cont. group participants mostly thought of electronic devices like laptops and mobile phones, mentioned 13 out of 51 times. Expe. group participants mostly thought of electric cars, mentioned 11 times out of 53. There is a significant difference regarding the costs of the item imagined in the two groups ($M_{\text{sus}}=10330.92, SD_{\text{sus}}=21201.32, M_{\text{nonsus}}=1669.02, SD_{\text{nonsus}}=5630.39, t(102)=2.82, p=0.006$) (A.15). Sustainably manipulated participants thought of more expensive items. Also, there is a significant difference regarding the likelihood to purchase (LTP) of the item imagined in the two groups ($M_{\text{sus}}=5.19, SD_{\text{sus}}=1.26, M_{\text{nonsus}}=5.67, SD_{\text{nonsus}}=1.09, t(102)=-2.07, p=0.041$) (A.16). Sus. manipulated participants thought of less attainable products, therefore the LTP the sus. item is slightly below the LTP of the usual item.

4.4.3 Imagination impact on SWB

First, we analyzed the relationship between the DT and SWB, which consists of LS and positive and negative affect. There is no significant difference of SWB in the two groups ($M_{\text{sus}}=7.67, SD_{\text{sus}}=1.10, M_{\text{nonsus}}=7.32, SD_{\text{nonsus}}=1.34, t(102)=1.48, p=0.143$) (A.17). The total effect in the

absence of all mediators revealed a $\beta=0.06$, $p=0.143$, 95% CI [-0.1, 0.8] and the direct effect of $\beta=0.31$, $p=0.200$, 95% CI [-0.2, 0.8]. Therefore, it is not a significant relationship (A.18). Hence, this connection was left out for further mediation analysis. The factors costs and LTP of the imagined item were run as covariates in the analysis. A one-way ANCOVA was conducted to compare the effectiveness of the sus. manipulation on SWB whilst controlling for cost and LTP. There is not a significant difference in mean SWB [$F(1,99)=3.09$, $p=0.082$] between the groups. Comparing the adjusted means showed that the most increase in SWB is reached within the manipulated group ($M_{\text{sus}}=7.75$) compared to the cont. group ($M_{\text{nonsus}}=7.30$) (A.19). Means and level of significance were similar or improved non-significantly when controlling for the factors cost and LTP.

4.4.4 Imagination impact on life satisfaction

Since overall LS is a component of SWB and can be seen as a single item scale (Cheung & Lucas, 2014), further analysis is based on the impact of imagination on LS, if this relationship reveals itself to be significant. First, we investigated the relationship between the DT and LS. There is a significant difference of LS in the two groups ($M_{\text{sus}}=5.98$, $SD_{\text{sus}}=0.80$, $M_{\text{nonsus}}=5.49$, $SD_{\text{nonsus}}=1.32$, $t(102)=2.310$, $p=0.023$) (A.20). The total effect in the absence of all mediators revealed a $\beta=0.49$, $p=0.023$, 95% CI [0.07, 0.91] and the direct effect of $\beta=0.43$, $p=0.038$, 95% CI [0.02, 0.8]. Therefore, it is a significant relationship (A.21). Hence, this connection is the basis for further mediation analysis. The factors costs and LTP of the imagined item were run as covariates in the analysis. A one-way ANCOVA was conducted to compare the effectiveness of the sus. manipulation on LS whilst controlling for cost and LTP. There is a significant difference in mean LS [$F(1,99)=5.16$, $p=0.025$] between the groups. Comparing the adjusted means showed

that the slight increase in LS is reached within the manipulated group ($M_{sus}=6.01$) and within the cont. group ($M_{nonsus}=5.50$) (A.22). Means and level of significance are similar or improved significantly when controlling for the factors cost and LTP.

4.4.5 Mediating role of self-efficacy and self-discrepancy

Mediating role of self-e: Self-e was included as a single mediator in Hayes (2012) mediation model 4 to understand its role in the DT and LS relationship (Fig.1). There is not a significant difference regarding levels of self-e in the two groups ($M_{sus}=53.81$, $SD_{sus}=6.25$, $M_{nonsus}=52.76$, $SD_{nonsus}=9.09$, $t(102)=0.70$, $p=0.461$) (A.23). We investigated the relationship between the DT and self-e. The DT positively correlates with self-e with a $\beta=1.05$, $p=0.46$, 95% CI [-1.8, 3.9]. Then, we investigated the relationship between self-e and LS. There is a positive and significant relationship between self-e and LS with $\beta=0.04$, $p=0.008$, 95% CI [0.01, 0.7]. Hence, self-e is a significant predictor of LS. The direct effect of the model is significant with $\beta=0.45$, $p=0.032$, 95% CI [0.04, 0.86]. The indirect effect of self-e is 0.04, 95% CI [-0.1, 0.2] (A.24). The indirect effect is not significant (MacKinnon et al., 2007). Hence, the mediation was not successful.

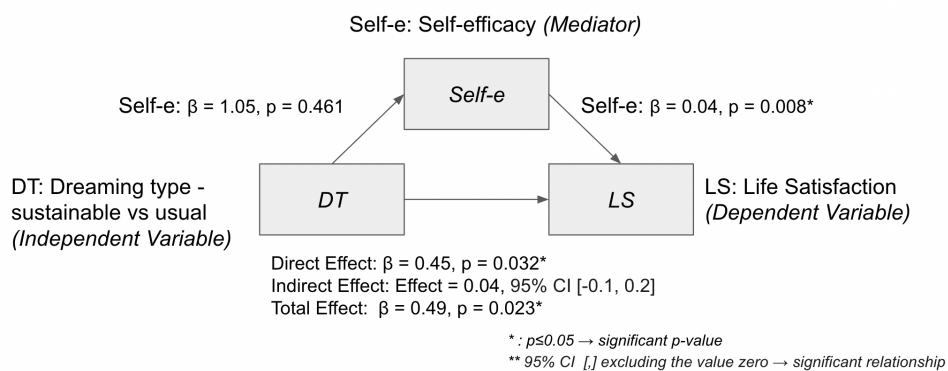


Figure 1: Self-efficacy as a single mediator in Hayes (2012) mediation model 4

The factors costs and LTP of the imagined item were run as covariates in the analysis to compare the effectiveness of the sus. manipulation on LS in the mediation model whilst controlling for

cost and LTP. The DT-self-e relationship was weakened ($\beta=0.86$, $p=0.568$), the total effect ($\beta=0.52$, $p=0.024$) and direct effect ($\beta=0.48$, $p=0.029$) strengthened when the effects of cost and LTP were removed. However, none of the covariates impacted the model significantly (A.25).

Mediating role of self-d: Self-discrepancy was included as a single mediator in Hayes (2012) mediation model 4 to understand its role in the DT and LS relationship (Fig. 2). There is not a significant difference regarding levels of self-d in the two groups ($M_{sus}=1.14$, $SD_{sus}=0.92$, $M_{nonsus}=1.24$, $SD_{nonsus}=0.82$, $t(102)=-0.53$, $p=0.597$) (A.26). First, the relationship between the DT and self-d was examined. The DT negatively correlates with self-d with a $\beta=-0.09$, $p=0.597$, 95% CI [-0.43, 2.5]. Then, we investigated the relationship between self-d and LS. There is a negative and non-significant relationship between self-d and LS with $\beta=-0.12$, $p=0.327$, 95% CI [-3.7, 0.12]. The direct effect of the model is significant with $\beta=0.48$, $p=0.026$, 95% CI [0.06, 0.9]. The indirect effect of self-e is 0.01, 95% CI [-0.03, 0.1] (A.27). The indirect effect is not significant (MacKinnon et al., 2007). Thus, the mediation was not successful.

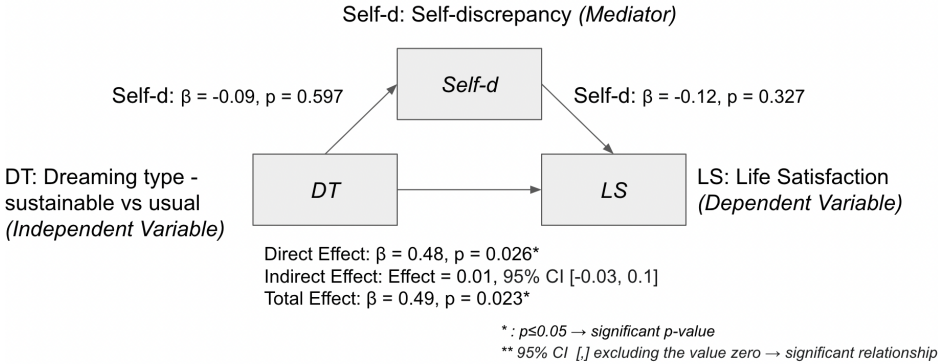


Figure 2: Self-d as a single mediator in Hayes (2012) mediation model 4

The factors costs and LTP of the imagined item were run as covariates in the analysis to compare the effectiveness of the sus. manipulation on LS in the mediation model whilst controlling for cost and LTP. The DT-self-d relationship improved in its significance ($\beta=-0.13$, $p=0.481$), the

total effect ($\beta=0.52$, $p=0.024$) and direct effect ($\beta=0.50$, $p=0.028$) improved their correlation when the effects of cost and LTP were removed. However, none of the covariates impacted the model significantly (A.28).

4.4.6 Impact of imagination on likelihood to purchase and willingness to pay

Participants answered LTP and WTP for sus. labeled and non-sus. labeled pair of shoes that were present to them in a randomized order (A.7). There is a significant difference regarding the LTP a pair of shoes: non-labeled pair of shoes: ($M_{\text{sus}}=4.51$, $SD_{\text{sus}}=1.78$, $M_{\text{nonsus}}=3.73$, $SD_{\text{nonsus}}=1.92$, $t(102)=2.16$, $p=0.033$), labeled pair of shoes: ($M_{\text{sus}}=4.45$, $SD_{\text{sus}}=1.69$, $M_{\text{nonsus}}=4.22$, $SD_{\text{nonsus}}=1.94$, $t(102)=0.664$, $p=0.508$) (A.29). The cont. group preferred the labeled shoes of the non-labeled shoes. When sus. manipulated, participants had similar LTP for both pairs of shoes present to them. In general, the exp. group indicated higher levels of LTP. Hence, we can conclude that imagining sus. purchases raises overall LTP but especially the LTP of non-sus. produced items.

There is not a significant difference regarding the WTP of shoes: non-labeled pair of shoes: ($M_{\text{sus}}=78.72$, $SD_{\text{sus}}=38.11$, $M_{\text{nonsus}}=72.00$, $SD_{\text{nonsus}}=35.36$, $t(102)=0.931$, $p=0.354$), labeled pair of shoes: ($M_{\text{sus}}=86.64$, $SD_{\text{sus}}=40.41$, $M_{\text{nonsus}}=84.51$, $SD_{\text{nonsus}}=36.54$, $t(102)=0.282$, $p=0.779$) (A.30).

Therefore, we can conclude that WTP is not significantly impacted by the sus. manipulation. However, overall and independent of the sus. imagination, we saw that all participants priced sus. produced shoes higher compared to the non sus. labeled counterpart. The analysis of the attitude-behavior gap is displayed in A.31 and A.32.

5 Discussion

The findings for the validated sample suggest that the DT (sus. vs. usual) is not correlated with SWB. Imagining sus. purchases do not induce a positive impact on SWB. It could be that the

imagination exercise did not strongly enough impact feelings and emotions within the participants. It could also be that sus. purchases itself did not appeal to many emotions; hence, imagining it did not impact the level of SWB. Following the research of Campbell, 1987; Klinger, 1991; Buss, 2003, the imagination task of this research did not arouse the needed level of emotions to impact SWB. However, we found that imagining a sus. purchase positively impacts LS. In this way, the present research provides initial evidence to support H1 partially since the DT increases LS but not SWB. Self-e does not positively mediate the relationship between the DT and LS, and self-d does not negatively mediate the relationship between the DT and LS. Therefore, hypotheses H3 and H4 need to be rejected. Imagining sus. purchases did not make the participants feel better (higher self-e, lower self-d) or worse (lower self-e, higher self-d). Although research has shown that marketers can impact self-e and self-d within consumers, imagining sus. consumption at the pre-consumption does not increase the level of self-e. This is a deviation from the findings of Ben-Ami et al. (2013). Comparing our results to the findings of Dogan (2015) and Higgings (1987), we found that imagining sus. purchases did not reduce self-d between the study groups. We also found that self-d is not a negatively correlated predictor of LS. We could not find the results Hagmaier and Abele (2015) found, highlighting that self congruence positively impacts LS. Possibly, the imagination task did not specifically involve self-e enhancing or self-d dissolving terms or tasks. As we were looking specifically at sustainability related self-d, a more detailed questionnaire would have highlighted more facets of self-d. Also, sustainability is a matter of social desirability. Cerri et al. (2019) highlighted in their research that particularly self-reports such as questionnaires are prone to be affected by the soc. desirability. Regarding the effect of imagination and behavior, we found that consumers are not more likely to make a sus.

purchase choice after imagining it and they are not willing to pay more for a sus. produced product. Therefore, we cannot accept H2. It seems that consumers do not value sus. production and that the acknowledgement for extra costs that are usually associated with sus. production is not translated into a higher WTP. Maybe participants did not trust the presented sus. labels.

6 Conclusion

Theoretical and managerial implications: This research reinforces previous literature findings, which suggest that imaginary consumption before the actual point of purchase is a commonly executed activity (e.g. Fournier & Guiry, 1993; d'Astous & Deschênes, 2005). At the same time, study results indicate that imagining sus. purchases potentially influence individuals' cognitive evaluation of their lives while the present study did not find conclusive results that connect imagining sus. purchases to self-e and self-d. Based on the current research, several managerial implications can be derived mainly within the marketing discipline. We found that imagining sus. purchases enhances LS. Hence, marketing professionals can leverage the effectiveness of their communication methods while enhancing consumers' overall assessment of their well-being. Additionally, self-e itself impacts LS significantly, implying that self-e enhancing communication impacts consumers' well-being (Ben-Ami et al., 2013). As we have found in this study, imagining sus. purchases will not be enough to induce behavioral change. More robust mechanisms need to be tested by marketers to evaluate their effectiveness on consumer behavior. Within the current study, experiencing imaginative sus. purchases, the level of self-d did not seem to decrease. That takes a burden of marketers fearing that sus. promotion fosters discomfort felt, which will ultimately lead to reduced consumer well-being. Based on the results found, companies will need to find a way to overcome a considerable challenge: consumers are not more likely to buy a

product when sus. manipulated at the pre-consumption stage, they know that prices will be higher for sus. produced products, but their willingness to pay does not adapt accordingly. Hence, for future success in selling sus. products, all business units need to work together to find effective solutions that will keep sus. product costs at similar levels to their market counterparts and make the purchase more attractive for consumers. Creating immersive brand experiences in digital and retail environments, fostering loyalty, making consumers understand the challenges that occur when sustainability is a substantial value for a company might impact their likelihood to purchase and willingness to pay. We have seen in the literature review that previous studies state the commonness of imaginative consumption (d'Astous & Deschênes, 2005). Therefore, it is crucial that marketers value and incorporate imaginary consumption in the consumer journey, investigate and test this topic and subject, and adapt their marketing-mix efforts based on their results accordingly. Long before the actual product is purchased, consumers experience the product in their minds which provides an excellent opportunity for marketers to shape the imagination until an actual purchase is executed by the consumer. By that, brands are empowered to broaden their customer base and positively contribute to consumers' well-being. We see that imagining purchases are indeed a contributor to LS. Although, mediation is not occurring through self-e, it is a predictor of LS. This provides a closer look into the impact of imagination, and highlights another possible tool to increase LS. This is very promising, as imagination is common and free to execute and still a level towards consumer well-being.

Limitations and future research: Firstly, as participants are all NOVA SBE students, they are likely to have similar age groups, life stages, and study backgrounds. 89% of all participants are between 21 and 26 years old. Hence, the sample of the study is not a concurrent representation of

the total market consumer base. Therefore, other groups of other ages with different study backgrounds, income levels, and life stages could be included in a more market representative study. Secondly, the power of the audio-guided imagination task might differ between individuals. Some people might respond more strongly to meditative voices than others. How responsive a person is towards that particular voice might impact their way of answering the scales and questions that followed. Thirdly, the content of the audio guide might not have been strong enough. Future research could investigate whether other forms of imaginative tasks like showing the impact of sus. purchases might directly have on the environment and the workers or explain more rationally the urgency and need to act (Gao et al., 2009). Also, as the imagined items themselves and cost of the items imagined varied enormously, it might have been necessary to provide more item-specific indications like level of desirability, attainability, uniqueness, purchase price, or use cases. Moreover, other mediators and covariants could be investigated to understand if they have a more significant influence on the dependent variable. Other personal characteristics like optimism, hope, soc. desirability, self-esteem, soc. norms and beliefs, gratitude, materialism, patience, self-control, self-determination could be tested as mediators. Other covariates could be desire for the imagined item or disappointment felt when the item was not received eventually. To reduce the likelihood of participants answering according to social desirability, physiological measures could be introduced. The kind of manipulation that is presented could vary in its content, displayed information, or induced emotions. The length of the imagination phase, the media used other than audio guided imagination media could vary.

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Appendix

A. 1: Distinctions among daydreams, desires, goals and dreams (d'Astous & Deschênes, 2005).

	Temporal Horizon	Degree of Control	Quantity	Initiating Role of the Environment
Daydream	Variable	Low	Variable	Weak
Goal	Variable	High	Large	Variable
Desire	Short-term	Variable	Large	Strong
Dream	Long-term	High	Small	Weak

A. 2: Concepts relevant to the study of consumption dreams (d'Astous & Deschênes, 2005).

The dream and its characteristics	<ul style="list-style-type: none"> • Content • Origin • Evolution • Clarity • Uniqueness • Accessibility <ul style="list-style-type: none"> • Probability of realization • Temporal horizon • Self-centeredness • Importance <ul style="list-style-type: none"> • Absolute • Relative
The person	<ul style="list-style-type: none"> • General individual variables <ul style="list-style-type: none"> • Propensity to dream • Propensity to consumption dream • Materialism • Pragmatism • Need for cognition • Attitude toward consumption dreaming • Socio-demographics • Dream-based individual variables <ul style="list-style-type: none"> • Frequency of dreaming • Expertise (relative to the dream object) • Constraints • Moments for dreaming
The consequences	<ul style="list-style-type: none"> • Approaching strategies • Emotions • Communication

A. 3: Mean importance ratings of values among college students in 47 societies (Diener, 2010).

Value	Importance Rating
Happiness	8.0
Love	7.9
Health	7.9
Wealth	6.8
Getting into heaven	6.7

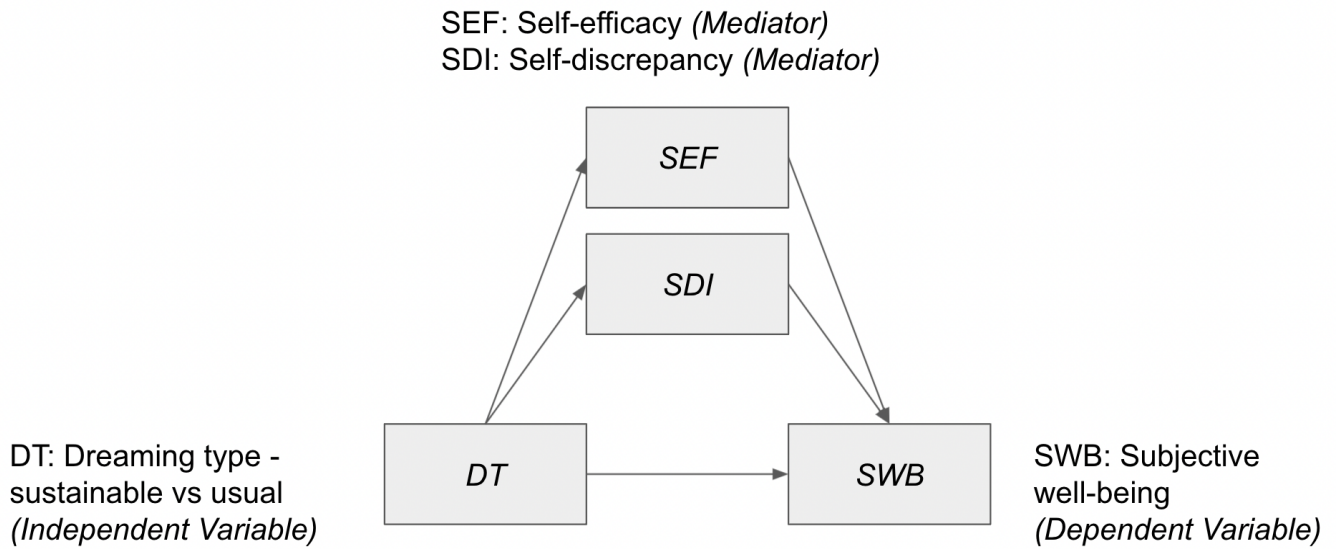
Note. Scale was from 1 (not important at all) to 9 (extraordinarily important).

A. 4: Consciousness for sustainability consumption (Balderjahn et al., 2013).

Consciousness for Sustainable Consumption (CSC)

Consciousness for environmental consumption	Consciousness for social consumption	Consciousness for economic consumption
<ul style="list-style-type: none"> ▪ Recycling/disposal ▪ Packaging ▪ Use of resources/energy ▪ Local/regional production ▪ Climate impact 	<ul style="list-style-type: none"> ▪ Human rights ▪ Social minimum standards ▪ Child labor/forced labor ▪ Discrimination ▪ Disciplinary sanctions/mistreatment ▪ Fair compensation 	<ul style="list-style-type: none"> ▪ Voluntary simplicity <ul style="list-style-type: none"> ▪ Material simplicity ▪ Durability ▪ Frugality ▪ No debt-burdens ▪ Financial budget ▪ Safeguarding for future ▪ Price-performance ▪ Collaboration/sharing

A. 5: Study concept



A. 6: Scales used

Positive and Negative Affect Scale (PANAS): The 20-item PANAS scale by Watson et al., (1988) reveals the affective state of the participant. The scale is expanded and customized to get a better picture regarding moods felt regarding sustainability. Hence, items for the 65-item Profile of Mood States Scale (POMS) (McNair et al., 1971) were added. Additionally, items like hopeful and impactful were

added which shall give more insight into the feelings regarding sustainability matters and which were not part of any of the PANAS or POMS Scale. The result is a 28 item scale.

Measurement of SWB: To measure the direct relationship between imaginary consumption and SWB, respondents were asked to complete the Satisfaction With Life Scale (short: SWLS) (Diener et al., 1985). This scale, which has good internal reliability and a Cronbach's alpha of 0.87, includes four items and respondents answer in a 7-point Likert scale ranging from 1 = “strongly disagree” to 7 = “strongly agree”. Afterwards, the participants stated to which degree they 1 = “strongly disagree” to 7 = “strongly agree” to the statement: “All things considered, I am satisfied with my life.”

Measurement of the happiness induced by the imaged purchase and descriptions of the imaged item: A three-item series of questions regarding the purchase happiness follows. Afterwards participants were asked about how strongly they desire the item, how sus. the product is, how much it would cost, how likely they were to purchase that item during the next one to two years and how disappointed they would be if they would never get this item.

Measurement of changes in consumption evaluation: To check participants preferences in regards to their evaluation regarding purchasing sus. versus usual products, two sets of shoe pairs were depicted. The two sets were both but in a random sequence shown to the participants. One picture included a range of sus. labels. After every picture, the participants demanded to write down the price they would pay and the likelihood of buying that product.

Measurement of Self-Discrepancy: To measure the participants' self-d of their actual, ideal and ought self, participants were asked to describe their current lifestyle, how they would rate this lifestyle and how others would their lifestyle. These scales incorporated the green, envir.ally-friendly lifestyle, the soc. impact as well as the econ. sustainability.

Actual Self: For their self-reported green lifestyle, respondents were questioned how they would describe their current lifestyle, with respect to its environmental friendliness. The question “Which of these would you say best describes your current lifestyle?” can be answered on a 5-point multiple choice scale with 1=“I don’t really do anything that is environmentally-friendly” to 5=“I’m environmentally friendly in everything I do”. To describe their social impact, participants could answer from 1=“When I buy a product, I don't consider the producers'/companies' social impact like compensating and treating workers fairly” to 5=“When I buy a product, I always consider the producers'/companies' social impact like compensating and treating workers fairly”. The current economic sustainability could be described on a scale from 1=“When I buy a product, I never evaluate whether I truly need this product” to 5=“When I buy a product, I always evaluate whether I truly need this product”. This is a personal but global summary judgment of how sustainable the study participants assess their behaviors which can be seen as a proxy of self-image (Binder & Blankenberg, 2017). This question reflects the description of the actual self.

Ideal Self: The following questions captured the ideal self. The study participants were asked whether they would prefer to do more for the environment. The question “How would you rate your current lifestyle?” can be answered on a 5-point multiple choice scale ranging from 1 = “I would like to change everything I currently do to help the environment.”, to 5=“I am happy with what I do for the environment at the moment and therefore, I do not need to change anything” (Binder & Blankenberg, 2017). Accordingly, the choices for assessing the own social impact considerations ranged from 1=“When I buy a product, I would like to always consider the producers'/companies' social impact” to 5=“When I buy a product, I would not like to consider the producers'/companies' social impact”. The multiple choice scale of the Ideal economic sustainability ranged from 1=“When I buy a product, I would like to always evaluate whether I need this product” to 5=“When I buy a product, I would not like to evaluate whether I need this product”.

Ought Self: The third question series captured the ought self. The study participants were asked “How would others rate your current lifestyle?” which could answered from 1=“Others would say about me: “You actually need to change everything you do to help the envir.”” to 5=“Others would say about me: “You already do everything in your power to help the envir.”” to measure the ought self in regards to envir.al sustainability. Respectively, for measuring the soc. sustainability, the scale ranged from 1=“Others would say about me: "You could start considering the soc. impact of the producer/company when buying a product.”” to 5=Others would say about me:“You cannot do more, since you always consider the soc. impact of the producer/company when buying a product.”” The ideal econ. self answer options ranged from 1=“ Other would say about me: “You could start to evaluate whether you truly need a product when you are about to buy it.”” to 5=“Others would say about me: “You cannot do more. You always evaluate whether you truly need a product when you are about to buy it.””

Measurement of self-e: self-e can be measured by the General self-e Scale developed by Schwarzer and Jerusalem (1995). This scale includes 10 items. Respondents can give their answer in a 7-point Likert scale ranging from 1 = “Not true at all to” to 7 = “Absolutely true”. The addition of the points given create the self-e score. A high score means that the person experiences a high degree of self-e. The scale has internal reliability and a Cronbach's alpha ranging from 0.76 to 0.90.

Authenticity Scale: Wood et al. (2008) defined authenticity as a composition out of self-alienation, accepting external influence, and authentic living. They also found a positive correlation between authenticity and WB. Rogers (1959) found that people experiencing higher WB tend to have the courage to be authentic. Fredrickson and Joiner (2002) examined that the authenticity and SWB could operate in a spiral. All authenticity items are presented on a 1=“Does not describe me at all” to 7=“Describes me very well” scale. Total items 1, 8, 9, and 11 for authentic living; Items 3, 4, 5, and 6 for accepting external influence; and Items 2, 7, 10, and 12 for self-alienation.

Measurement of sus. values, consumption patterns and behaviors: A scale follows regarding sus. consumption patterns (Balderjahn et al., 2013, Marcos-Merino et al., 2020), sus. attributes and sus. behavior in the spheres (envir.al, soc. and econ.al) on a 7-Likert scale ranging from 1= “Strongly disagree” to 7=”Strongly agree”.

Demographics and adherence measures: In the last section of the questionnaire, the participants were asked to indicate their feeling of financial constraint. Rather than income, it is primarily the feeling of financial constraint that impacts purchase decisions. To measure financial constraints, participants were asked to answer the following four items adapted from Paley et al. (2019), which has a Crohnbachs alpha of 0.91. Higher scores indicate greater financial constraints. Afterwards, the participants were asked how easy or hard it was for them to follow all the tasks and to enter their age and gender.

Introduction & Consent

Dear Participant,

Thank you for being part of this study and taking the time today.

NOTE: You need to be over 18 years old, to participate in this research.

Principal investigators: Katharina Kubelt and Sofia Kousi (Nova School of Business and Economics)

Purpose: The purpose of this questionnaire is to examine thoughts and feelings consumers have towards objects they wish to purchase. We are interested in your honest opinion and reaction. There are no right or wrong answers, besides your own authentic response to the questions.

Tasks: In this questionnaire you will be asked to focus your attention on a particular purchase you could be making in the future. A short audio instruction will guide you through the exercise. In addition, you will be asked a series of questions about your thoughts and feelings towards this purchase and your overall lifestyle.

Headphones: Keep in mind that you will need to hear a short audio and need to use headphones, so as not to inconvenience other participants in the lab. You can use your own headphones, or the ones provided by the lab (which have been disinfected by the Research Assistant). Please make sure to put on the headphones when instructed during the survey.

Duration: 25 minutes overall.

Compensation: You will receive a credit of 0.2 points, for the course you have indicated, as described by the Lab conditions.

Risks: There are no obvious risks in participating in this research.

Voluntary participation: Your participation is completely voluntary, there is no penalty for not participating. You may withdraw from this research at any time with no penalty and you may skip questions you do not wish to answer.

Anonymity: Your name, student ID and email will never be paired with your data. Results may include summary data, but you will never be identified personally. Your data is completely anonymous at all times. There are no right or wrong answers when we ask about your personal thoughts and feelings: we are interested in your authentic opinion. Your answers will never be judged. The data will be analyzed in aggregate, and may be used as part of a thesis report, academic conference paper, and/or academic journal paper.

Communication about the content of this study: Please do not discuss the content of the study with anyone since this research is ongoing and the exchange of the study content could impact our findings. At the end of this questionnaire, we will give you a full debrief of the study intention so that you can fully understand what we are trying to analyse.

If you have any questions about this research session, and/or you want to know the final results, you may contact Katharina Kubelt (44455@unl.fe) or Sofia Kousi (sofia.kousi@novasbe.pt).

I have read all of the above and I declare the following (select one option):

- Yes, I agree to take part in this study, I declare that I am 18 or older.
- No, I do not want to take part in this study or I am ineligible.

Guided Imagination Task - Experimental Group

Now, please bring to mind a material object you would love to own in the near future, possibly within the next 1-2 years.

The product should be realistically attainable (which means you are able to pay for it in the near future), tangible, and produced in a more sustainable way than its

counterparts in the market.

This means for instance, that it is produced in an environmentally-friendly way with e.g. sustainable materials and/or from a company that treats workers fairly and compensates their work fairly. For instance, this could be an item of sustainable clothing, a sustainably produced technological item, sustainable sports gear item or any other type of sustainable item you may want.

Take all the time you need to think about this.

What item comes to your mind? Please write it down in the text box here:

In what way is this a sustainable item?

Guided Imagination Task - Control Group

Now, please bring to mind a material object you would love to buy in the near future, possibly within the next 1-2 years.

The product should be realistically attainable (which means you are able to pay for it in the near future), and tangible.

For instance, this could be an item of clothing, a technological item, a sports gear item or any other item you may want.

Take all the time you need to think about this.

What item comes to your mind? Please write it down in the text box here:

Manipulation - Audio

How likely are you to purchase that item in the near future?

Extremely unlikely	Moderately unlikely	Slightly unlikely	Neither likely nor unlikely	Slightly likely	Moderately likely	Extremely likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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You will now hear a 2 minute guided imagination soundtrack in which you will be asked to delve into imagining having and using the item that you mentioned previously as something you would like to purchase.

Please follow all the instructions that are part of this audio guide. You do not need to write anything down.

Simply use your imagination. During the intended breaks of the audio, allow your mind to wander, take your time and delve into the scenarios, explore and answer (in your mind) the questions raised.

Use the questions you will hear as prompts to get your imagination started. Please put on your headphones now.

When you are ready to start the audio guide, please click Play below. You will be able to continue to the next screen only after the complete audio.

0:00 / 1:32

Wellbeing

The following scale consists of a number of words that describe different feelings and emotions. Read each item and indicate to what extent you feel this way right now, that is, at the present moment.

Please indicate the extent to which the following words describe how you feel right now.

	Not at all	A little	Moderately	Quite a bit	Extremely
Hostile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Irritable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good natured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all	A little	Moderately	Quite a bit	Extremely
Trusting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cheerful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guilty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fatigued	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all	A little	Moderately	Quite a bit	Extremely
Hopeful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Annoyed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ashamed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attentive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all	A little	Moderately	Quite a bit	Extremely
Impactful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discouraged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all	A little	Moderately	Quite a bit	Extremely
Alert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anxious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using the scale provided below, please indicate how each statement fits you. Once again, we ask you to be open and transparent in your response.

	Strongly disagree	Disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree	Agree	Strongly agree
In most ways, my life is close to my ideal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The conditions of my life are excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I could live my life over, I would change almost nothing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
So far I have gotten the important things I want in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

All things considered, I am satisfied with my life.

Strongly disagree Strongly agree

When you think about potentially purchasing the item you imagined earlier, how happy does it make you?

Not at all happy Extremely happy

How much would purchasing the item you imagined earlier contribute to your happiness in life?

Would not at all contribute Would very much contribute

to happiness

to happiness

How happy do you think you will be when you finally buy the item you imagined earlier?

Not at all happy Extremely happy

Imagined Item

Reflecting on the item you imagined earlier, please answer the following questions.

I have a strong desire to have this item in the future.

Strongly disagree Neither disagree nor agree Strongly agree

To what extent was the item you brought to mind during the audio guided task sustainable?

1 - Not at all sustainable 2 3 4 5 6 7 - Extremely sustainable

Please bring to mind again the object you imaged earlier in this survey.

To what extent do you agree or disagree with the following statements about this item?

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree	Click to write Scale Point 8
It represents an extension of my inner self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It mirrors the real me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It has a positive impact on what others think of me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It symbolizes the kind of person I really am inside	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree	Click to write Scale Point 8
It reflects my personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It contributes to my image	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It adds to a social 'role' I play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It improves the way society views me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do the following words describe the item you imagined earlier?

Enjoyable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unenjoyable
Dull	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exciting
Functional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not functional
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Necessary								Unnecessary
Helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Unhelpful
Effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ineffective
Not fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fun
Not delightful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Delightful
Not thrilling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Thrilling
Practical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not practical

How much does your product that you imagined approximately cost in EURO? Write a number without any decimals here:

How likely are you to purchase in the near future the item you thought about during the audio guided session?

Extremely unlikely	Moderately unlikely	Slightly unlikely	Neither likely nor unlikely	Slightly likely	Moderately likely	Extremely likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

How disappointed would you be if you never got this item?

Not at all disappointed Extremely disappointed

Non-Label

Imagine that you were looking to buy a pair of sneakers.

Below is a photo of a pair of sneakers you could be interested in.

Take some time to observe the photo.



How much would you be willing to pay for these sneakers? (in EURO, without decimals)

How likely are you to buy the sneakers in the near future?

- | | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------------|----------------------------------|-----------------------|-----------------------|
| Extremely unlikely | Moderately unlikely | Slightly unlikely | Neither likely nor unlikely | Slightly likely | Moderately likely | Extremely likely |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Label

Imagine that you were looking to buy a pair of sneakers.

Below is a photo of a pair of sustainably produced sneakers you could be interested in.

Take some time to observe the photo.



How much would you be willing to pay for these sneakers? (in EURO, without decimals)

How likely are you to buy the sneakers in the near future?

- Extremely unlikely Moderately unlikely Slightly unlikely Neither likely nor unlikely Slightly likely Moderately likely Extremely likely
-

Lifestyle**Which of the following statements best describes your current lifestyle?**

- I don't really do anything that is environmentally friendly
- I do one or two things that are environmentally friendly
- I do quite a few things that are environmentally friendly
- I'm environmentally friendly in most things I do
- I'm environmentally friendly in everything I do

Which of the following statements best describes your current lifestyle?

- When I buy a product, I don't consider the producers'/companies' social impact like compensating and treating workers fairly
- When I buy a product, I slightly consider the producers'/companies' social impact like compensating and treating workers fairly
- When I buy a product, I sometimes consider the producers'/companies' social impact like compensating and treating workers fairly
- When I buy a product, I mostly consider the producers'/companies' social impact like compensating and treating workers fairly
- When I buy a product, I always consider the producers'/companies' social impact like compensating and treating workers fairly

Which of the following statements best describes your current lifestyle?

- When I buy a product, I never evaluate whether I truly need this product
- When I buy a product, I rarely evaluate whether I truly need this product

- When I buy a product, I sometimes evaluate whether I truly need this product
- When I buy a product, I often evaluate whether I truly need this product
- When I buy a product, I always evaluate whether I truly need this product

How would you rate your current lifestyle?

- I would like to change everything I currently do to help the environment
- I would like to change most things I currently do to help the environment
- I would like to change quite a few things I currently do to help the environment
- I would like to change one or two things I currently do to help the environment
- I am happy with what I for the environment at the moment and therefore, I do not need to change anything

How would you rate your current lifestyle?

- When I buy a product, I would like to always consider the producers'/companies' social impact
- When I buy a product, I would like to most of times consider the producers'/companies' social impact
- When I buy a product, I would like to sometimes consider the producers'/companies' social impact
- When I buy a product, I would like to rarely consider the producers'/companies' social impact
- When I buy a product, I would not like to consider the producers'/companies' social impact

How would you rate your current lifestyle?

- When I buy a product, I would like to always evaluate whether I need this product
- When I buy a product, I would like to most of times evaluate whether I need this product
- When I buy a product, I would like to sometimes evaluate whether I need this product
- When I buy a product, I would like to rarely evaluate whether I need this product
- When I buy a product, I would not like to evaluate whether I need this product

How would others rate your current lifestyle? Others would say about me ...

- ... "You actually need to change everything you do to help the environment."
- ... "You actually need to change most things you do to help the environment."
- ... "You actually need to change quite a few things to help the environment."
- ... "You actually need to change one or two things you do to help environment."
- ... "You already do everything in your power to help the environment."

How would others rate your current lifestyle? Others would say about me ...

- ... "You could start considering the social impact of the producer/company when buying a product."
- ... "You could a lot more often consider the social impact when buying a product."
- ... "You could more often consider the social impact when buying a product."
- ... "You are on track, you only could slightly more consider the social impact when buying a product."
- ... "You cannot do more, since you always consider the social impact of the producer/company when buying a product."

How would others rate your current lifestyle? Others would say about me ...

- ... "You could start to evaluate whether you truly need a product when you are about to buy it."
- ... "You could a lot more often evaluate whether you truly need a product when you are about to buy it."
- ... "You could more often evaluate whether you truly need a product when you are about to buy it."
- ... "You are on track, you only could slightly more evaluate whether you truly need a product when you are about to buy it. "
- ... "You cannot do more. You always evaluate whether you truly need a product when you are about to buy it."

Using the scale provided below, please indicate how each statement fits you. Once again, we ask you to be open and transparent in your response.

	1- Not at all true	2	3	4 - Neither untrue nor true	5	6	7 - Absolutely true
I can usually handle whatever comes my way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If someone opposes me, I can find the means and ways to get what I want	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am confronted with a problem, I can usually find several solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can solve most problems if I invest the necessary effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I could deal efficiently with unexpected events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1- Not at all true	2	3	4 - Neither untrue nor true	5	6	7 - Absolutely true
I can remain calm when facing difficulties because I can rely on my coping abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I am in trouble, I can usually think of a solution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy for me to stick to my aims and accomplish my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thanks to my resourcefulness, I know how to handle unforeseen situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can always manage to solve a difficult problem, if I try hard enough	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using the scale provided below, please indicate how each statement fits you. Once again, we ask you to be open and transparent in your response.

	1 - Does not describe me at all	2	3	4 - Somewhat describes me	5	6	7 - Describes me very well
I don't know how I really feel inside.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always feel I need to do what others expect me to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am strongly influenced by the opinions of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think it is better to be yourself, than to be popular.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 - Does not describe me at all	2	3	4 - Somewhat describes me	5	6	7 - Describes me very well
I usually do what other people tell me to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always stand by what I believe in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel alienated from myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel as if I don't know myself very well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 - Does not describe me at all	2	3	4 - Somewhat describes me	5	6	7 - Describes me very well
I feel out of touch with the 'real me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am true to myself in most situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other people influence me greatly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I live in accordance with my values and beliefs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sustainability

Using the scale provided below, please indicate how each statement fits you. Once again, we ask you to be open and transparent in your response.

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
Before buying a product, I check whether I need to own the product or if borrowing, renting, or leasing are better options.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me that the products I buy are from a company that treats workers fairly and compensates their work fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me that the products I buy are made from recycled materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me that the products I buy are from a company is not involved with illegal child labor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I buy a product, I make sure that I absolutely require that product.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
When buying a product, I make sure that the expenses don't unduly burden my financial situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me that the products I buy are from a company that values workers human rights.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me that the products I buy are packaged in an environmentally friendly manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me that the products I buy are produced in an environmentally friendly manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me that the products I buy are disposed of in an environmentally friendly manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using the scale provided below, please indicate how each statement fits you. Once again, we ask you to be open and transparent in your response.

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
I think that we need stricter laws and regulations to protect the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
I think that it is important to take measures against problems which have to do with climate change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think it is important to reduce poverty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that we who are living now should make sure that people in the future enjoy the same quality of life as we do today.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that using more natural resources than we need does not threaten the health and well-being of people in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
I think that women and men throughout the world must be given the same opportunities for education and employment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that everyone ought to be given the opportunity to acquire the knowledge, values and skills that are necessary to live sustainably.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
I think that companies have a responsibility to reduce the use of packaging and disposable articles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that companies in rich countries should give employees in poor nations the same conditions as in rich countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using the scale provided below, please indicate how each statement fits you. Once again, we ask you to be open and transparent in your response.

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
I avoid buying goods from companies with a bad reputation for looking after their employees and the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I use a computer or mobile to chat, to text, to play games and so on, I always treat others as respectfully as I would in real life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I support an aid organization or environmental group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do things which help poor people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
I show the same respect to men and women, boys and girls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
I always separate food waste before putting out the rubbish when I have the chance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often purchase second-hand goods over the internet or in a shop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I recycle as much as I can	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have changed my personal lifestyle in order to reduce waste (e.g., throwing away less food or not wasting materials)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Closing

Using the scale provided below, please indicate how each statement fits you. Once again, we ask you to be open and transparent in your response.

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
I feel financially constrained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
I feel like I can spend my money freely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my financial situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate your financial situation relative to your peers?

	Far below average	Somewhat below average	Average	Somewhat above average	Far above average
How would you rate your financial situation relative to your peers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using the scale provided below, please indicate how each statement fits you. Once again, we ask you to be open and transparent in your response.

	Very hard	Hard	Medium	Easy	Very easy
How hard or easy was it for you to imagine your future item during the imagination audio task?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How hard or easy was it for you to follow the instructions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demographics

How old are you? (in years)

Which gender do you identify with?

- Male
- Female
- Non-binary / third gender
- Prefer not to say

What do you think was the purpose of this study? (Optional)

Full debrief

FULL DEBRIEF - Optional to read:

The aim of the research is to measure the impact of imagining sustainable vs non-sustainable purchases on consumer well-being and future purchase behavior. Prior research has highlighted a positive relationship between actual sustainable behavior and subjective wellbeing (Binder & Blankenberg, 2017; Corral et al., 2011; Kaida & Kaida, 2016). However, prior research has not addressed the impact on wellbeing from pre-purchase activities, such as imagination.

Does imagination bring about the same positive effects on wellbeing as actual behavior? Moreover, extant research also points to a value (intention) vs behavior gap, ranging from 2%-65%, meaning that intention to engage in sustainable consumption does not necessarily translate to actual behavior.

The present study aims to answer the following 3 questions:

1. Does imagining a sustainable purchase make you feel better, because you 'experience' doing something good for the environment? Or does it make you feel worse because it highlights a discrepancy between your imagination, values and sustainability goals?

2. To what degree is the level of self-efficacy (the way you think you can have an impact) influencing the relationship between imagination and well-being?

3. Furthermore, are you more likely to make a sustainable purchase choice after spending time imagining it, because it strengthens your sustainability-related convictions, or do you simply 'exhaust' your sustainable intentions in the imagination?

Behavioral change is a key component of transitioning towards a more sustainable future. In this sense, it is important to understand the different mechanisms that can make this change more likely. Imagination can be one such mechanism, with short-term (emotional/well-being) impact, and longer-term impact (behavior).

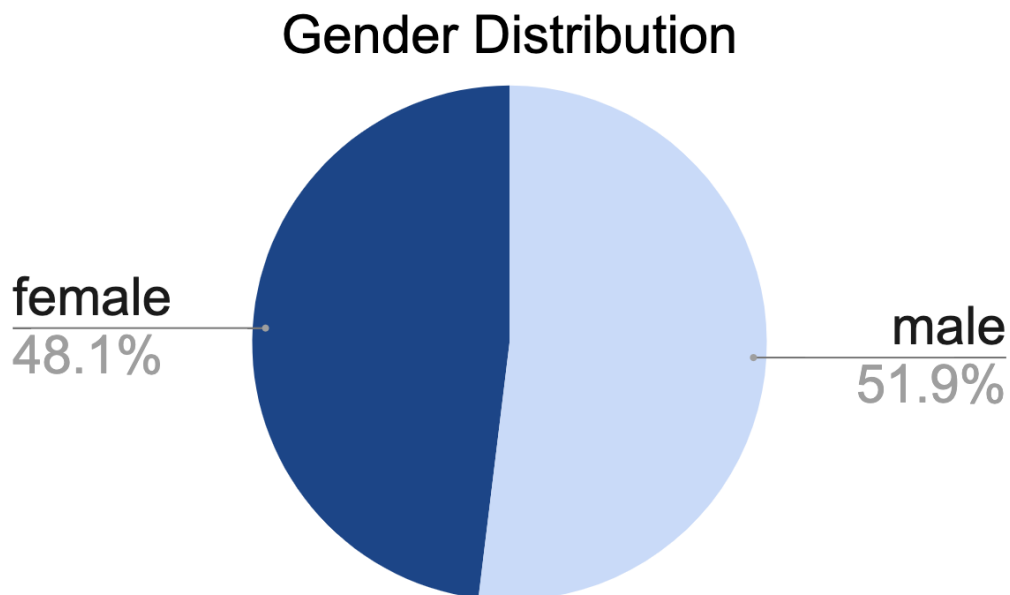
You are now finished with the study. Thank you for taking the time today to participate in this study.

Please do not discuss the content of the study with anyone since this research is ongoing and the exchange of the study content could impact our findings.

Now it's time to relax just like the koala bear in the following video (optional to watch, this is not part of the study). If you wish to watch, please put on the headphones and click Play.

If you do not wish to view the video, please continue to the end of the survey.

A. 8.1.1: Demographics overview I - Gender



A. 8.1.2: Gender in the independent sample test

T-Test

Group Statistics

	SusCond	N	Mean	Std. Deviation	Std. Error Mean
D_Gender	>= 1,00	53	1,4151	,49745	,06833
	< 1,00	51	1,5490	,50254	,07037

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
D_Gender	Equal variances assumed	,497	,482	-1,366	102	,175	-,13393	,09807	-,32844	,06059
	Equal variances not assumed			-1,365	101,755	,175	-,13393	,09809	-,32849	,06063

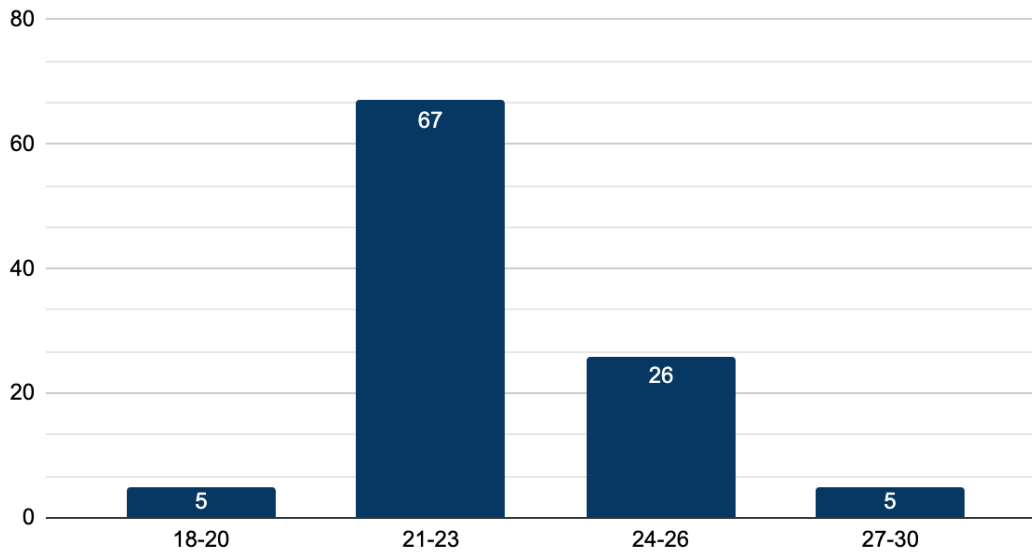
Independent Samples Effect Sizes

		Standardizera ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
D_Gender	Cohen's d	,49995	-,268	-,653	,119
	Hedges' correction	,50367	-,266	-,649	,118
	Glass's delta	,50254	-,266	-,653	,123

a. The denominator used in estimating the effect sizes.
 Cohen's d uses the pooled standard deviation.
 Hedges' correction uses the pooled standard deviation, plus a correction factor.
 Glass's delta uses the sample standard deviation of the control group.

A. 8.2.1: Demographics overview II - Age

Age Distribution



A. 8.2.2: Age in the independent sample test

T-Test

Group Statistics

	SusCond	N	Mean	Std. Deviation	Std. Error Mean
D_Age	>= 1,00	52	22,7308	1,82698	,25336
	< 1,00	51	22,6863	2,04441	,28627

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
D_Age	Equal variances assumed	,309	,580	,117	101	,907	,04449	,38187	-,71303	,80202
	Equal variances not assumed			,116	99,284	,908	,04449	,38229	-,71402	,80301

Independent Samples Effect Sizes

		Standardizera	Point Estimate	95% Confidence Interval	
				Lower	Upper
D_Age	Cohen's d	1,93767	,023	-,363	,409
	Hedges' correction	1,95221	,023	-,361	,406
	Glass's delta	2,04441	,022	-,365	,408

a. The denominator used in estimating the effect sizes.
 Cohen's d uses the pooled standard deviation.
 Hedges' correction uses the pooled standard deviation, plus a correction factor.
 Glass's delta uses the sample standard deviation of the control group.

A. 8.3: Adherence: Financial Freedom

T-Test

Group Statistics					
	SusCond	N	Mean	Std. Deviation	Std. Error Mean
Reverse Fin constraint FIN1	>= 1,00	53	3,3585	1,45568	,19995
	< 1,00	51	4,0784	1,85303	,25948

Independent Samples Test											
Levene's Test for Equality of Variances			t-test for Equality of Means								
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower	Upper
Reverse Fin constraint FIN1	Equal variances assumed		5,632	,020	-2,208	102	,029	-,71994	,32608	-1,36672	-,07317
	Equal variances not assumed				-2,198	94,853	,030	-,71994	,32758	-1,37028	-,06960

Independent Samples Effect Sizes					
		Standardizera ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
Reverse Fin constraint FIN1	Cohen's d	1,66237	-,433	-,821	-,043
	Hedges' correction	1,67472	-,430	-,815	-,043
	Glass's delta	1,85303	-,389	-,779	,005

a. The denominator used in estimating the effect sizes.
Cohen's d uses the pooled standard deviation.
Hedges' correction uses the pooled standard deviation, plus a correction factor.
Glass's delta uses the sample standard deviation of the control group.

A. 9.1: Reliability of the Scales - PANAS scale

Reliability

Scale: PANAS

Case Processing Summary

		N	%
Cases	Valid	103	99,0
	Excluded ^a	1	1,0
	Total	104	100,0

a. Listwise deletion based on all variables in the procedure.



Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,835	,827	28

A. 9.2: Reliability of the Scales - SWLS Scale

Reliability


Scale: SWLS

Case Processing Summary

		N	%
Cases	Valid	104	100,0
	Excluded ^a	0	,0
	Total	104	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics



Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,839	,848	5

A. 9.3: Reliability of the Scales - Self-e Scale

Reliability


Scale: Self-Efficacy

Case Processing Summary

		N	%
Cases	Valid	104	100,0
	Excluded ^a	0	,0
	Total	104	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics



Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,822	,834	10

A. 9.4: Reliability of the Scales - Authenticity Scale

Reliability

Scale: Authenticity

Case Processing Summary

		N	%
Cases	Valid	104	100,0
	Excluded ^a	0	,0
	Total	104	100,0

a. Listwise deletion based on all variables in the procedure.



Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,805	,808	12

A. 9.5: Reliability of the Scales - Consumption Pattern Scale

Reliability

Scale: Consumption Pattern

Case Processing Summary

		N	%
Cases	Valid	104	100,0
	Excluded ^a	0	,0
	Total	104	100,0

a. Listwise deletion based on all variables in the procedure.



Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,880	,889	10

A. 9.6: Reliability of the Scales - Sustainable Attitude Scale

Reliability

Scale: Sustainable Attitude

Case Processing Summary

		N	%
Cases	Valid	104	100,0
	Excluded ^a	0	,0
	Total	104	100,0

a. Listwise deletion based on all variables in the procedure.

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	5,848	2,654	6,644	3,990	2,504	1,580	9
Item Variances	1,594	,484	5,044	4,560	10,425	2,095	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SA_ENV1_Thinkthatusi	49,9808	35,611	-,272	,116	,844
SA_ENV2_Thinkthatwen	46,4327	24,830	,603	,578	,547
SA_ENV3_Thinkthatiti	46,2596	25,087	,671	,706	,541
SA_SOC1_Thinkthateve	46,3077	26,235	,562	,534	,566
SA_SOC2_Thinkthatwew	46,2596	29,320	,375	,312	,610
SA_SOC3_Thinkthatwom	45,9904	28,534	,584	,462	,588
SA_ECON1_Thinkthatco	46,3077	25,167	,646	,543	,545
SA_ECON2_Thinkitisim	46,1923	28,487	,497	,306	,593
SA_ECON3_Thinkthatco	47,3462	24,597	,373	,252	,601

Reliability

Scale: Sustianable Attitude – Improved Scale

Case Processing Summary

		N	%
Cases	Valid	104	100,0
	Excluded ^a	0	,0
	Total	104	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics



Cronbach's Alpha	N of Items
,844	8

A. 9.7: Reliability of the Scales - General Sustainable Behavior Scale

Reliability

Scale: General Behavior

Case Processing Summary

		N	%
Cases	Valid	104	100,0
	Excluded ^a	0	,0
	Total	104	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,699	,707	9

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4,953	3,423	6,740	3,317	1,969	1,093	9
Item Variances	2,549	,680	3,722	3,043	5,478	,980	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
G_ENV1_Irecycleasmuch	39,5000	46,777	,499	,363	,647
G_ENV2_Ialwaysseparat	39,4519	46,833	,418	,321	,664
G_ENV3_Ihavechanged my	39,6058	48,086	,443	,299	,659
G_SOC1_Whenluseacompu	38,3654	51,224	,430	,251	,667
G_SOC2_Isupportanaido	40,7788	46,543	,395	,305	,670
G_SOC3_Ishowthesamer e	37,8365	56,643	,261	,114	,694
G_ECON1_Idothingswhic	40,0577	50,715	,370	,208	,674
G_ECON2_Ioftenpurchas	41,1538	49,821	,258	,099	,702
G_ECON3_Iavoidbuyingg	39,8654	50,195	,342	,151	,679



Reliability

Scale: General Behavior – Improved Scale

Case Processing Summary

		N	%
Cases	Valid	104	100,0
	Excluded ^a	0	,0
	Total	104	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,702	8



A. 9.8: Reliability of the Scales - Financial Freedom Scale

Reliability

Scale: Financial Freedom

Case Processing Summary

		N	%
Cases	Valid	104	100,0
	Excluded ^a	0	,0
	Total	104	100,0

a. Listwise deletion based on all variables in the procedure.



Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,755	,771	4

A. 9.9: Reliability of the Scales - Self-Discrepancy Scale

Reliability

Scale: All Selfs

Case Processing Summary

		N	%
Cases	Valid	104	100,0
	Excluded ^a	0	,0
	Total	104	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

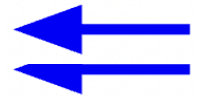
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,470	,462	9

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2,935	1,663	3,913	2,250	2,353	,471	9
Item Variances	,761	,506	1,093	,587	2,159	,033	9
Inter-Item Covariances	,068	-,344	,549	,893	-1,594	,041	9
Inter-Item Correlations	,087	-,442	,588	1,029	-1,330	,070	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
OS_Environment	23,1442	8,629	,515	,407	,324
OS_Social	23,4904	8,505	,466	,400	,332
OS_Economic	22,7981	8,454	,364	,459	,365
AS_Environment	23,6058	9,484	,404	,319	,379
AS_Social	23,7788	9,960	,157	,299	,458
AS_Economic	22,5000	9,049	,356	,391	,379
ID_Environment	23,1346	9,904	,230	,211	,430
ID_Social	24,1058	12,115	-,189	,254	,580
ID_Economic	24,7500	13,063	-,345	,286	,592



Reliability Improved Scale

Scale: AS & OS Selfs & ID ENV

Case Processing Summary

		N	%
Cases	Valid	104	100,0
	Excluded ^a	0	,0
	Total	104	100,0

a. Listwise deletion based on all variables in the procedure.



Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,707	,711	7

A. 10: Manipulation Check - Extent of sustainability

T-Test

Group Statistics

	SusCond	N	Mean	Std. Deviation	Std. Error Mean
Extent	>= 1,00	53	4,9057	1,31944	,18124
	< 1,00	50	4,0200	1,60979	,22766

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Extent	Equal variances assumed	1,306	,256	3,061	101	,003	,88566	,28932	,31173	1,45959
	Equal variances not assumed			3,044	94,880	,003	,88566	,29099	,30796	1,46336

Independent Samples Effect Sizes

		Standardizera ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
Extent	Cohen's d	1,46750	,604	,207	,997
	Hedges' correction	1,47851	,599	,205	,990
	Glass's delta	1,60979	,550	,146	,949

a. The denominator used in estimating the effect sizes.
Cohen's d uses the pooled standard deviation.
Hedges' correction uses the pooled standard deviation, plus a correction factor.
Glass's delta uses the sample standard deviation of the control group.

A. 11: Manipulation Check - Consumption Behavior

T-Test

Group Statistics

	SusCond	N	Mean	Std. Deviation	Std. Error Mean
CPMEANall	>= 1,00	53	4,8836	1,03170	,14171
	< 1,00	51	5,1171	,96250	,13478

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
CPMEANall	Equal variances assumed	,418	,519	-1,192	102	,236	-,23345	,19583	-,62189	,15498
	Equal variances not assumed			-1,194	101,905	,235	-,23345	,19557	-,62137	,15446

Independent Samples Effect Sizes

		Standardizera ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
CPMEANall	Cohen's d	,99838	-,234	-,619	,153
	Hedges' correction	1,00579	-,232	-,614	,151
	Glass's delta	,96250	-,243	-,629	,146

a. The denominator used in estimating the effect sizes.
Cohen's d uses the pooled standard deviation.
Hedges' correction uses the pooled standard deviation, plus a correction factor.
Glass's delta uses the sample standard deviation of the control group.

A. 12: Manipulation Check - Sustainable Attitude

T-Test

Group Statistics

	SusCond	N	Mean	Std. Deviation	Std. Error Mean
SAMEANall	>= 1,00	53	6,2180	,76546	,10514
	< 1,00	51	6,2876	,77394	,10837

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SAMEANall	Equal variances assumed	,064	,801	-,461	102	,646	-,06955	,15096	-,36899	,22988
	Equal variances not assumed			-,461	101,747	,646	-,06955	,15100	-,36906	,22996

Independent Samples Effect Sizes

		Standardizera	Point Estimate	95% Confidence Interval	
				Lower	Upper
SAMEANall	Cohen's d	,76963	-,090	-,475	,295
	Hedges' correction	,77534	-,090	-,471	,292
	Glass's delta	,77394	-,090	-,474	,295

- a. The denominator used in estimating the effect sizes.
 Cohen's d uses the pooled standard deviation.
 Hedges' correction uses the pooled standard deviation, plus a correction factor.
 Glass's delta uses the sample standard deviation of the control group.

A. 13: Manipulation Check - General sustainable behavior

T-Test

Group Statistics

	SusCond	N	Mean	Std. Deviation	Std. Error Mean
GBMEANall	>= 1,00	53	5,1101	,87702	,12047
	< 1,00	51	5,0599	,89172	,12487

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
GBMEANall	Equal variances assumed	,093	,761	,289	102	,773	,05015	,17345	-,29389	,39419
	Equal variances not assumed			,289	101,687	,773	,05015	,17351	-,29401	,39431

Independent Samples Effect Sizes

		Standardizera	Point Estimate	95% Confidence Interval	
				Lower	Upper
GBMEANall	Cohen's d	,88426	,057	-,328	,441
	Hedges' correction	,89083	,056	-,326	,438
	Glass's delta	,89172	,056	-,329	,441

- a. The denominator used in estimating the effect sizes.
 Cohen's d uses the pooled standard deviation.
 Hedges' correction uses the pooled standard deviation, plus a correction factor.
 Glass's delta uses the sample standard deviation of the control group.

A. 14: Manipulation Check - Level of Authenticity

T-Test

Group Statistics

	SusCond	N	Mean	Std. Deviation	Std. Error Mean
Level of Authenticity	>= 1,00	53	4,9245	,64762	,08896
	< 1,00	51	4,8154	,64211	,08991

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Level of Authenticity	Equal variances assumed	,448	,505	,863	102	,390	,10917	,12650	-,14175	,36009
	Equal variances not assumed			,863	101,906	,390	,10917	,12648	-,14171	,36005

Independent Samples Effect Sizes

		Standardizera	Point Estimate	95% Confidence Interval	
				Lower	Upper
Level of Authenticity	Cohen's d	,64493	,169	-,216	,554
	Hedges' correction	,64972	,168	-,215	,550
	Glass's delta	,64211	,170	-,217	,555

a. The denominator used in estimating the effect sizes.
 Cohen's d uses the pooled standard deviation.
 Hedges' correction uses the pooled standard deviation, plus a correction factor.
 Glass's delta uses the sample standard deviation of the control group.

A. 15: Independent Sample Test - Cost of imagined item

T-Test

Group Statistics

	SusCond	N	Mean	Std. Deviation	Std. Error Mean
I_Cost	>= 1,00	53	10330,9245	21201,3241	2912,22584
	< 1,00	51	1669,0196	5630,39013	788,41232

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I_Cost	Equal variances assumed	36,821	,000	2,823	102	,006	8661,90492	3068,35758	2575,83221	14747,9776
	Equal variances not assumed			2,871	59,569	,006	8661,90492	3017,06038	2625,98720	14697,8226

Independent Samples Effect Sizes

		Standardizera	Point Estimate	95% Confidence Interval	
				Lower	Upper
I_Cost	Cohen's d	15642,7219	,554	,161	,944
	Hedges' correction	15758,9287	,550	,159	,937
	Glass's delta	5630,39013	1,538	1,045	2,022

a. The denominator used in estimating the effect sizes.
 Cohen's d uses the pooled standard deviation.
 Hedges' correction uses the pooled standard deviation, plus a correction factor.
 Glass's delta uses the sample standard deviation of the control group.

A. 16: Independent Sample Test - Likelihood to purchase

T-Test

Group Statistics

	SusCond	N	Mean	Std. Deviation	Std. Error Mean
I_Like	>= 1,00	53	5,1887	1,25662	,17261
	< 1,00	51	5,6667	1,08934	,15254

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I_Like	Equal variances assumed	,884	,349	-2,069	102	,041	-,47799	,23099	-,93615	-,01982
	Equal variances not assumed			-2,075	100,921	,041	-,47799	,23035	-,93495	-,02103

Independent Samples Effect Sizes

		Standardizera ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
I_Like	Cohen's d	1,17760	-,406	-,793	-,016
	Hedges' correction	1,18634	-,403	-,788	-,016
	Glass's delta	1,08934	-,439	-,831	-,043

a. The denominator used in estimating the effect sizes.
Cohen's d uses the pooled standard deviation.
Hedges' correction uses the pooled standard deviation, plus a correction factor.
Glass's delta uses the sample standard deviation of the control group.

A. 17: Independent Sample Test: X: Dreaming type, Y: Subjective Well-being

T-Test

Group Statistics

	SusCond	N	Mean	Std. Deviation	Std. Error Mean
SWB	>= 1,00	53	7,6722	1,09575	,15051
	< 1,00	51	7,3160	1,35791	,19015

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SWB	Equal variances assumed	3,304	,072	1,475	102	,143	,35627	,24151	-,12277	,83531
	Equal variances not assumed			1,469	96,035	,145	,35627	,24251	-,12510	,83764

Independent Samples Effect Sizes

		Standardizera ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
SWB	Cohen's d	1,23125	,289	-,098	,675
	Hedges' correction	1,24040	,287	-,097	,670
	Glass's delta	1,35791	,262	-,127	,649

a. The denominator used in estimating the effect sizes.
Cohen's d uses the pooled standard deviation.
Hedges' correction uses the pooled standard deviation, plus a correction factor.
Glass's delta uses the sample standard deviation of the control group.

A. 18: X: Dreaming type, Y: Subjective Well-being , M1: Self-Efficacy, M2: Self-Discrepancy

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Version 4.0 *****

Written by Andrew F. Hayes, Ph.D. www.afhayes.com
 Documentation available in Hayes (2022). www.guilford.com/p/hayes3

Model : 4
 Y : SWB (Subjective well-being)
 X : SUS (Dreaming type: sustainable vs usual)
 M1 : SE_SUM (Mediator: Self-efficacy)
 M2 : NEWSD (Mediator: Self-discrepancy)

Sample
 Size: 104

OUTCOME VARIABLE:
 SE_SUM

Model Summary (unstandard path coefficient: a for self-e)

	R	R-sq	MSE	F	df1	df2	p
	,0731	,0053	51,9734	,5478	1,0000	102,0000	,4609

Model

	coeff	se	t	p	LLCI	ULCI
constant	52,7647	1,0095	52,2682	,0000	50,7624	54,7670
SUS	1,0466	1,4141	,7401	,4609	-1,7583	3,8515

Standardized coefficients

	coeff
SUS	,1455

Covariance matrix of regression parameter estimates:

	constant	SUS
constant	1,0191	-1,0191
SUS	-1,0191	1,9997

OUTCOME VARIABLE:
 NEWSD

Model Summary

R	R-sq	MSE	F	df1	df2	p
,0524	,0027	,7599	,2810	1,0000	102,0000	,5972

Model (unstandard path coefficient: a for self-d)

	coeff	se	t	p	LLCI	ULCI
constant	1,2353	,1221	10,1198	,0000	,9932	1,4774
SUS	-,0906	,1710	-,5301	,5972	-,4298	,2485

Standardized coefficients

	coeff
SUS	-,1043

Covariance matrix of regression parameter estimates:

	constant	SUS
constant	,0149	-,0149
SUS	-,0149	,0292

OUTCOME VARIABLE:

SWB (unstandard path coefficient: b for self-e & self-d c`for SWB)

Model Summary

R	R-sq	MSE	F	df1	df2	p
,2478	,0614	1,4823	2,1803	3,0000	100,0000	,0950

Model

	coeff	se	t	p	LLCI	ULCI
constant	5,8860	,9029	6,5192	,0000	4,0948	7,6773
SUS	,3096	,2399	1,2907	,1998	-,1663	,7855
SE_SUM	,0308	,0168	1,8348	,0695	-,0025	,0641
NEWSD	-,1589	,1389	-1,1441	,2553	-,4346	,1167

Standardized coefficients

	coeff
SUS	,2500
SE_SUM	,1790
NEWSD	-,1115

Covariance matrix of regression parameter estimates:

	constant	SUS	SE_SUM	NEWSD
constant	,8152	-,0149	-,0146	-,0121
SUS	-,0149	,0575	-,0003	,0020
SE_SUM	-,0146	-,0003	,0003	-,0002
NEWSD	-,0121	,0020	-,0002	,0193

Test(s) of X by M interaction:

	F	df1	df2	p
M1*X	,4007	1,0000	99,0000	,5282
M2*X	,2034	1,0000	99,0000	,6530

***** TOTAL EFFECT MODEL *****

OUTCOME VARIABLE:

SWB

Model Summary

	R	R-sq	MSE	F	df1	df2	p
	,1445	,0209	1,5160	2,1761	1,0000	102,0000	,1432

Model

	coeff	se	t	p	LLCI	ULCI
constant	7,3160	,1724	42,4335	,0000	6,9740	7,6579
SUS	,3563	,2415	1,4752	,1432	-,1228	,8353

Standardized coefficients

	coeff
SUS	,2877

Covariance matrix of regression parameter estimates:

	constant	SUS
constant	,0297	-,0297
SUS	-,0297	,0583

***** CORRELATIONS BETWEEN MODEL RESIDUALS *****

	SE_SUM	NEWSD	SWB
SE_SUM	1,0000	,0951	,0000
NEWSD	,0951	1,0000	,0000
SWB	,0000	,0000	1,0000

***** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y *****

Total effect of X on Y (unstandard path coefficient: c)

Effect	se	t	p	LLCI	ULCI	c_ps
,3563	,2415	1,4752	,1432	-,1228	,8353	,2877

Direct effect of X on Y (unstandard path coefficient: c')

Effect	se	t	p	LLCI	ULCI	c'_ps
,3096	,2399	1,2907	,1998	-,1663	,7855	,2500

Indirect effect(s) of X on Y:

Effect	BootSE	BootLLCI	BootULCI

TOTAL	,0467	,0660	-,0571	,2112
SE_SUM	,0323	,0572	-,0541	,1828
NEWSD	,0144	,0407	-,0431	,1238
(C1)	,0179	,0742	-,1308	,1790

Partially standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	,0377	,0537	-,0457	,1739
SE_SUM	,0261	,0468	-,0441	,1465
NEWSD	,0116	,0326	-,0358	,0977
(C1)	,0144	,0602	-,1056	,1487

Specific indirect effect contrast definition(s):

(C1) SE_SUM minus NEWSD

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output:

95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals:

5000

NOTE: Standardized coefficients for dichotomous or multicategorical X are in partially standardized form.

----- END MATRIX -----

A. 19: Dreaming type - SWB relationship: ANCOVA with the covariants cost of imagined item & likelihood to purchase the imagined item

Univariate Analysis of Variance

Between-Subjects Factors

		N
SusCond	,00	51
	1,00	53

Descriptive Statistics

Dependent Variable: SWB

SusCond	Mean	Std. Deviation	N
,00	7,3160	1,35791	51
1,00	7,6722	1,09575	53
Total	7,4975	1,23826	104

Levene's Test of Equality of Error Variances^a

Dependent Variable: SWB

F	df1	df2	Sig.
4,238	1	102	,042

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + SUS + I_Cost + I_Like + I_Cost * I_Like

Tests of Between-Subjects Effects

Dependent Variable: SWB

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^b
Corrected Model	9,286 ^a	4	2,321	1,546	,195	,059	6,184	,463
Intercept	223,738	1	223,738	149,014	,000	,601	149,014	1,000
SUS	4,634	1	4,634	3,086	,082	,030	3,086	,413
I_Cost	4,163	1	4,163	2,773	,099	,027	2,773	,378
I_Like	,663	1	,663	,442	,508	,004	,442	,101
I_Cost * I_Like	2,675	1	2,675	1,782	,185	,018	1,782	,262
Error	148,644	99	1,501					
Total	6004,062	104						
Corrected Total	157,930	103						

a. R Squared = ,059 (Adjusted R Squared = ,021)

b. Computed using alpha = ,05

Estimates

Dependent Variable: SWB

SusCond	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
,00	7,304 ^a	,178	6,950	7,658
1,00	7,748 ^a	,174	7,403	8,093

a. Covariates appearing in the model are evaluated at the following values: l_Cost = 6083,2596, l_Like = 5,4231.

Pairwise Comparisons

Dependent Variable: SWB

(I) SusCond	(J) SusCond	Mean Difference (I-J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference ^a	
					Lower Bound	Upper Bound
,00	1,00	-,444	,253	,082	-,945	,057
1,00	,00	,444	,253	,082	-,057	,945

Based on estimated marginal means

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

A. 20: Independent Sample Test, X: Dreaming type, Y: Life Satisfaction

T-Test

Group Statistics

SusCond	N	Mean	Std. Deviation	Std. Error Mean	
					LS
	< 1,00	51	5,4902	1,31716	,18444

Independent Samples Test

Levene's Test for Equality of Variances				t-test for Equality of Means					95% Confidence Interval of the Difference	
LS		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
									Equal variances assumed	17,690
Equal variances not assumed				2,289	81,651	,025	,49094	,21444	,06432	,91755

Independent Samples Effect Sizes

LS	Standardizera	Point Estimate	95% Confidence Interval	
			Lower	Upper
	Cohen's d	1,08341	,453	,841
	Hedges' correction	1,09146	,450	,835
	Glass's delta	1,31716	-,020	,762

a. The denominator used in estimating the effect sizes. Cohen's d uses the pooled standard deviation. Hedges' correction uses the pooled standard deviation, plus a correction factor. Glass's delta uses the sample standard deviation of the control group.

A. 21: X: Dreaming type, Y: Life Satisfaction , M1: Self-Efficacy, M2: Self-Discrepancy

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Version 4.0 *****

Written by Andrew F. Hayes, Ph.D. www.afhayes.com
 Documentation available in Hayes (2022). www.guilford.com/p/hayes3

Model : 4
 Y : LS (Life Satisfaction)
 X : SUS (Dreaming type: Sustainable vs usual)
 M1 : SE_SUM (Mediator: Self-efficacy)
 M2 : NEWSD (Mediator: Self-discrepancy)

Sample
 Size: 104

OUTCOME VARIABLE:
 SE_SUM

Model Summary

	R	R-sq	MSE	F	df1	df2	p
	,0731	,0053	51,9734	,5478	1,0000	102,0000	,4609

Model (unstandard path coefficient: a for self-e)

	coeff	se	t	p	LLCI	ULCI
constant	52,7647	1,0095	52,2682	,0000	50,7624	54,7670
SUS	1,0466	1,4141	,7401	,4609	-1,7583	3,8515

Standardized coefficients

	coeff
SUS	,1455

Covariance matrix of regression parameter estimates:

	constant	SUS
constant	1,0191	-1,0191
SUS	-1,0191	1,9997

OUTCOME VARIABLE:

NEWSD

Model Summary

	R	R-sq	MSE	F	df1	df2	p
	,0524	,0027	,7599	,2810	1,0000	102,0000	,5972

Model (unstandard path coefficient: a for self-d)

	coeff	se	t	p	LLCI	ULCI
constant	1,2353	,1221	10,1198	,0000	,9932	1,4774
SUS	-,0906	,1710	-,5301	,5972	-,4298	,2485

Standardized coefficients

	coeff
SUS	-,1043

Covariance matrix of regression parameter estimates:

	constant	SUS
constant	,0149	-,0149
SUS	-,0149	,0292

OUTCOME VARIABLE:

LS

Model Summary

	R	R-sq	MSE	F	df1	df2	p
	,3596	,1293	1,0970	4,9511	3,0000	100,0000	,0030

Model (unstandard path coefficient: b for self-e & self-d c`for LS)

	coeff	se	t	p	LLCI	ULCI
constant	3,5097	,7767	4,5187	,0000	1,9687	5,0506
SUS	,4340	,2064	2,1029	,0380	,0245	,8434
SE_SUM	,0411	,0145	2,8465	,0054	,0125	,0698
NEWSD	-,1537	,1195	-1,2859	,2015	-,3908	,0834

Standardized coefficients

	coeff
SUS	,3924
SE_SUM	,2675
NEWSD	-,1207

Covariance matrix of regression parameter estimates:

	constant	SUS	SE_SUM	NEWSD
constant	,6033	-,0110	-,0108	-,0090
SUS	-,0110	,0426	-,0002	,0015
SE_SUM	-,0108	-,0002	,0002	-,0002

NEWSD -,0090 ,0015 -,0002 ,0143

Test(s) of X by M interaction:

	F	df1	df2	p
M1*X	,0633	1,0000	99,0000	,8019
M2*X	,7039	1,0000	99,0000	,4035

***** TOTAL EFFECT MODEL *****

OUTCOME VARIABLE:

LS

Model Summary

	R	R-sq	MSE	F	df1	df2	p
	,2230	,0497	1,1738	5,3367	1,0000	102,0000	,0229

Model

	coeff	se	t	p	LLCI	ULCI
constant	5,4902	,1517	36,1891	,0000	5,1893	5,7911
SUS	,4909	,2125	2,3101	,0229	,0694	,9125

Standardized coefficients

	coeff
SUS	,4439

Covariance matrix of regression parameter estimates:

	constant	SUS
constant	,0230	-,0230
SUS	-,0230	,0452

***** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y *****

Total effect of X on Y (unstandard path coefficient: c)

Effect	se	t	p	LLCI	ULCI	c_ps
,4909	,2125	2,3101	,0229	,0694	,9125	,4439

Direct effect of X on Y (unstandard path coefficient: c')

Effect	se	t	p	LLCI	ULCI	c'_ps
,4340	,2064	2,1029	,0380	,0245	,8434	,3924

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	,0570	,0736	-,0665	,2372
SE_SUM	,0431	,0697	-,0711	,2140
NEWSD	,0139	,0362	-,0368	,1098

Partially standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	,0515	,0646	-,0616	,2008
SE_SUM	,0389	,0614	-,0661	,1863
NEWSD	,0126	,0326	-,0341	,0989

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output:
95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
5000

NOTE: Standardized coefficients for dichotomous or multicategorical X are in partially standardized form.

----- END MATRIX -----

A. 22: Dreaming type - LS relationship: ANCOVA with the covariant cost of imagined item & likelihood to purchase the imagined item

Univariate Analysis of Variance

Between-Subjects Factors

		N
SusCond	,00	51
	1,00	53

Descriptive Statistics

Dependent Variable: LS

SusCond	Mean	Std. Deviation	N
,00	5,4902	1,31716	51
1,00	5,9811	,79640	53
Total	5,7404	1,10599	104

Levene's Test of Equality of Error Variances^a

Dependent Variable: LS

F	df1	df2	Sig.
18,257	1	102	,000

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + SUS + I_Cost + I_Like + I_Cost * I_Like

Tests of Between-Subjects Effects

Dependent Variable: LS

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^b
Corrected Model	7,803 ^a	4	1,951	1,634	,172	,062	6,536	,487
Intercept	124,158	1	124,158	104,001	,000	,512	104,001	1,000
SUS	6,162	1	6,162	5,162	,025	,050	5,162	,614
I_Cost	1,488	1	1,488	1,246	,267	,012	1,246	,198
I_Like	,146	1	,146	,123	,727	,001	,123	,064
I_Cost * I_Like	1,348	1	1,348	1,129	,291	,011	1,129	,183
Error	118,188	99	1,194					
Total	3553,000	104						
Corrected Total	125,990	103						

a. R Squared = ,062 (Adjusted R Squared = ,024)

b. Computed using alpha = ,05

Estimates

Dependent Variable: LS

SusCond	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
,00	5,503 ^a	,159	5,187	5,818
1,00	6,014 ^a	,155	5,707	6,322

a. Covariates appearing in the model are evaluated at the following values: I_Cost = 6083,2596, I_Like = 5,4231.

Pairwise Comparisons

Dependent Variable: LS

(I) SusCond	(J) SusCond	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
,00	1,00	-,512*	,225	,025	-,959	-,065
1,00	,00	,512*	,225	,025	,065	,959

Based on estimated marginal means

*. The mean difference is significant at the ,05 level.

b. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

A. 23: Independent Sample Test, M1: Self-Efficacy

T-Test

Group Statistics

	SusCond	N	Mean	Std. Deviation	Std. Error Mean
SE_SUM	>= 1,00	53	53,8113	6,25133	,85869
	< 1,00	51	52,7647	8,08601	1,13227

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SE_SUM	Equal variances assumed	2,743	,101	,740	102	,461	1,04661	1,41411	-1,75827	3,85150
	Equal variances not assumed			,737	94,118	,463	1,04661	1,42105	-1,77486	3,86809

Independent Samples Effect Sizes

		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
SE_SUM	Cohen's d	7,20926	,145	-,240	,530
	Hedges' correction	7,26282	,144	-,238	,526
	Glass's delta	8,08601	,129	-,256	,514

- a. The denominator used in estimating the effect sizes.
 Cohen's d uses the pooled standard deviation.
 Hedges' correction uses the pooled standard deviation, plus a correction factor.
 Glass's delta uses the sample standard deviation of the control group.

A. 24: X: Dreaming type, Y: Life Satisfaction, M1: Self-Efficacy

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Version 4.0 *****

Written by Andrew F. Hayes, Ph.D. www.afhayes.com
 Documentation available in Hayes (2022). www.guilford.com/p/hayes3

Model : 4
 Y : LS (Life Satisfaction)
 X : SUS(Dreaming type: Sustainable vs usual)
 M : SE_SUM (Mediator: Self-efficacy)

Sample
 Size: 104

OUTCOME VARIABLE:

SE_SUM

Model Summary (unstandard path coefficient: a for self-e)

	R	R-sq	MSE	F	df1	df2	p
	,0731	,0053	51,9734	,5478	1,0000	102,0000	,4609

Model

	coeff	se	t	p	LLCI	ULCI
constant	52,7647	1,0095	52,2682	,0000	50,7624	54,7670
SUS	1,0466	1,4141	,7401	,4609	-1,7583	3,8515

Standardized coefficients

	coeff
SUS	,1455

Covariance matrix of regression parameter estimates:

	constant	SUS
constant	1,0191	-1,0191
SUS	-1,0191	1,9997

OUTCOME VARIABLE:

LS

Model Summary (unstandard path coefficient: b for self-e, c`for LS)

R	R-sq	MSE	F	df1	df2	p
,3390	,1149	1,1041	6,5574	2,0000	101,0000	,0021

Model

	coeff	se	t	p	LLCI	ULCI
constant	3,4130	,7756	4,4008	,0000	1,8745	4,9515
SUS	,4497	,2067	2,1762	,0319	,0398	,8597
SE_SUM	,0394	,0144	2,7279	,0075	,0107	,0680

Standardized coefficients

	coeff
SUS	,4066
SE_SUM	,2560

Covariance matrix of regression parameter estimates:

	constant	SUS	SE_SUM
constant	,6015	-,0101	-,0110
SUS	-,0101	,0427	-,0002
SE_SUM	-,0110	-,0002	,0002

***** TOTAL EFFECT MODEL *****

OUTCOME VARIABLE:

LS

Model Summary

R	R-sq	MSE	F	df1	df2	p
,2230	,0497	1,1738	5,3367	1,0000	102,0000	,0229

Model

	coeff	se	t	p	LLCI	ULCI
constant	5,4902	,1517	36,1891	,0000	5,1893	5,7911
SUS	,4909	,2125	2,3101	,0229	,0694	,9125

Standardized coefficients

	coeff
SUS	,4439

Covariance matrix of regression parameter estimates:

	constant	SUS
constant	,0230	-,0230
SUS	-,0230	,0452

***** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y *****

Total effect of X on Y (unstandard path coefficient: c)

Effect	se	t	p	LLCI	ULCI	c_ps
,4909	,2125	2,3101	,0229	,0694	,9125	,4439

Direct effect of X on Y (unstandard path coefficient: c')

Effect	se	t	p	LLCI	ULCI	c'_ps
,4497	,2067	2,1762	,0319	,0398	,8597	,4066

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
SE_SUM	,0412	,0649	-,0669	,1987

Partially standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
SE_SUM	,0373	,0570	-,0632	,1684

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output:

95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals:

5000

NOTE: Standardized coefficients for dichotomous or multicategorical X are in partially standardized form.

----- END MATRIX -----

A. 25: X: Dreaming type, Y: Life Satisfaction, M1: Self-Efficacy, Covariant: cost of imagined item & likelihood to purchase the imagined item

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Version 4.0 *****

Written by Andrew F. Hayes, Ph.D. www.afhayes.com
 Documentation available in Hayes (2022). www.guilford.com/p/hayes3

Model : 4
 Y : LS (Life Satisfaction)
 X : SUS (Dreaming type: Sustainable vs usual)
 M : SE_SUM (Mediator: Self-efficacy)

Covariates:
 I_Cost I_Like

Sample
 Size: 104

OUTCOME VARIABLE:
 SE_SUM

Model Summary

	R	R-sq	MSE	F	df1	df2	p
	,0885	,0078	52,8799	,2633	3,0000	100,0000	,8517

Model

	coeff	se	t	p	LLCI	ULCI
constant	52,5621	3,6701	14,3216	,0000	45,2806	59,8435
SUS	,8582	1,4988	,5726	,5682	-2,1154	3,8318
I_Cost	,0000	,0000	,5002	,6180	-,0001	,0001
I_Like	,0289	,6198	,0466	,9629	-1,2009	1,2586

Standardized coefficients

	coeff
SUS	,1193
I_Cost	,0524
I_Like	,0048

Covariance matrix of regression parameter estimates:

constant	SUS	I_Cost	I_Like

constant	13,4699	-1,8168	,0000	-2,1851
SUS	-1,8168	2,2464	,0000	,1425
I_Cost	,0000	,0000	,0000	,0000
I_Like	-2,1851	,1425	,0000	,3842

OUTCOME VARIABLE:

LS

Model Summary

R	R-sq	MSE	F	df1	df2	p
,3428	,1175	1,1231	3,2957	4,0000	99,0000	,0140

Model

	coeff	se	t	p	LLCI	ULCI
constant	3,3348	,9343	3,5694	,0006	1,4810	5,1885
SUS	,4840	,2188	2,2123	,0292	,0499	,9181
SE_SUM	,0397	,0146	2,7268	,0076	,0108	,0687
I_Cost	,0000	,0000	-,4960	,6210	,0000	,0000
I_Like	,0113	,0903	,1256	,9003	-,1679	,1906

Standardized coefficients

	coeff
SUS	,4376
SE_SUM	,2585
I_Cost	-,0494
I_Like	,0123

Covariance matrix of regression parameter estimates:

	constant	SUS	SE_SUM	I_Cost	I_Like
constant	,8728	-,0290	-,0112	,0000	-,0461
SUS	-,0290	,0479	-,0002	,0000	,0030
SE_SUM	-,0112	-,0002	,0002	,0000	,0000
I_Cost	,0000	,0000	,0000	,0000	,0000
I_Like	-,0461	,0030	,0000	,0000	,0082

Test(s) of X by M interaction:

F	df1	df2	p
,0049	1,0000	98,0000	,9442

***** TOTAL EFFECT MODEL *****

OUTCOME VARIABLE:

LS

Model Summary

R	R-sq	MSE	F	df1	df2	p
---	------	-----	---	-----	-----	---

,2263 ,0512 1,1954 1,8000 3,0000 100,0000 ,1521

Model

	coeff	se	t	p	LLCI	ULCI
constant	5,4235	,5518	9,8287	,0000	4,3287	6,5183
SUS	,5181	,2253	2,2992	,0236	,0710	,9652
I_Cost	,0000	,0000	-,3491	,7277	,0000	,0000
I_Like	,0125	,0932	,1340	,8937	-,1724	,1974

Standardized coefficients

	coeff
SUS	,4685
I_Cost	-,0358
I_Like	,0135

Covariance matrix of regression parameter estimates:

	constant	SUS	I_Cost	I_Like
constant	,3045	-,0411	,0000	-,0494
SUS	-,0411	,0508	,0000	,0032
I_Cost	,0000	,0000	,0000	,0000
I_Like	-,0494	,0032	,0000	,0087

***** CORRELATIONS BETWEEN MODEL RESIDUALS *****

	SE_SUM	LS
SE_SUM	1,0000	,0000
LS	,0000	1,0000

***** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y *****

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI	c_ps
,5181	,2253	2,2992	,0236	,0710	,9652	,4685

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI	c'_ps
,4840	,2188	2,2123	,0292	,0499	,9181	,4376

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
SE_SUM	,0341	,0676	-,0775	,1934

Partially standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
SE_SUM	,0308	,0599	-,0706	,1709

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output:
95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
5000

NOTE: Standardized coefficients for dichotomous or multicategorical X are in
partially standardized form.

----- END MATRIX -----

A. 26: Independent Sample Test, M2: Self-Discrepancy

T-Test

Group Statistics

	SusCond	N	Mean	Std. Deviation	Std. Error Mean
NEWSD	>= 1,00	53	1,1447	,92105	,12652
	< 1,00	51	1,2353	,81730	,11444

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
NEWSD	Equal variances assumed	,743	,391	-,530	102	,597	-,09064	,17099	-,42980	,24852
	Equal variances not assumed			-,531	101,346	,596	-,09064	,17060	-,42905	,24777

Independent Samples Effect Sizes

		Standardizera ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
NEWSD	Cohen's d	,87173	-,104	-,488	,281
	Hedges' correction	,87821	-,103	-,485	,279
	Glass's delta	,81730	-,111	-,495	,275

- a. The denominator used in estimating the effect sizes.
 Cohen's d uses the pooled standard deviation.
 Hedges' correction uses the pooled standard deviation, plus a correction factor.
 Glass's delta uses the sample standard deviation of the control group.

A. 27: X: Dreaming type, Y: Life Satisfaction, M1: Self-Discrepancy

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Version 4.0 *****

Written by Andrew F. Hayes, Ph.D. www.afhayes.com
 Documentation available in Hayes (2022). www.guilford.com/p/hayes3

Model : 4
 Y : LS (Life Satisfaction)
 X : SUS (Dreaming type: Sustainable vs usual)
 M : NEWSD (Mediator: Self-discrepancy)

Sample
 Size: 104

OUTCOME VARIABLE:
 NEWSD

Model Summary

	R	R-sq	MSE	F	df1	df2	p
	,0524	,0027	,7599	,2810	1,0000	102,0000	,5972

Model (unstandard path coefficient: a for self-d)

	coeff	se	t	p	LLCI	ULCI
constant	1,2353	,1221	10,1198	,0000	,9932	1,4774
SUS	-,0906	,1710	-,5301	,5972	-,4298	,2485

Standardized coefficients

	coeff
SUS	-,1043

Covariance matrix of regression parameter estimates:

	constant	SUS
constant	,0149	-,0149
SUS	-,0149	,0292

OUTCOME VARIABLE:
 LS

Model Summary

	R	R-sq	MSE	F	df1	df2	p
--	---	------	-----	---	-----	-----	---

,2424 ,0588 1,1741 3,1535 2,0000 101,0000 ,0469

Model (unstandard path coefficient: a for self-d)

	coeff	se	t	p	LLCI	ULCI
constant	5,6401	,2148	26,2581	,0000	5,2140	6,0662
SUS	,4799	,2128	2,2550	,0263	,0577	,9021
NEWSD	-,1213	,1231	-,9858	,3266	-,3655	,1228

Standardized coefficients

	coeff
SUS	,4339
NEWSD	-,0953

Covariance matrix of regression parameter estimates:

	constant	SUS	NEWSD
constant	,0461	-,0247	-,0187
SUS	-,0247	,0453	,0014
NEWSD	-,0187	,0014	,0151

Test(s) of X by M interaction:

F	df1	df2	p
1,0459	1,0000	100,0000	,3089

***** TOTAL EFFECT MODEL *****

OUTCOME VARIABLE:

LS

Model Summary

R	R-sq	MSE	F	df1	df2	p
,2230	,0497	1,1738	5,3367	1,0000	102,0000	,0229

Model

	coeff	se	t	p	LLCI	ULCI
constant	5,4902	,1517	36,1891	,0000	5,1893	5,7911
SUS	,4909	,2125	2,3101	,0229	,0694	,9125

Standardized coefficients

	coeff
SUS	,4439

Covariance matrix of regression parameter estimates:

	constant	SUS
constant	,0230	-,0230
SUS	-,0230	,0452

***** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y *****

Total effect of X on Y (unstandard path coefficient: c)

Effect	se	t	p	LLCI	ULCI	c_ps
,4909	,2125	2,3101	,0229	,0694	,9125	,4439

Direct effect of X on Y (unstandard path coefficient: c')

Effect	se	t	p	LLCI	ULCI	c'_ps
,4799	,2128	2,2550	,0263	,0577	,9021	,4339

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
NEWSD	,0110	,0327	-,0344	,1039

Partially standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
NEWSD	,0099	,0298	-,0312	,0932

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output:

95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals:

5000

NOTE: Standardized coefficients for dichotomous or multicategorical X are in partially standardized form.

----- END MATRIX -----

A. 28: X: Dreaming type, Y: Life Satisfaction, M1: Self-Discrepancy, Covariants: cost of imagined item & likelihood to purchase the imagined item

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Version 4.0 *****

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 Documentation available in Hayes (2022). www.guilford.com/p/hayes3

Model : 4
 Y : LS (Life satisfaction)
 X : SUS (Dreaming type: Sustainable vs usual)
 M : NEWSD (Mediator: Self-Discrepancy)

Covariates:
 I_Cost I_Like

Sample
 Size: 104

OUTCOME VARIABLE:
 NEWSD

Model Summary

	R	R-sq	MSE	F	df1	df2	p
	,1212	,0147	,7658	,4967	3,0000	100,0000	,6854

Model

	coeff	se	t	p	LLCI	ULCI
constant	1,6972	,4417	3,8426	,0002	,8209	2,5735
SUS	-,1275	,1804	-,7069	,4813	-,4854	,2303
I_Cost	,0000	,0000	-,0424	,9663	,0000	,0000
I_Like	-,0814	,0746	-1,0918	,2775	-,2294	,0665

Standardized coefficients

	coeff
SUS	-,1468
I_Cost	-,0044
I_Like	-,1122

Covariance matrix of regression parameter estimates:

constant	SUS	I_Cost	I_Like

constant	,1951	-,0263	,0000	-,0316
SUS	-,0263	,0325	,0000	,0021
I_Cost	,0000	,0000	,0000	,0000
I_Like	-,0316	,0021	,0000	,0056

OUTCOME VARIABLE:

LS

Model Summary

R	R-sq	MSE	F	df1	df2	p
,2450	,0600	1,1962	1,5807	4,0000	99,0000	,1854

Model

	coeff	se	t	p	LLCI	ULCI
constant	5,6277	,5914	9,5166	,0000	4,4543	6,8011
SUS	,5028	,2260	2,2248	,0284	,0544	,9512
NEWSD	-,1203	,1250	-,9627	,3380	-,3683	,1277
I_Cost	,0000	,0000	-,3531	,7248	,0000	,0000
I_Like	,0027	,0938	,0287	,9772	-,1834	,1888

Standardized coefficients

	coeff
SUS	,4546
NEWSD	-,0945
I_Cost	-,0362
I_Like	,0029

Covariance matrix of regression parameter estimates:

	constant	SUS	NEWSD	I_Cost	I_Like
constant	,3497	-,0445	-,0265	,0000	-,0516
SUS	-,0445	,0511	,0020	,0000	,0034
NEWSD	-,0265	,0020	,0156	,0000	,0013
I_Cost	,0000	,0000	,0000	,0000	,0000
I_Like	-,0516	,0034	,0013	,0000	,0088

Test(s) of X by M interaction:

F	df1	df2	p
1,1005	1,0000	98,0000	,2967

***** TOTAL EFFECT MODEL *****

OUTCOME VARIABLE:

LS

Model Summary

R	R-sq	MSE	F	df1	df2	p
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,2263 ,0512 1,1954 1,8000 3,0000 100,0000 ,1521

Model

	coeff	se	t	p	LLCI	ULCI
constant	5,4235	,5518	9,8287	,0000	4,3287	6,5183
SUS	,5181	,2253	2,2992	,0236	,0710	,9652
I_Cost	,0000	,0000	-,3491	,7277	,0000	,0000
I_Like	,0125	,0932	,1340	,8937	-,1724	,1974

Standardized coefficients

	coeff
SUS	,4685
I_Cost	-,0358
I_Like	,0135

Covariance matrix of regression parameter estimates:

	constant	SUS	I_Cost	I_Like
constant	,3045	-,0411	,0000	-,0494
SUS	-,0411	,0508	,0000	,0032
I_Cost	,0000	,0000	,0000	,0000
I_Like	-,0494	,0032	,0000	,0087

***** CORRELATIONS BETWEEN MODEL RESIDUALS *****

	NEWSD	LS
NEWSD	1,0000	,0000
LS	,0000	1,0000

***** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y *****

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI	c_ps
,5181	,2253	2,2992	,0236	,0710	,9652	,4685

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI	c'_ps
,5028	,2260	2,2248	,0284	,0544	,9512	,4546

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
NEWSD	,0153	,0360	-,0319	,1109

Partially standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
NEWSD	,0139	,0326	-,0299	,1015

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output:

95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals:

5000

NOTE: Standardized coefficients for dichotomous or multicategorical X are in partially standardized form.

----- END MATRIX -----

A. 29: Independent Samples Test - Label vs non-label likelihood of purchase

T-Test

Group Statistics

	SusCond	N	Mean	Std. Deviation	Std. Error Mean
NL_Like	>= 1,00	53	4,5094	1,78264	,24486
	< 1,00	51	3,7255	1,91915	,26873
L_Like	>= 1,00	53	4,4528	1,69349	,23262
	< 1,00	51	4,2157	1,94231	,27198

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
NL_Like	Equal variances assumed	2,313	,131	2,159	102	,033	,78394	,36304	,06385	1,50403
	Equal variances not assumed			2,156	100,728	,033	,78394	,36356	,06271	1,50518
L_Like	Equal variances assumed	2,808	,097	,664	102	,508	,23714	,35694	-,47085	,94514
	Equal variances not assumed			,663	98,979	,509	,23714	,35789	-,47298	,94727

Independent Samples Effect Sizes

		Standardize ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
NL_Like	Cohen's d	1,85081	,424	,034	,811
	Hedges' correction	1,86456	,420	,033	,805
	Glass's delta	1,91915	,408	,014	,799
L_Like	Cohen's d	1,81972	,130	-,255	,515
	Hedges' correction	1,83323	,129	-,253	,511
	Glass's delta	1,94231	,122	-,264	,507

a. The denominator used in estimating the effect sizes.
 Cohen's d uses the pooled standard deviation.
 Hedges' correction uses the pooled standard deviation, plus a correction factor.
 Glass's delta uses the sample standard deviation of the control group.

A. 30: Independent Samples Test - Label vs non-label willingness to pay

T-Test

Group Statistics

	SusCond	N	Mean	Std. Deviation	Std. Error Mean
NL_Howmuchwouldyoube w	>= 1,00	53	78,7170	38,11439	5,23541
	< 1,00	51	72,0000	35,35704	4,95098
L_Howmuchwouldyoube wi	>= 1,00	53	86,6415	40,41139	5,55093
	< 1,00	51	84,5098	36,54442	5,11724

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
NL_Howmuchwouldyoube w	Equal variances assumed	,188	,666	,931	102	,354	6,71698	7,21617	-7,59625	21,03022
	Equal variances not assumed			,932	101,866	,353	6,71698	7,20567	-7,57566	21,00962
L_Howmuchwouldyoube wi	Equal variances assumed	,153	,696	,282	102	,779	2,13171	7,56448	-12,87241	17,13582
	Equal variances not assumed			,282	101,615	,778	2,13171	7,54977	-12,84391	17,10732

Independent Samples Effect Sizes

		Standardize ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
NL_Howmuchwouldyoube w	Cohen's d	36,78858	,183	-,203	,567
	Hedges' correction	37,06187	,181	-,202	,563
	Glass's delta	35,35704	,190	-,197	,575
L_Howmuchwouldyoube wi	Cohen's d	38,56430	,055	-,329	,440
	Hedges' correction	38,85079	,055	-,327	,436
	Glass's delta	36,54442	,058	-,327	,443

a. The denominator used in estimating the effect sizes.
Cohen's d uses the pooled standard deviation.
Hedges' correction uses the pooled standard deviation, plus a correction factor.
Glass's delta uses the sample standard deviation of the control group.

A. 31: Attitude Behavior Gap - (MEAN(CPMEANENV, GBMEANENV) - AS_Environment)/AS_Environment

T-Test

Group Statistics

	SusCond	N	Mean	Std. Deviation	Std. Error Mean
AttitudeBehGap8	>= 1,00	53	,7746	,46854	,06436
	< 1,00	51	,8130	,46509	,06513

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
AttitudeBehGap8	Equal variances assumed	,124	,725	-,419	102	,676	-,03841	,09157	-,22005	,14323
	Equal variances not assumed			-,419	101,899	,676	-,03841	,09156	-,22002	,14320

Independent Samples Effect Sizes

		Standardize ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
AttitudeBehGap8	Cohen's d	,46685	-,082	-,467	,303
	Hedges' correction	,47032	-,082	-,463	,300
	Glass's delta	,46509	-,083	-,467	,303

a. The denominator used in estimating the effect sizes.
Cohen's d uses the pooled standard deviation.
Hedges' correction uses the pooled standard deviation, plus a correction factor.
Glass's delta uses the sample standard deviation of the control group.

A. 32: Attitude Behavior Gap - Analysis

To calculate the envir. ABG, the value of the actual envir. self is subtracted by the means of CP and GB (Binder & Blankenberg, 2017). There is not a significant difference regarding the sus. ABG in the two groups we studied ($M_{\text{sus}}=0.77$, $SD_{\text{sus}}=0.47$, $M_{\text{nonsus}}=0.81$, $SD_{\text{nonsus}}=0.47$, $t(102)=-0.419$, $p=0.676$) (A.31). We do see an existing ABG of 77% within participants of the expe. group and 81% within the cont. group. However, imagining sus. purchases cannot bridge the gap. The ABG remains high for both study groups independently of the sus. manipulation. However, we only analyzed the environmental ABG. Imagining sus. purchases does not seem to be the most robust tool to overcome the gap. Maybe, attitude and behavior are already a strong part of one's identity and daily life and a two-minute exercise does not have enough power to overcome the gap within a person. It could also be that the imagination task did not impact the environmental ABG, but other ABGs like social or economic ABGs would have been impacted. The ABG did not seem to be significantly dependent on whether the participants were sus. manipulated. Additional studies could investigate correlations of factors impacting consumption imagination and ABG, especially for the non-environmental ABGs.