



Online-Appendix zu

„Do elite students good?

**The impact of social background on CSR
perception – an empirical analysis“**

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Appendix

Appendix 1: Detailed composition of the online-questionnaire

Cultural Capital	How often did you visit museums, concerts and/or plays during your studies?	Likert-type scale (1= Never; 5 = Several times a month)
	How often did you visit museums, concerts and/or plays with your parents in school time?	Likert-type scale (1= Never; 5 = Several times a month)
	Did you have music or dancing lessons during school time that were not part of the curriculum?	1= Yes
	Music lessons 1,2,3	String
	Years of music lessons 1,2,3	String
	Have you been active in sport activities during school time that took place outside school?	1= Yes
	Sport activity 1,2,3	Blank space
	Years of sport activity 1,2,3	Blank space
	Have you been active in sport activities during your studies that were not part of the curriculum?	1= Yes
	Sport activity 1,2,3	Blank space
Years of sport activity 1,2,3	Blank space	
Social capital	In which life period did you live with which part of your parents?	Multiple response
	Living together in life period 0-5 years with mother	1= Has lived together in this life period with mother
	Living together in life period 0-5 years with father	1= Has lived together in this life period with father
	Living together in life period 6-12 years with mother	1= Has lived together in this life period with mother
	Living together in life period 6-12 years with father	1= Has lived together in this life period with father
	Living together in life period 13-18 years with mother	1= Has lived together in this life period with mother
	Living together in life period 13-18 years with father	1= Has lived together in this life period with father
	How many siblings do you have?	Continuous; 0-6
	What description fits your siblings?	Multiple response
	One older sister	1 = quoted
	One younger sister	1 = quoted
	One older brother	1 = quoted
	One younger brother	1 = quoted
	Two older sisters	1 = quoted
	Two younger sisters	1 = quoted
	Two older brothers	1 = quoted
	Two younger brothers	1 = quoted
	Three older sisters	1 = quoted
	Three younger sisters	1 = quoted
	Three older brothers	1 = quoted
Three younger brothers	1 = quoted	
How often did you discuss troubling things with your parents during school/studies?	Likert-type scale (1= Never; 5 = Very frequently)	
How often did you discuss grades with your parents during school/studies?	Likert-type scale (1= Never; 5 = Very frequently)	

	How often did you discuss ethics with your parents during school/studies?	Likert-type scale (1= Never; 5 = Very frequently)
	How often did you discuss future perspectives with your parents during school/studies?	Likert-type scale (1= Never; 5 = Very frequently)
	How often did you discuss political news and societal problems with friends during school/studies?	Likert-type scale (1= Never; 5 = Very frequently)
	How many friends did extracurricular volunteering activities during studies?	Likert-type scale (1= Nobody; 5 = Everybody)
	Did you extracurricular volunteering activities during your studies?	1= Yes
	Volunteering activity 1,2,3	Blank space
	Year of volunteering activity 1,2,3	Blank space
Economic Capital	How high is the available yearly gross income of your parents?	1 = Less than 35.000€; 2= Between 35.001€and 75.000€; 3= Between 75.001€and 150.000€; 4= Between 150.001€and 300.000€; 5 = More than 300.000€; 6 = No statement
	How high is your available monthly income?	1 = Up to 500€; 2= Between 501€ and 800€; 3 = Between 801€and 1.500€; 4 = More than 1.500€; 5 = No statement
	Which of the following are sources of your monthly income?	
	Parental support	1 = quoted
	Scholarship	1 = quoted
	Job	1 = quoted
	No statement	1 = quoted
Habitus	How many books are in your parents' household?	1 = Less than 50; 2 = Between 50 and 250, 3= More than 250; 4 = No statement
	What is the GPA of your university-entrance diploma?	1= 1.0; 2= 1.1; (...) 16 = 2.5; 17 = >2.5; 18 = No statement
	In learning environments, I try to be better than other students.	Likert-type scale (1= Not agree; 5 = Strongly agree)
	Most teachers/lecturers listen to what I have to say.	Likert-type scale (1= Not agree; 5 = Strongly agree)
CSR perception	From your point of view, whose interests a company should consider most?	1 = Customer's interests; 2= Employee's interests; 3 = Shareholder's interests; 4 = Society's interests
	From which perspective do you perceive a company? <i>Please assign in total ten points to the four statements.</i>	1 = I perceive a company from a customer perspective; 2 = I perceive a company from a employee perspective; 3 = I perceive a company from a shareholder perspective; 4 = I perceive a company from a shareholder perspective
Standards and family background	Please indicate your gender	1 = Female
	Do you still study?	1 = Yes
	What is/ was your field of study?	1 = Natural sciences; 2 = Economic sciences; 3 = Engineering sciences; 4 = Law; 5 = Social sciences; 6 = Other
	In which area did you grow up?	1 = Rural area
	Please indicate your highest educational degree	1= University-entrance diploma; 2 = Bachelor's degree; 3 = Master's degree; 4 = PhD; 5 = MBA

	What is the highest educational degree of your mother?	1 = Certificate of Secondary Education; 2 = General Certificate of Secondary Education; 3 = Polytechnic degree; 4 = University-entrance diploma; 5 = Graduate degree; 6 = PhD
	What is the highest educational degree of your father?	1 = Certificate of Secondary Education; 2 = General Certificate of Secondary Education; 3 = Polytechnic degree; 4 = University-entrance diploma; 5 = Graduate degree; 6 = PhD
	What is the current occupation of your father?	Blank space
	What is the current occupation of your mother?	Blank space
	Please indicate your current relationship status	1 = Single; 2 = In a relationship; 3 = Married; 4 = No statement

Appendix 2: Detailed list of company activities with respective literature sources

Item	References
Company activities for customers	
Established effective processes to comply with customer complaints	Pérez et al. (2013), Maignan et al. (1999, 2004), Singh et al. (2008), Turker (2009)
Uses customer satisfaction as an indicator to improve products/services	
Treats its customers honestly and completely informs about products/services	
Sells products/services that comply with legal regulations	
Produces reliable products/services	
Is innovative and regularly launches new products on the market	
Has friendly personal	
Is environmentally conscious	
Company activities for employees	
Pays a fair salary	Pérez (2008), Maignan et al. (1999, 2004), Turker (2009)
Guarantees a safe working environment	
Has flat hierarchies	
Offers rights of co-determination	
Ensures trainings and career opportunities	
Enables flexible working conditions e.g. home office, sabbatical, etc.	
Offers additional services, e.g. nursery, free food, sport facilities etc.	
Emphasizes a cooperative atmosphere at work	
Company activities for shareholders	
Tries to maximize its profits	Pérez et al. (2013), Maignan et al. (1999, 2004), Singh et al. (2008), Salmones et al. (2008), Turker (2009)
Informs honestly about its current economic situation	
Tries to ensure survival and long-term success	
Is innovative and uses new technologies	
Controls its costs	
Complies with legal regulations punctually and promptly	
Tries to realize a progress for society	
Behaves environmentally friendly	
Company activities for society	
Sponsors regional culture, e.g. jazz concerts, arts collections	Pérez et al. (2013), Maignan et al. (1999), Singh et al. (2008), Salmones et al. (2008), Turker (2009)
Supports global culture projects, e.g. digital live stream of Berliner Philharmoniker concerts, international conductor competition	
Promotes local sport activities, e.g. football club, local talents	
Funds international sport events, e.g. Olympic Games, international top athletes	
Encourages local social projects, e.g. support for young mothers, breakfast for children in need	
Supports international aid agencies, e.g. emergency aid, UNICEF	
Promotes regional environment-protecting initiatives, e.g. solar cells for schools	
Engages in global eco-projects, e.g. Ocean Cleanup, water projects in drought areas	

Appendix 3: Detailed prove for sponsorship among company activities:

Projects supporting regional culture are initiatives like the BMW Jazz Award⁸⁵ or the arts selection of HypoVereinsbank⁸⁶. Deutsche Bank sponsors the international conductor competition⁸⁷ and the Digital Concert Hall, which video streams Berliner Philharmoniker concerts to electronic devices⁸⁸. Bayer financially supports twenty-six sport clubs located near their production sites⁸⁹, Commerzbank encourages girls to play football with their initiative ‘Girls wanted’⁹⁰. Coca Cola, General Electric and Procter & Gamble sponsor the Olympic Games⁹¹, Porsche is active in promoting the female national tennis team⁹². Local social projects like supporting young mothers⁹³ or breakfast for children in need⁹⁴ are encouraged by Allianz, as well as local environmental initiatives like funding solar panels for schools⁹⁵. Deutsche Post DHL developed emergency aid initiatives in the Philippines⁹⁶, ING and Gucci sponsor UNICEF⁹⁷. Global environmental projects such as supporting water projects in

⁸⁵N.N. (2015): BMW Welt Jazz Award 2015. Playing my guitar, Online at: http://www.bmw-welt.com/en/events/jazz_awards_2015.html, Downloaded: 12.01.15, 12:14 o'clock.

⁸⁶N.N. (2015): HVB KUNSTSAMMLUNG, Online at: <http://sammlung.hypovereinsbank.de/de/>, Downloaded: 12.01.15, 12:23 o'clock.

⁸⁷N.N. (2015): Internationaler Dirigentenwettbewerb Sir Georg Solti, Online at: http://www.deutsche-bank-stiftung.de/kultur_solti.html?dbiquery=null%3Adirigentenwettbewerb, Downloaded: 12.01.15, 12:39 o'clock.

⁸⁸N.N. (2015). How it works, Online at: <https://www.digitalconcerthall.com/en/info>, Downloaded: 12.01.15, 12:32 o'clock.

⁸⁹N.N. (2015). How it works, Online at: <http://www.bayer.com/en/bayer-clubs.aspx>, Downloaded: 12.01.15, 12: 45 o'clock.

⁹⁰N.N. (2015), Girls Wanted, Online at: https://www.sponsoring.commerzbank.de/de/03_girlswanted/01_dasengagement_2/startseite_engagement_1.html, Downloaded: 12.01.15, 12:38 o'clock.

⁹¹N.N. (2014): The Olympic Partner (Top) Programme, Online at: <http://www.olympic.org/sponsors>, Downloaded: 12.01.15, 12:49 o'clock.

⁹²N.N. (2015), Sport, Online at: <http://www.porsche.com/germany/aboutporsche/responsibility/socialresponsibility/sports/>, Downloaded: 12.01.15, 12:58 o'clock.

⁹³N.N. (2015), Unterstützung für junge Mütter, Online at: <https://www.allianzdeutschland.de/kinderstiftung/projekte/projekt-haus-anna-unterstuetzung-fuer-junge-muetter/>, Downloaded: 12.01.15, 13:10 o'clock.

⁹⁴N.N. (2015), Morgens um 8 Uhr in Deutschland, Online at: <https://www.allianzdeutschland.de/kinderstiftung/projekte/september-2012-morgens-um-8-uhr-in-deutschland/>, Downloaded: 12.01.15, 13:14 o'clock.

⁹⁵N.N. (2015), Solaranlagen für Schulen, Online at: https://umweltstiftung.allianz.de/wps/portal/tw/umweltstiftung.allianz.de/projekte_uebersicht/umwelt_und_klimaschutz/ok_solaranlagen/index.html, Downloaded: 12.01.15, 13:04 o'clock.

⁹⁶N.N. (2015), Disaster Response Teams providing help, Online at: http://www.dpdl.com/en/responsibility/disaster-management/disaster_response_drt.html, Downloaded: 12.01.15, 13:21 o'clock.

⁹⁷N.N. (2015), Our partners, Online at: http://www.unicef.org/corporate_partners/index_24649.html, Downloaded: 12.01.15, 13:34 o'clock.

drought areas⁹⁸ or the Ocean Cleanup project⁹⁹ are promoted by Munich Re and Omega, respectively.

		Visited museums, concerts, or plays with parents in school time	
Spearman's rho	Visited museums, concerts or plays when studying at university	Correlation Coefficient	,280 [*]
		Sig. (2-tailed)	,031
		N	59

Appendix 4: Significant correlation between cultural visits in school and university

Number of instruments					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	7	11,7	11,7	11,7
	1	24	40,0	40,0	51,7
	2	21	35,0	35,0	86,7
	3	8	13,3	13,3	100,0
	Total	60	100,0	100,0	

Appendix 5: 24 Students played one instrument

Statistics			
		Intensity of musical education (in years)	Intensity of dance education (in years)
N	Valid	60	54
	Missing	0	6
Mean		8,15	1,72
Median		8,00	,00
Mode		0	0
Sum		489	93

Appendix 6: Mean of musical and dancing education

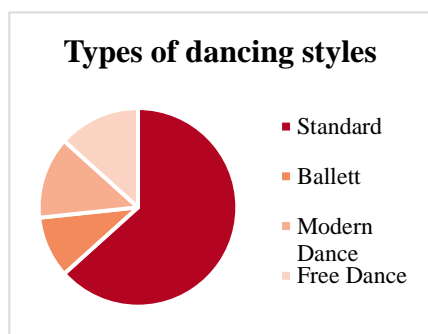
Intensity of the musical education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	7	11,7	11,7	11,7
	1	3	5,0	5,0	16,7
	2	3	5,0	5,0	21,7
	3	2	3,3	3,3	25,0
	4	5	8,3	8,3	33,3
	5	2	3,3	3,3	36,7
	6	4	6,7	6,7	43,3

⁹⁸Munich Re (2013), Soziales Engagement für Mensch und Natur - nachhaltig und persönlich, Online at: <https://www.munichre.com/corporateresponsibilitytemp/de/commitment/focal-areas/social-commitment/index.html>, Downloaded: 12.01.15, 13:43 o'clock.

⁹⁹N.N. (2015), Omega for our oceans, Online at: <http://www.omegawatches.com/planet-omega/social/planet-ocean>, Downloaded: 12.01.15, 13:50 o'clock.

7	3	5,0	5,0	48,3
8	3	5,0	5,0	53,3
9	3	5,0	5,0	58,3
10	5	8,3	8,3	66,7
11	1	1,7	1,7	68,3
12	3	5,0	5,0	73,3
13	6	10,0	10,0	83,3
14	3	5,0	5,0	88,3
15	1	1,7	1,7	90,0
16	1	1,7	1,7	91,7
18	3	5,0	5,0	96,7
23	2	3,3	3,3	100,0
Total	60	100,0	100,0	

Appendix 7: Intensity of musical education



Appendix 8: Standard dance practiced most often

Intensity of the dance education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	30	50,0	55,6	55,6
	1	4	6,7	7,4	63,0
	2	8	13,3	14,8	77,8
	3	2	3,3	3,7	81,5
	4	4	6,7	7,4	88,9
	5	2	3,3	3,7	92,6
	6	1	1,7	1,9	94,4
	8	1	1,7	1,9	96,3
	10	1	1,7	1,9	98,1
	17	1	1,7	1,9	100,0
	Total		54	90,0	100,0
Missing	System	6	10,0		
Total		60	100,0		

Appendix 9: Intensity of dance education

Number of dancing styles					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	36	60,0	60,0	60,0
	1	17	28,3	28,3	88,3
	2	6	10,0	10,0	98,3
	3	1	1,7	1,7	100,0
	Total	60	100,0	100,0	

Appendix 10: Majority of participants did not dance

Details for volunteering activities can be found in the electronic appendix attached with the CD-ROM, file: **Cultural Capital_final**, also all the other statistics displayed here can be found in the electronic appendix, under their respective category.

Appendix 11: See electronic appendix for volunteering activities

Statistics			
		Intensity of sport education in school (in years)	Intensity of sport education in university (in years)
N	Valid	60	60
	Missing	0	0
Mean		10,60	3,88
Median		10,00	2,50
Mode		0	0
Sum		636	233

Appendix 12: Mean of sport intensity in school and university

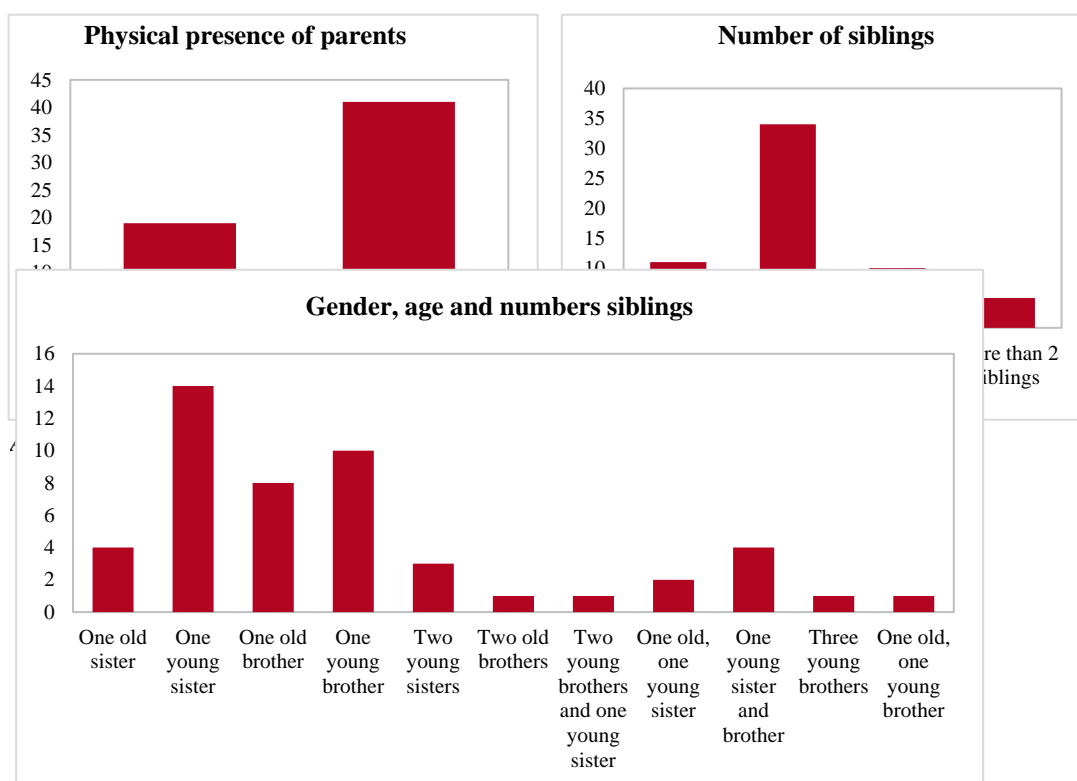
Intensity of sport education in school (in years)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	12	20,0	20,0	20,0
	2	1	1,7	1,7	21,7
	3	1	1,7	1,7	23,3
	5	2	3,3	3,3	26,7
	6	4	6,7	6,7	33,3
	7	1	1,7	1,7	35,0
	8	3	5,0	5,0	40,0
	10	7	11,7	11,7	51,7
	12	3	5,0	5,0	56,7
	13	4	6,7	6,7	63,3
	14	4	6,7	6,7	70,0
	15	2	3,3	3,3	73,3
	16	1	1,7	1,7	75,0
	17	4	6,7	6,7	81,7
	18	1	1,7	1,7	83,3
19	4	6,7	6,7	90,0	

	20	1	1,7	1,7	91,7
	21	2	3,3	3,3	95,0
	24	1	1,7	1,7	96,7
	28	1	1,7	1,7	98,3
	30	1	1,7	1,7	100,0
	Total	60	100,0	100,0	

Appendix 13: Intensity of sport activities at school

Intensity of sport education in university (in years)					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	0	21	35,0	35,0	35,0
	1	2	3,3	3,3	38,3
	2	7	11,7	11,7	50,0
	3	4	6,7	6,7	56,7
	4	1	1,7	1,7	58,3
	5	2	3,3	3,3	61,7
	6	7	11,7	11,7	73,3
	7	6	10,0	10,0	83,3
	8	3	5,0	5,0	88,3
	9	1	1,7	1,7	90,0
	11	2	3,3	3,3	93,3
	12	1	1,7	1,7	95,0
	13	2	3,3	3,3	98,3
	14	1	1,7	1,7	100,0
	Total	60	100,0	100,0	

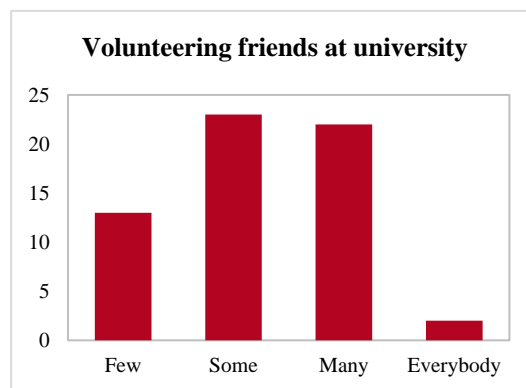
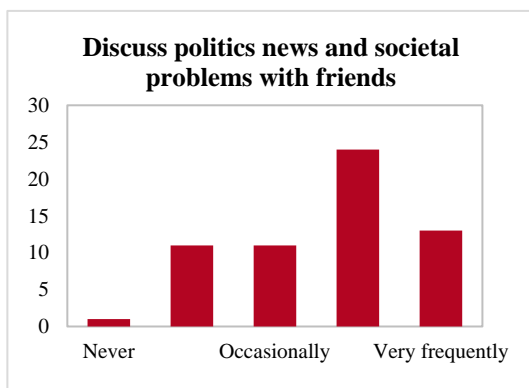
Appendix 15: Intensity of sport activities at university



Appendix 16: Most participants have one younger sister

Statistics						
		Discuss troubling things with parents	Discuss grades with parents	Discuss ethics with parents	Discuss future perspectives with parents	Discuss political news and societal problems with friends
N	Valid	60	60	60	60	60
	Missing	0	0	0	0	0
Mean		3,20	3,47	2,80	3,37	3,62
Median		3,00	4,00	3,00	3,50	4,00
Mode		3	4	2	4	4
Sum		192	208	168	202	217

Appendix 17: Discuss with friends about politics has the highest mean



Appendix 18: Often discussed about politics with friends

			Own volunteering activities at university
Spearman's rho	Volunteering friends at university	Correlation Coefficient	,281*
		(ailed)	,030
		N	60

Appendix 19: Own volunteering activities correlated with friends' activities

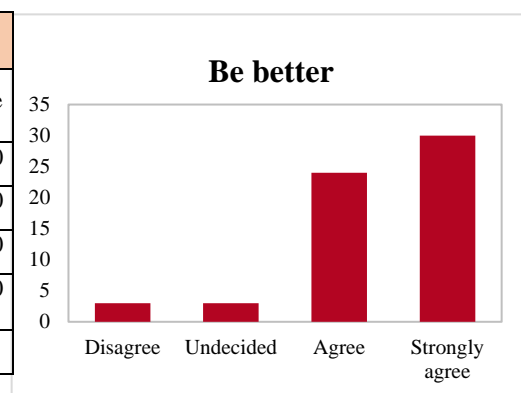
Income of students * Job Crosstabulation			
Count			
	Job		Total
	not quoted	quoted	
			6

Income of students	1,00	0	6	
	2,00	2	9	11
	3,00	3	8	11
	4,00	0	5	5
	5,00	1	2	3
Total		6	30	36
Scholarship				
		not quoted	quoted	Total
Income of students	1,00	4	2	6
	2,00	4	7	11
	3,00	3	8	11
	4,00	5	0	5
	5,00	2	1	3
Total		18	18	36
Income of students * Parental support Crosstabulation				
Count				
		Parental support		Total
		not quoted	quoted	Total
Income of students	1,00	0	6	6
	2,00	4	7	11
	3,00	2	9	11
	4,00	5	0	5
	5,00	0	3	3
Total		11	25	36

Appendix 20: Income sources of BEA students

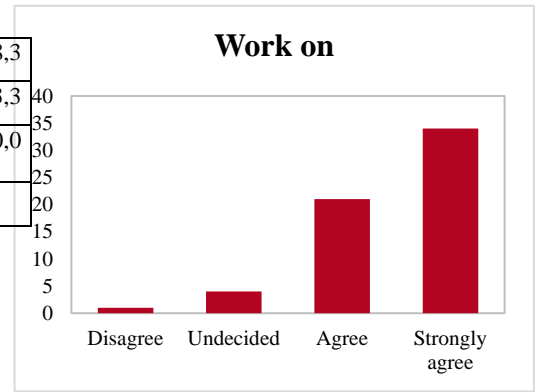
In learning environments, I try to be better than other students.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	5,0	5,0	5,0
	Undecided	3	5,0	5,0	10,0
	Agree	24	40,0	40,0	50,0
	Strongly agree	30	50,0	50,0	100,0
	Total	60	100,0	100,0	

Appendix 21: 90 percent want to be better than other students



When studying, I keep on working even if the material is difficult.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1,7	1,7	1,7

Undecided	4	6,7	6,7	8,3
Agree	21	35,0	35,0	43,3
Strongly agree	34	56,7	56,7	100,0
Total	60	100,0	100,0	



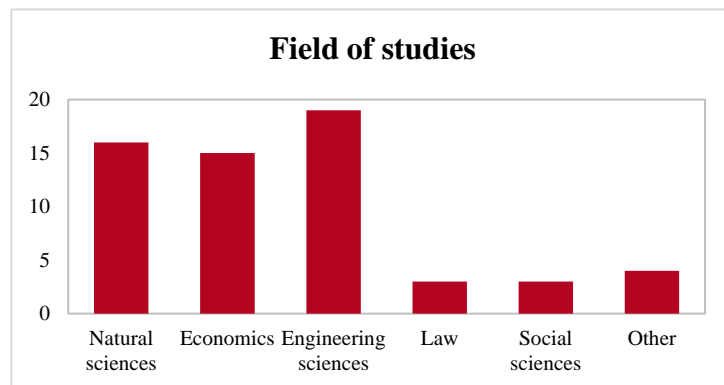
Appendix 22: More than 90 percent keep on working when difficulties appear

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	35	58,3	58,3	58,3
	Female	25	41,7	41,7	100,0
	Total	60	100,0	100,0	

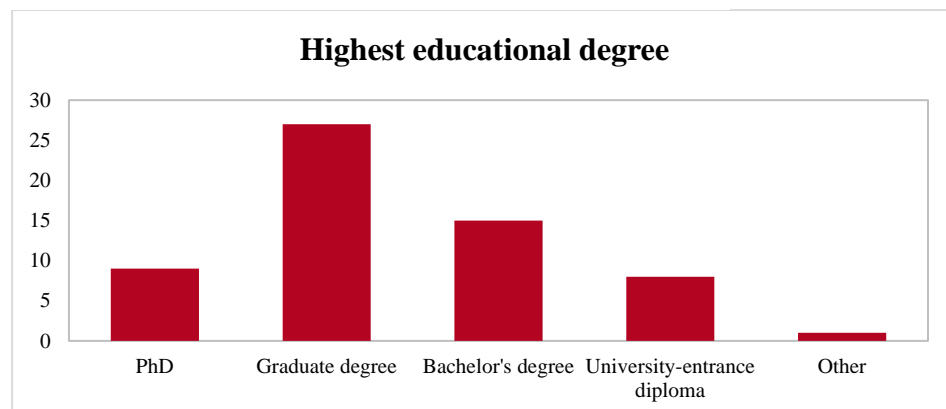
Appendix 23: More than fifty percent of respondents is male

Origin					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural area	40	66,7	66,7	66,7
	Urban area	20	33,3	33,3	100,0
	Total	60	100,0	100,0	

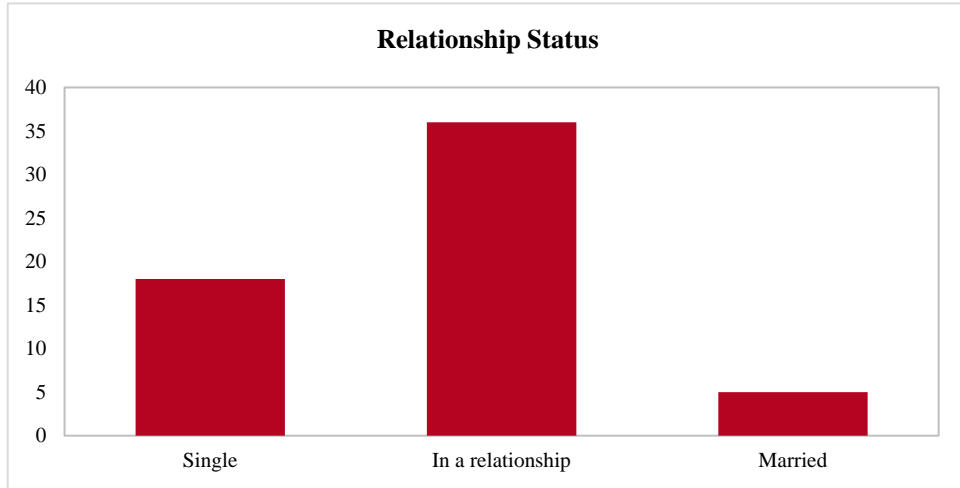
Appendix 25: Two third grew up in a rural area



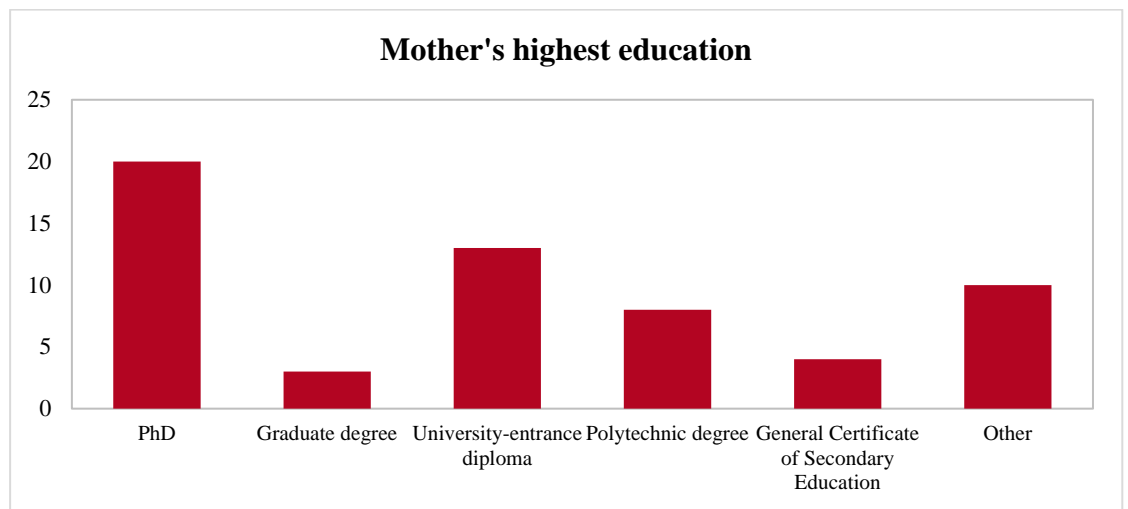
Appendix 24: Majority of students studies engineering sciences



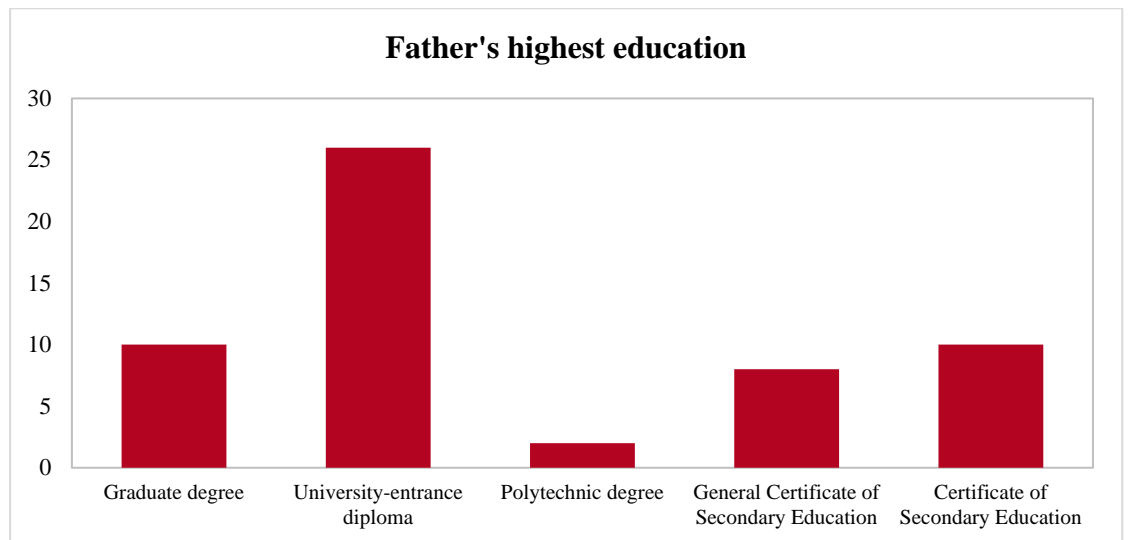
Appendix 26: Majority of respondents graduated



Appendix 27: 60 percent are in a relationship.



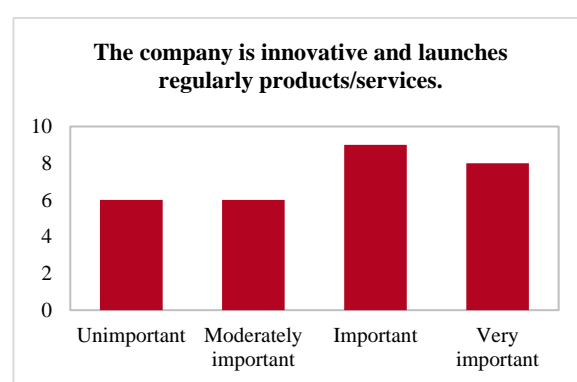
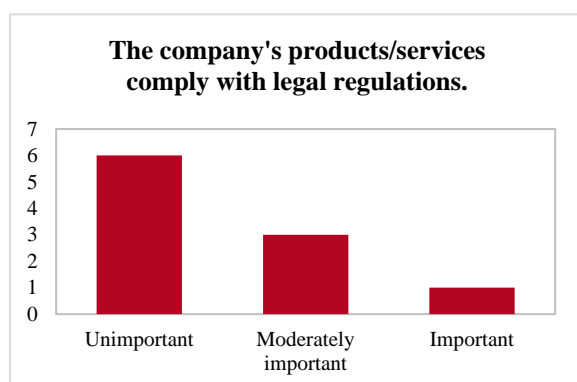
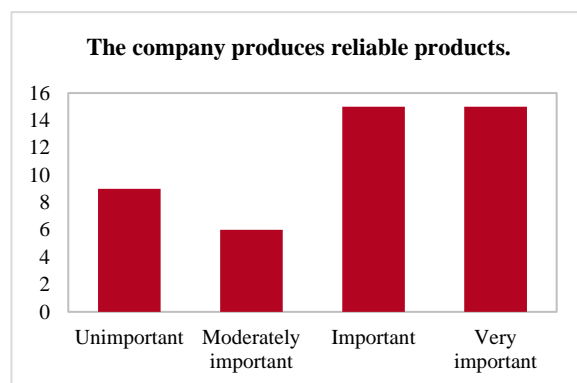
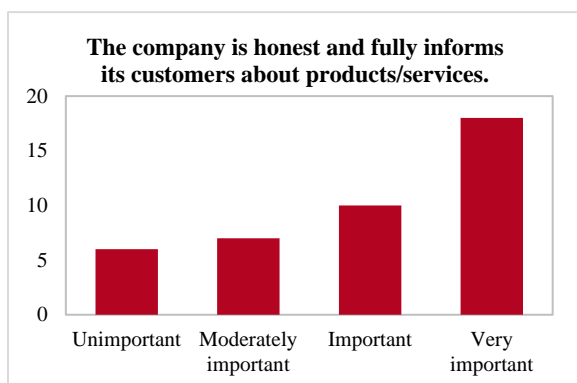
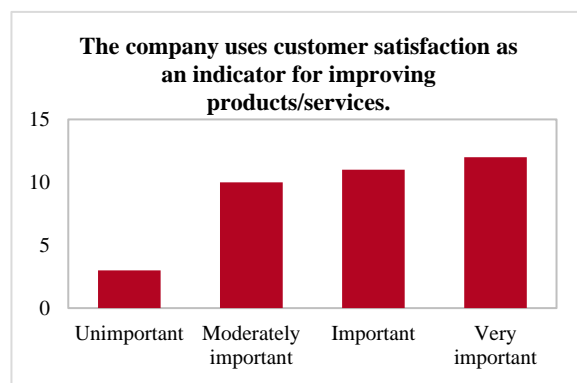
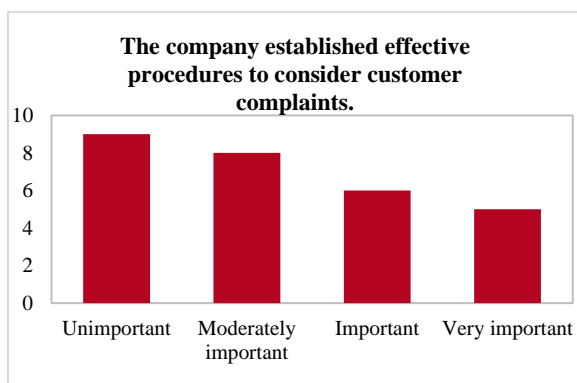
Appendix 28: One third of participants mother's has a PhD



Appendix 29: Fathers have twice as often university-entrance diploma than mothers

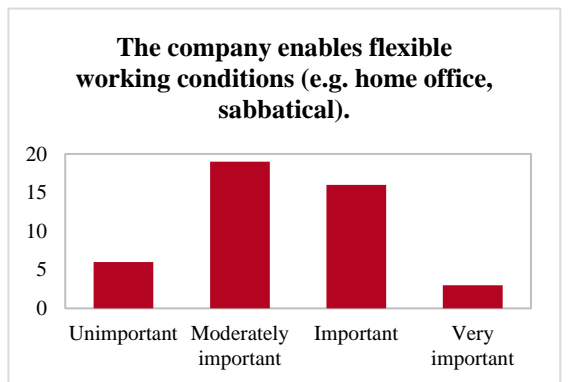
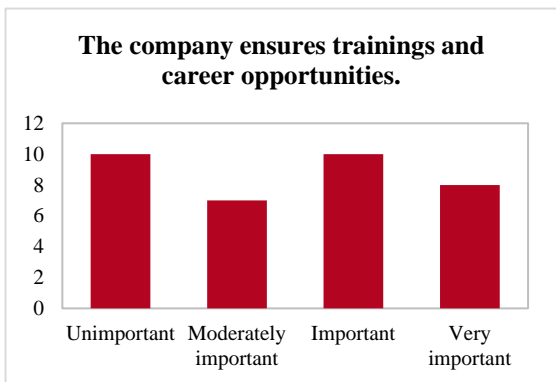
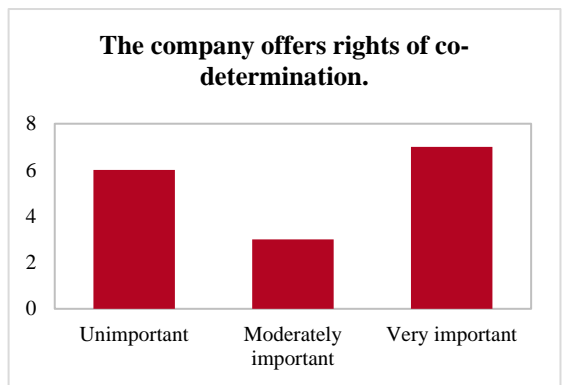
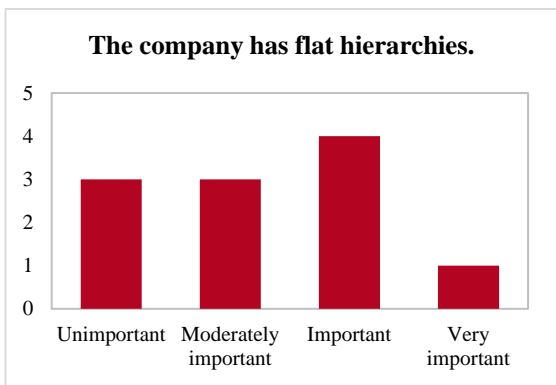
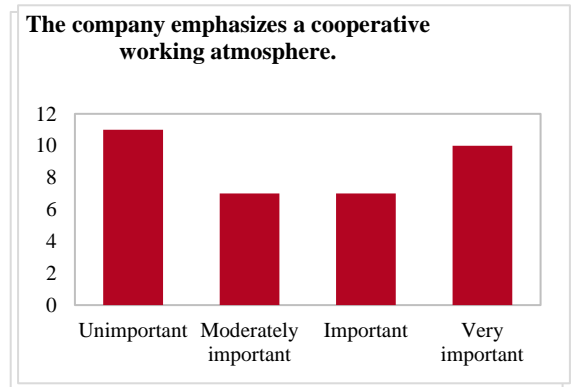
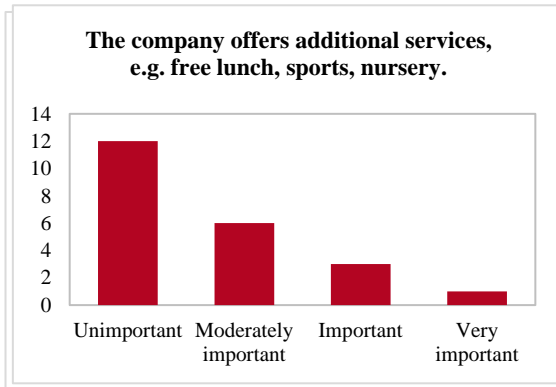
		The company established effective procedures to consider customer complaints.	The company uses customer satisfaction as an indicator for improving products/services.	The company is honest and fully informs its customers about products/services.	The company's products/services comply with legal regulations.	The company produces reliable products.	The company is innovative and launches regularly products/services.	The company has friendly personal.	The company is environmentally conscious.
N	Valid	28	36	41	10	45	29	33	18
	Missing	32	24	19	50	15	31	27	42
	Mean	2,25	2,89	2,98	1,50	2,80	2,66	1,82	1,83
	Median	2,00	3,00	3,00	1,00	3,00	3,00	2,00	2,00
	Mode	1	4	4	1	3 ^a	3	1	2
	Sum	63	104	122	15	126	77	60	33
	Ranked first	5	12	18	0	15	8	1	1

Appendix 30: Honesty most often ranked first among company activities for customers



Statistics									
		The company pays a fair salary.	The company guarantees a safe working environment.	The company has flat hierarchies.	The company offers rights of co-determination.	The company ensures trainings and career opportunities.	The company enables flexible working conditions (e.g. home office, sabbatical).	The company offers additional services, e.g. free lunch, sports, nursery.	The company emphasizes a cooperative working atmosphere.
N	Valid	48	29	11	16	35	44	22	35
	Missing	12	31	49	44	25	16	38	25
Mean		2,98	2,72	2,27	2,50	2,46	2,36	1,68	2,46
Median		4,00	3,00	2,00	2,00	3,00	2,00	1,00	2,00
Mode		4	3	3	4	1 ^a	2	1	1
Sum		143	79	25	40	86	104	37	86
Ranked first		25	5	1	7	8	3	1	10
a. Multiple modes exist. The smallest value is shown									

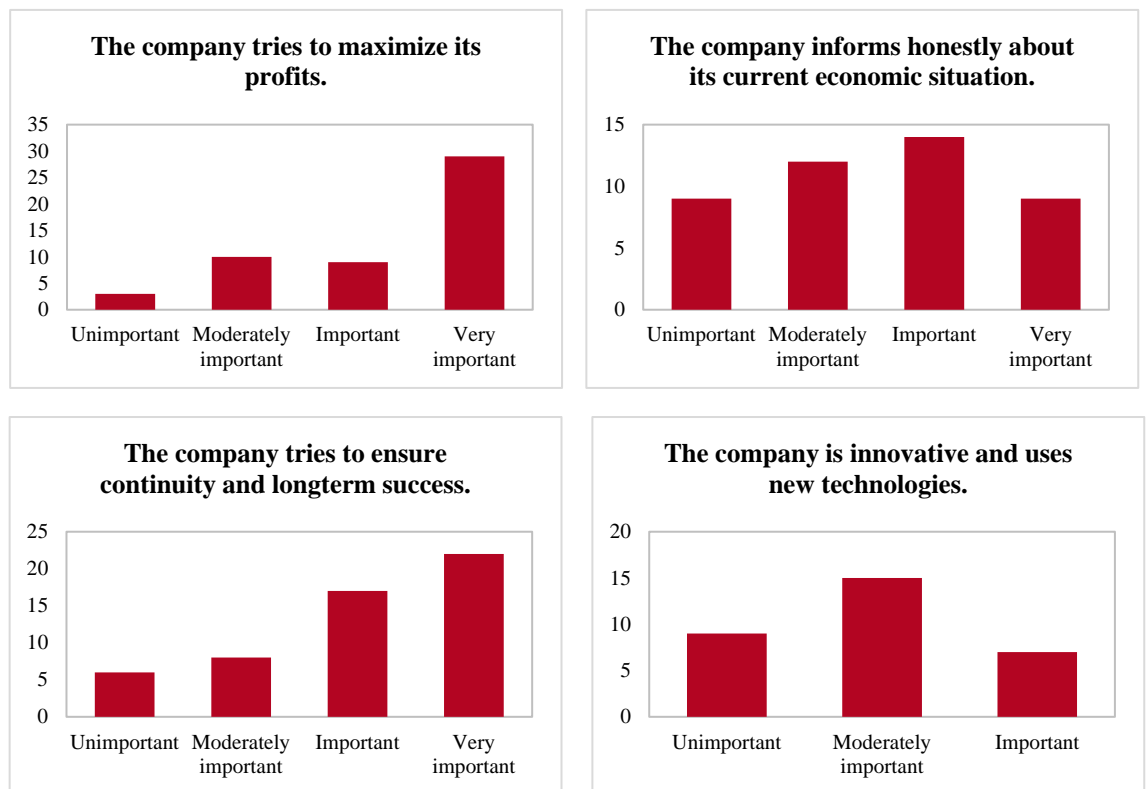
Appendix 32: Fair salary most often ranked first among company activities for employees



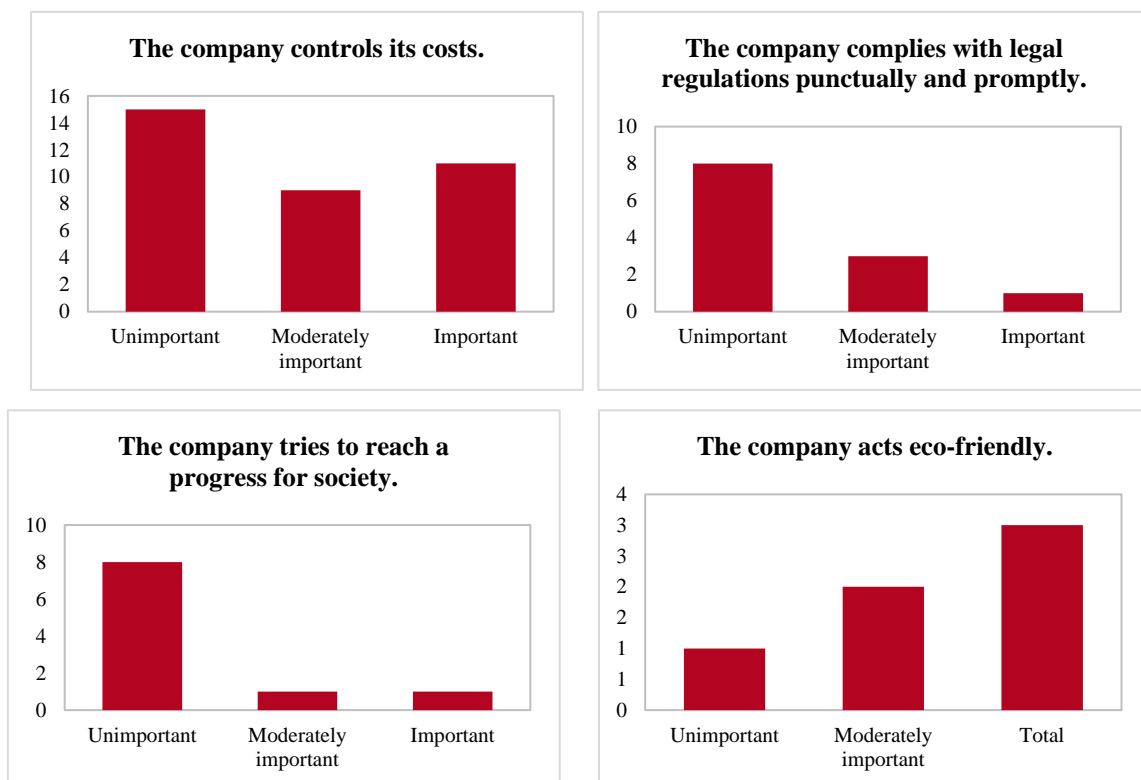
Appendix 33: Detailed company activities for employees

		The company tries to maximize its profits.	The company informs honestly about its current economic situation.	The company tries to ensure continuity and longterm success.	The company is innovative and uses new technologies.	The company controls its costs.	The company complies with legal regulations punctually and promptly.	The company tries to reach a progress for society.	The company acts eco-friendly.
N	Valid	51	44	53	31	35	12	10	3
	Missing	9	16	7	29	25	48	50	57
Mean		3,25	2,52	3,04	1,94	1,89	1,42	1,30	1,67
Median		4,00	3,00	3,00	2,00	2,00	1,00	1,00	2,00
Mode		4	3	4	2	1	1	1	2
Sum		166	111	161	60	66	17	13	5
Ranked first		29	9	22	0	0	0	0	0

Appendix 34: Maximizing profits most often ranked among company activities for shareholders



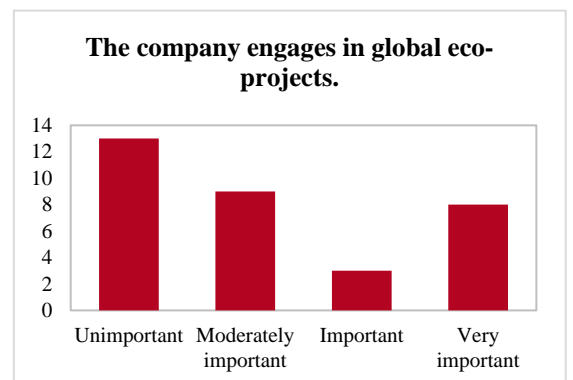
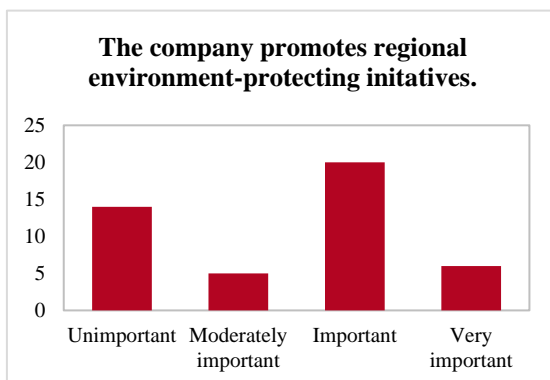
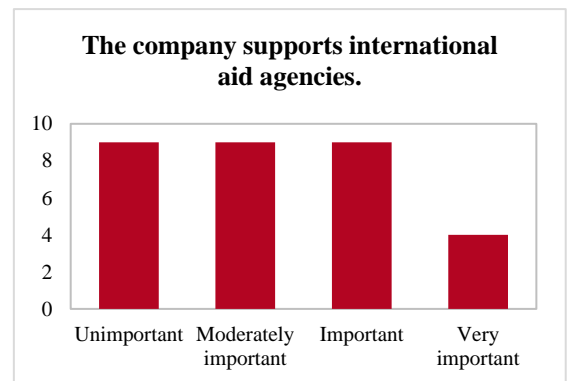
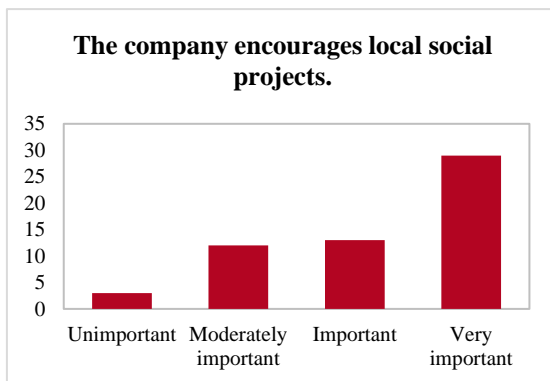
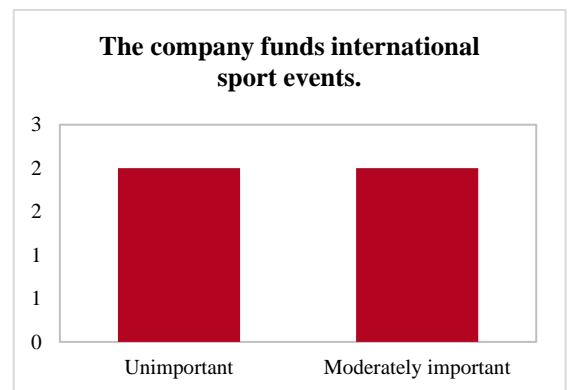
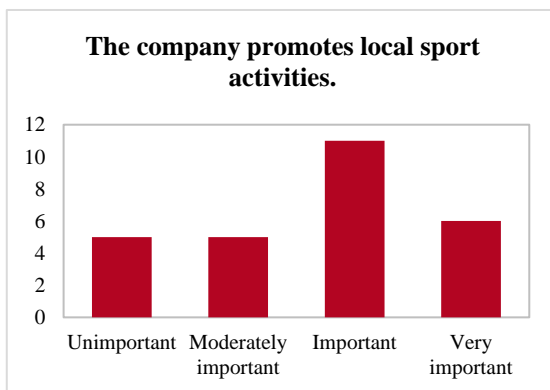
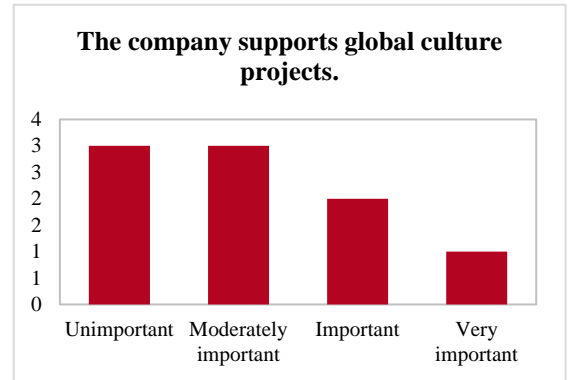
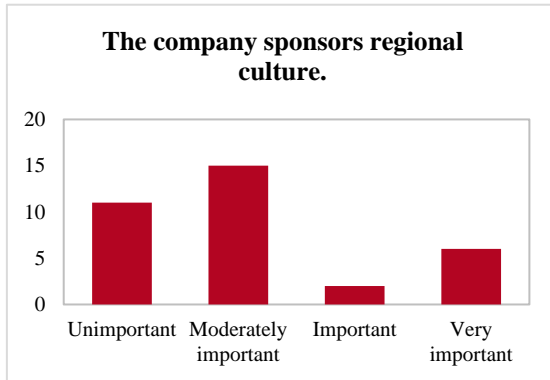
Appendix 35: Detailed company activities for shareholders



Appendix 36: Local social projects most often ranked first among company activities for society

Statistics									
		The company sponsors regional culture (e.g. jazz concerts, arts collections, literature festivals).	The company supports global culture projects (e.g. digital live broadcast of a Berliner Philharmoniker concert, international conductor competition).	The company promotes local sports activities (e.g. football club, local talents).	The company funds international sport events (e.g. Olympic Games, international top athletes).	The company encourages local social projects (e.g. support for young mothers, breakfast for children in need).	The company supports international aid agencies (e.g. emergency aid, UNICEF).	The company promotes regional environmental-protecting initiatives (e.g. solar cells for schools, foundation for local eco-projects).	The company engages in global eco-projects (e.g. Ocean Cleanup, water projects in drought areas).
N	Valid	34	9	27	4	57	31	45	33
	Missing	26	51	33	56	3	29	15	27
	Mean	2,09	2,11	2,67	1,50	3,19	2,26	2,40	2,18
	Median	2,00	2,00	3,00	1,50	4,00	2,00	3,00	2,00
	Mode	2	1 ^a	3	1 ^a	4	1 ^a	3	1
	Sum	71	19	72	6	182	70	108	72
	Ranked first	6	1	6	0	29	4	6	8

a. Multiple modes exist. The smallest value is shown



Appendix 37: Detailed company activities for society

For detailed description of the ranking of stakeholder interests and the self-perception as stakeholder, see the electronic appendix attached on the CD-ROM, file: **Descriptive stakeholder interests and perception_final**

For detailed correlations among social background variables and stakeholder interests and self-perception as a stakeholder see the electronic appendix attached on the CD-ROM – file: **Interests and Perception Correlations_final**

For detailed correlations among social background variables and all the company activities, see the electronic appendix attached on the CD-ROM – file: **Company Activities Correlation with all variables_final**

Note: The question regarding the age, gender and number of siblings was not included in the correlation analysis for matters of interpretability. However, I included the number of siblings in the correlation analysis. A detailed overview of the correlations of the gender, age and number of siblings can be found in the electronic appendix, file: **Siblings_Gender, age and number. Correlations**

Appendix 38: Further information in the electronic appendix

		Correlations					
		Discuss troubling things with parents	Discuss grades with parents	Discuss ethics with parents	Discuss future perspectives with parents	Discuss political news and societal problems with friends	
Discuss troubling things with parents	Correlation Coefficient	1,000	,621**	,516**	,519**	-,061	
	Sig. (2-tailed)	.	,000	,000	,000	,642	
	N	60	60	60	60	60	
Discuss grades with parents	Correlation Coefficient	,621**	1,000	,347**	,489**	-,201	
	Sig. (2-tailed)	,000	.	,007	,000	,124	
	N	60	60	60	60	60	
Discuss ethics with parents	Correlation Coefficient	,516**	,347**	1,000	,445**	,245	
	Sig. (2-tailed)	,000	,007	.	,000	,060	
	N	60	60	60	60	60	
Discuss future perspectives with parents	Correlation Coefficient	,519**	,489**	,445**	1,000	,020	
	Sig. (2-tailed)	,000	,000	,000	.	,880	
	N	60	60	60	60	60	
Discuss political news and societal problems with friends	Correlation Coefficient	-,061	-,201	,245	,020	1,000	
	Sig. (2-tailed)	,642	,124	,060	,880	.	
	N	60	60	60	60	60	

*. Correlation is significant at the 0.05 level (2-tailed).

**.. Correlation is significant at the 0.01 level (2-tailed).

Appendix 39: Correlation among parental involvement explains the same direction of correlation with customer activities

A detailed overview of the regression with frequency tables, the correlation of the predicted response category with shareholder interests as well as the case processing summary can be found in the electronic appendix on CD-ROM- file:

Appendix 40: Summary of regression in electronic appendix

Model Fitting Information				
Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	102,747			
Final	74,586	28,161	18	,060

Appendix 41: -2Log Likelihood implies improved model through social background variables

Goodness-of-Fit			
	Chi-Square	df	Sig.
Pearson	132,629	102	,022
Deviance	73,200	102	,986
Link function: Logit.			

Appendix 42: Chi-Square significant

Pseudo R-Square	
Cox and Snell	,481
Nagelkerke	,527
McFadden	,270
Link function: Logit.	

Appendix 43: Nagelkerke explains 52,7% of variance