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The Effects of Verbal Anchoring in Logos on Donation Intentions to Non-Profit Organizations in High-/ Low Tolerance of Ambiguity Contexts: France vs. the Netherlands

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Abstract

Current research aimed to investigate the influence of verbal anchoring in logos on the intentions to donate to non-profit organizations (NPOs) of French and Dutch participants to gain deeper insights into how NPOs can implement verbal anchoring in their logos. Drawing on theories of existing research, the French participants were expected to have a low tolerance of ambiguity (ToA) as opposed to the Dutch participants, who were expected to have a high ToA. This research hypothesizes that with more verbal anchoring in logos, the message becomes clearer and, therefore, improves comprehension of the logo. Subsequently, the French participants were expected to be influenced more by this than the Dutch participants. This was investigated by conducting an experiment in which both samples (French and Dutch) were split into three conditions (degrees of verbal anchoring) and were asked to fill out a questionnaire with questions regarding their behaviour and attitudes. The experiment showed only one significant result, confirming the difference in ToA between the Dutch and French samples. However, no further significant effects have appeared, indicating different behaviours or attitudes towards the logo or intentions to donate.

Introduction

Over 10 million non-profit organizations (NPOs) worldwide strive to address critical social issues all over the world (*How Many Nonprofits Worldwide?*, n.d.). However, their financial status heavily depends on funding from governments and donations by their audience, a phenomenon shaped by past behaviour, injunctive norms (meaning what is considered ‘right’ by people one has around him or her), and their intentions to donate (Kashif et al., 2015). The latter is one of the most interesting aspects when it comes to differences between cultures. Since the NPOs are looking for creative ways to raise as much money as possible, perhaps even more so than for-profit organizations, the differences in cultures demand different approaches to the target audiences to understand and influence their donation intention (Kashif et al., 2015). In order to get the respective target groups to better understand the organization, logos are used, considering that logos are seen as a key aspect of forming brand attitudes and perceptions (Hynes, 2008). Additionally, Adir et al. (2014) defined the term ‘logo’ as a graphic element that can be used to identify a company, service, or product, supporting Hynes’ (2008) statement concerning brand attitudes.

Concerning brand attitudes, they can be positively or negatively influenced by the processing fluency of the shown stimulus (e.g., advertisements, logos, slogans, etc.) by the participants (Morgen et al., 2021). Additionally, Kohli and Suri (2002) state that the use of

logos in combination with textual elements not only improves the recall of the logo and brand but also enhances processing fluency. For example, if the processing fluency increases, the information transfers more easily to the recipient, informing them better about the norms and values of an organization (Kohli & Suri, 2002; Morgen et al., 2021). Moreover, Schwarz (2004) proved that processing fluency can influence participants' preferences for which stimuli are perceived as 'favourable'. In conclusion, how logos are combined with textual elements can influence the processing fluency and thus judgements (attitudes) towards logos (Kohli & Suri, 2002; Schwarz, 2004). These textual elements accompanying visual entities (e.g., logos or advertisements) are called verbal anchoring, giving interpretational frames to these visual entities and to clarify them (Barthes, 1977). So, following Barthes (1963; 1977), text was thus necessary to better understand the visual element.

Additionally, according to Adir et al. (2014), within the term 'logos', there exist multiple categories, of which one is the 'complex logo'. This design is a combination of a graphic representation (category 1) along with a 'logotype' (category 2) (Adir et al., 2014). Thus, the same logo includes not only graphic elements, but also textual elements. In addition, this verbal anchoring can play a steering or clarifying role in explaining what an image means, by offering a 'direction' in which consumers might think about the object or logo (Barthes, 1977; Bergkvist et al., 2012). These complex logos can differ in degrees of verbal anchoring, giving more or less information to the audience, framing their way of comprehension and processing fluency (Kohli & Suri, 2002; Schwarz, 2004; Bergkvist, 2012). Altogether, following the findings of Kohli and Suri (2002) and Schwarz (2004), it is expected that logos with a higher degree of verbal anchoring cause a higher processing fluency, hence a better comprehension of the logo and its organization. Considering this, the following hypothesis (H₁) can be formed:

H₁: A higher degree of verbal anchoring causes a higher comprehension of the logo and its organization than logos with little or no verbal anchoring.

Bergkvist et al. (2012) showed that the completeness of a headline, where there were more words used (high verbal anchoring) compared to fewer words used (low verbal anchoring), has a positive effect on the comprehensibility of an advertisement. Because, when the headline is more complete, it aids the participants by offering an improved interpretational frame with which the participants understand the stimuli faster, which leads to a higher comprehension (Bergkvist et al., 2012). This would mean that offering verbal anchoring along

with an image-based logo would improve the interpretational frame, which can be used by the audience to more easily process the shown logo and therefore lead to a higher comprehension of the advertisement (Morgan et al., 2021). However, little is known about the function of verbal anchoring in advertisements of NPOs in particular. Bergkvist et al. (2012) looked at to which extend verbal anchoring would influence purchase intention, but did this only for for-profit organizations wanting to sell a product, not for donation intention towards NPOs. As a result, in light of the scarcity of information on this subject, this research aims to fill this research gap by involving existing NPOs to see whether this influences donation intention in the same manner as purchase intention in for-profit organizations.

In addition, unlike Morgan et al. (2021), Bergkvist et al. (2012) primarily focused on the use of verbal anchoring in advertisements rather than logos of the organizations. Moreover, the effects of verbal anchoring, with regard to comprehension, discovered by Bergkvist et al. (2012) might apply to logos in the same manner as to advertisements, since both offer a visual aspect conveying their intended message to the audience, yet do not always use verbal anchoring in the same way. Additionally, Bünzli and Dillard (2022) looked at the different levels of verbal anchoring in which an advertisement could differ. Their findings show that the participants' comprehension is formed by the level of guidance that was offered by the verbal anchoring (Bünzli & Dillard, 2022). Both Bergkvist et al. (2012) and Bünzli and Dillard (2022) showed that the differences in verbal anchoring have roughly the same outcomes when it comes to comprehension. In other words, the verbal anchoring affected the consumers' perceptions of the advertisements or products by offering a framework to a (desired/ intended) meaning of the visual entity (Bergkvist et al., 2012; Bünzli and Dillard, 2022). Additionally, Philips (2000) found that adding verbal anchoring to complex images improves the likeability of the advertisement by the participants. Moreover, the stimuli used were advertisements with visual aspects, just like logos, which are visual entities that convey messages (Adir et al., 2014). Since both advertisements and logos try to convey messages by using visual entities, it might thus be possible that logos experience the same improvement in comprehension when the rate of verbal anchoring is higher, just like shown in the advertisements (Philips, 2000; Bergkvist et al., 2012; Bünzli & Dillard, 2022). However, none of the research stated above addressed the influence of the completeness of logos, with or without textual aspects, on the NPOs, nor on the intention to donate to an NPO.

When looking at the donation intention of participants, Ranganathan and Henley (2007) showed that a more favourable attitude towards advertisements leads to a higher donation intention. However, to gain a more positive attitude towards the advertisements,

comprehension should be improved (Philips, 2000). Philips (2000) showed that a higher comprehension ultimately leads to higher likeability and thus donation intention (Ranganathan & Henley, 2007). This would mean that a higher level of verbal anchoring accompanying the visual entity leads to a higher comprehension and thus donation intention (Philips, 2000; Ranganathan & Henley, 2007). The second hypothesis (H₂) can therefore be formed, following findings of Philips (2000), Bergkvist et al. (2012), Ranganathan and Henley (2007), Morgan et al. (2021), and Bünzli and Dillard (2022).

H₂: Higher levels of verbal anchoring (e.g., complete vs. moderate or none) in logos will positively influence donation intention by enhancing comprehension.

Following the findings of Morgan et al. (2021), Cao et al. (2021) found that more verbal anchoring positively affects processing pictorial metaphors, logos. However, Phillips (2000) found that verbal anchoring only seems beneficial to a certain extent. For instance, if a headline is added that allows participants to apply their interpretation, it has positive effects on the liking and comprehension. On the other hand, when the headline excessively described the pictorial support, to an extent where participants have very limited room to freely interpret, Phillips (2000) found that this positive effect shifts to a decreased liking and comprehensibility. This is partly contradictory to earlier findings by Ranganathan and Henley (2007) about the fact that more verbal anchoring always improved the comprehension, and therefore, the likeability of the advertisement.

Therefore, Phillips (2000) and Cao et al. (2021) raise questions about what level of verbal anchoring seems most effective. However, there might exist differences between different people regarding preferences for levels of verbal anchoring. Since people may vary in many ways, the level of verbal anchoring that would be effective could also differ as a result of this inequality (e.g., different cultures). Yet, neither Philips (2000) nor Cao et al. (2021) included the possible influences of differences between participants of different cultures in their experiments. Including cultural dimensions will give deeper insights and understanding of what degree of verbal anchoring might encourage participants from all over the world to donate to the organization, whether this is due to differences between participants regarding a cultural aspect, and whether an NPO can capitalize on this.

Kashif et al. (2015) state that in different cultures, there might be differences regarding donation intentions. However, their focus solely lies on differences in cultures with regard to either individualistic or collectivist cultures and is therefore limited in their reasoning for other

possibilities regarding cultural dimensions (Kashif et al., 2015). This raises questions about whether there are more dimensions of culture, presented by Hofstede et al. (2010), that contribute to an effect on donation intention, possibly explaining differences between the preferences of people. When looking at other cultural dimensions, Hofstede (1980) addresses uncertainty avoidance as one of these dimensions. In his research, Hofstede (1980) uses a questionnaire to measure the uncertainty avoidance in a company. Uncertainty avoidance is explained as the extent to which people can cope with unfamiliar, ambiguous situations (Stanley & Swann, 2021). Subsequently, another description given is that uncertainty avoidance means to what degree people are tolerant of ambiguous situations (Cunningham et al., 2020). Following, Hofstede (1980, p.112) states that this dimension, uncertainty avoidance, can be used interchangeably with the term ‘tolerance of ambiguity’ (hereafter ToA), since their definitions are so closely together, broadening the concept of avoiding uncertain situations. With this information, Hofstede’s (1980) vision on uncertainty avoidance can be implemented in broader research, using ToA, to improve existing knowledge about this topic.

Additionally, the level of completeness of a message can be linked to uncertainty avoidance, and thus ToA, which was introduced by Hofstede (2001) and discussed by Hofstede et al. (2010). To elaborate, cultures with a high score on the uncertainty avoidance index (UAI) seem to prefer communication to be as complete as possible to avoid uncertain situations or threats, as something remains unclear or unspoken, whereas cultures that have a low score on the UAI seem to be less affected by the degree of completeness (Hofstede et al., 2010). This distinction becomes particularly relevant when comparing different cultural contexts to better understand cross-cultural communication. For instance, France and the Netherlands represent two countries with notably different positions on the UAI (Hofstede et al., 2010). These differences in uncertainty avoidance scores are closely related to each culture’s tolerance of ambiguity, with higher uncertainty avoidance typically reflecting a lower ToA (Hofstede, 1980; Hofstede, 2001). In Hofstede et al.’s (2010) research, France is positioned as relatively high, since France has a score of 86 on the uncertainty avoidance index. Respectively, the Netherlands is placed in a lower part of the table ranking different countries on their level of uncertainty avoidance with a score of 53 (Hofstede et al., 2010, p192-193). This implies that the Dutch participants would not be affected as much as the French participants by changes in the completeness of a message. However, the questions in the questionnaire of Hofstede (1980) that were used in the organization IBM are not applicable to this research. This is because these questions were mostly focused on employees of said company, which limits the application to other target groups. Therefore, this research will not address the measures in terms of

uncertainty avoidance, but will measure in terms of tolerance of ambiguity, using the scale of Arquero and McLain (2010).

The Dutch participants who took part in the research of Hofstede (2001) showed to have a lower uncertainty avoidance than the French participants, meaning a higher ToA, which might explain how Dutch participants are less likely to be affected by the verbal anchoring than French participants. Therefore, the Dutch participants are less likely to differentiate between different forms of verbal anchoring than the French. According to Hofstede et al. (2010), French participants prefer more information, whereas the Dutch participants did not show a preference for this. Aligning with Phillips' (2000) findings, in order to have a more positive attitude towards the logo, hence a higher donation intention, comprehension of the logo must be improved. These findings can be formed into the hypothesis below, forming H₃.

H₃: Dutch participants will show a higher donation intention for logos with moderate or no verbal anchoring compared to the French participants, who will prefer logos with complete verbal anchoring.

Since the use of verbal anchoring in logos highlights the core values of an NPO (Hynes, 2009; Adir et al., 2014), it is important that these intentions transfer to the target groups of the organizations. To do this, these aspects can be conveyed with the use of verbal anchoring to improve their attitude, which might cause a higher intention to donate to the NPO (Ranganathan & Henley, 2007). However, how verbal anchoring aids the (potential) donor differs per culture, since cultures with a lower ToA perceive the same message (verbally anchored or not) differently than cultures with a higher ToA. This is because cultures with a lower ToA possibly require more information to fully comprehend the logo and form their attitudes (Hofstede et al., 2010; Kashif et al., 2015). This might have consequences for how the audience decides to donate, their behaviour towards an NPO. Consequently, it would be beneficial to gain insights into how a message could be verbally anchored, tailored to the audience (higher or lower ToA).

Since verbal anchoring plays a significant role in the comprehension and therefore attitudes towards organizations and their advertisements, according to Ranganathan and Henley (2007), Bergkvist et al. (2012), Morgan et al. (2021) and Bünzli and Dillard (2022), it is believed that these effects can be applied to different stimuli such as logos as well. Therefore, since Bergkvist et al. (2012) and Morgan et al. (2021) mainly focus on the role of verbal anchoring in advertisements instead of the role of verbal anchoring in logos of organizations, this research strives to improve understanding of the relation between ToA and excessiveness

of verbal anchoring in logos concerning possible differences in donation intention between two cultural groups.

Following the abovementioned research and hypotheses, the following research question is proposed to further investigate this interaction:

RQ: How does the degree of verbal anchoring in logos influence donation intention to a non-profit organization between French and Dutch participants differing in ToA?

Method

Materials

This research ultimately investigated the influence of ToA on donation intention in two different countries (France vs. the Netherlands). In order to do this, there were two independent variables (IV) used. The first independent variable (IV₁) was the difference in cultures, which consisted of two levels. 1. French, with likely a lower ToA 2. Dutch, with likely a relatively higher ToA.

The second IV (IV₂) was the degree of Verbal Anchoring in the shown logos, which consisted of three levels. 1. No verbal anchoring (only the visual aspects of the logos of the NPO); 2. moderate verbal anchoring (the visual aspects of the logos combined with the name of the NPO) 3. complete verbal anchoring (the visual aspects of the logo with the organization's names including the slogan of the NPO). Moreover, the slogans were presented in the native languages of the participants. Noriega and Blair (2008) stated that the use of the native languages of participants plays a decisive factor in decision-making. When using their native language, this could speak to people's knowledge structures and memories in order to be more easily accessible in the decision-making process, likely facilitating processing fluency (Noriega & Blair, 2008). Moreover, supporting the findings of Noriega and Blair (2008), Nederstigt and Hilberink-Schulpen (2017) found that using a native language of a participant is more effective than using the language of the country of origin of the product. Therefore, using the mother tongue has a positive influence on the attitude towards the product (Nederstigt & Hilberink-Schulpen, 2017). Concluding, using the native languages would thus offer a more accurate framework for the measurements on donation intention than other non-native languages (Nederstigt & Hilberink-Schulpen, 2017). So, presenting both ethnicities with a non-native language – English, for instance – in the logo, could be a cause for differences in perception due to differences in language proficiency of English.

Therefore, to account for a possible difference in language proficiency, this research solely included verbal anchoring in native languages for both respective groups. However, to eliminate the possibility that there exist any other major (negative) prejudices connected to certain NPOs, this research also only selected NPOs without any ties to religiosity, gender aspects, or nationalistic preferences. Therefore, the chosen NPOs, as found on their official websites, were as follows: 1. Red Cross (<https://www.rodekruis.nl/>; <https://www.croix-rouge.fr/>); 2. Unicef (<https://www.unicef.nl/>; <https://www.unicef.fr/>); 3. World Wide Fund for Nature, WWF (<https://www.wwf.nl/>; <https://www.wwf.fr/>). Besides the fact that any negative prejudices are omitted, the already existing attitudes towards the organizations should also be taken into account. To ensure that this research lays its focus on verbal anchoring, this research did not look at differences between participants with pre-existing knowledge and participants who did not appear to have pre-existing knowledge. Therefore, it only included participants with pre-existing knowledge about the organizations and concentrated on the differences between different levels of verbal anchoring. This was done by asking questions about background knowledge one might have about the NPOs.

Additionally, these NPOs all have their respective slogans. However, the Red Cross their slogan in Dutch, “Allemaal met één doel: hulp aan mensen in nood”, meaning “All with one goal: help to people in need” (Het Nederlandse Rode Kruis, 2025), differed from the French slogan “Partout où vous avez besoin de nous”, meaning “Everywhere where they need us” (*Croix-Rouge Française*, n.d.). In addition, the Dutch slogan of WWF “Sluit je aan, be one with nature” differed from “Ensemble, nous sommes la solution”, meaning: “together, we are the solution” (*Wereld Natuur Fonds*, n.d.; WWF France, n.d.). Therefore, this study decided to translate the French slogans of these NPOs to present them in both native languages to French and Dutch participants, while remaining equivalent to each other. This was done by having these slogans translated by a native French speaker to prevent errors. Only for the slogan of Unicef, both native languages were the exact translations of each other. In Dutch, “voor ieder kind” means “for every child”, where the French “pour chaque enfant” is the literal translation of the precedent (*UNICEF*, 2025; Unicef NL, n.d.).

An overview of the stimuli (French and Dutch), differences in verbal anchoring (none, moderate, and complete), and logos of different NPOs is shown per nationality/ language below (Dutch in Table 1, French in Table 2).

Table 1

Degrees of verbal anchoring in logos of NPOs in the Netherlands



















Degree of verbal anchoring	Unicef	Red Cross	WWF
No verbal anchoring			
Moderate verbal anchoring			
Complete verbal anchoring			

Table 2
Degrees of verbal anchoring in logos of NPOs in France

	Unicef	Red Cross	WWF
No verbal anchoring			
Moderate verbal anchoring			
Complete verbal anchoring			

Participants

This experiment consisted of 214 participants in total, of which only 139 were eligible to use in the experiment due to faulty answers to the manipulation checks, not having met the minimum age, or having previous working experience at one or more of the organizations.

To elaborate, there were a total of 37 unfinished responses to the questionnaire, two participants who were not older than the age of 18, five participants who did not have the correct nationality (French or Dutch) for the experiment, three participants who did not have any knowledge about the organizations, 24 participants who incorrectly answered the manipulation check questions (what aspects they had seen in their condition), two participants had previously worked for one of the organizations and lastly, two participants did not give consent and therefore did not answer any of the questions.

Regarding the participants who were useable, 55 were French participants (39.6%) and 84 participants were Dutch (60.4%). The French sample consisted of 21 male participants (38.2%) and 34 female participants (61.8%) aged between 18 and 74 ($M = 38.71$, $SD = 19.56$). The Dutch sample consisted of 84 participants in total, of which 35 were male participants (41.7%) and 49 were female participants (58.3%) aged between 19 and 78 ($M = 33.68$, $SD = 17.25$). A Chi-square test did not show a significant effect of nationality on gender ($\chi^2(2) = .17$, $p = .682$), which means they did not differ significantly from each other; hence, the gender (male/ female) was similarly distributed over the two samples. In addition, a second Chi-square test did show a significant effect of nationality on the educational level of the participants ($\chi^2(2) = 6.78$, $p = .034$). However, this effect was weak (Cramer's $V = .22$). Afterwards, an independent samples t-test on age between French and Dutch participants did not show a significant difference. The difference, -5.03 , 95% CI $[-11.27, 1.21]$, was not significant ($t(105.22) = -1.55$, $p = .124$), and represented a weak effect: $d = -0.28$. Therefore, the ages of Dutch participants ($M = 33.68$, $SD = 17.25$) and French participants ($M = 38.71$, $SD = 19.56$) were equally distributed. Subsequently, a Chi-square test did not show a significant relation between the level of education and the degree of verbal anchoring ($\chi^2(4) = 2.39$, $p = .665$), nor between gender and the condition of the questionnaire ($\chi^2(2) = 3.52$, $p = .172$).

Lastly, a one-way ANOVA was conducted to indicate whether the ages were equally distributed over the conditions (1. No verbal anchoring, 2. Moderate verbal anchoring, 3. Complete verbal anchoring). This showed no significant effect ($F(2,136) < 1$, $p = .435$), indicating the ages were all equally distributed over the three conditions. This results in the fact that the distribution of gender, age, and educational level was equal over all three conditions.

To elaborate, focusing on the Dutch sample, a Chi-square test did not show a significant relation between the gender of Dutch participants and the degree of verbal anchoring (without, with moderate, with complete verbal anchoring) ($\chi^2(2) = 4.51$, $p = .104$), nor between the education of Dutch participants and the degree of verbal anchoring ($\chi^2(2) = 0.70$, $p = .704$). Subsequently, a one-way ANOVA showed no significant effect of the ages of the Dutch participants and the degree of verbal anchoring ($F(2, 81) = 1.98$, $p = .144$, $\eta^2 = .047$). This means the ages of the participants were equally distributed between 'no verbal anchoring' ($M = 37.03$, $SD = 19.17$), 'moderate verbal anchoring' ($M = 28.41$, $SD = 12.76$), and 'complete verbal anchoring' ($M = 35.22$, $SD = 18.24$) in the Dutch sample.

In addition to the Dutch sample, a Chi-square test for only the French sample did not show a significant relation between the gender of French participants and the degree of verbal anchoring (without, with moderate, with complete verbal anchoring) ($\chi^2(2) = 0.22$, $p = .896$),

nor between the education of French participants and the degree of verbal anchoring ($\chi^2(4) = 2.83, p = .666$). Subsequently, a one-way ANOVA showed no significant effect of the ages of the French participants and the degree of verbal anchoring ($F(2, 52) = 2.20, p = .121, \eta^2 = .078$). This means the ages of the participants were similarly distributed between ‘no verbal anchoring’ ($M = 39.50, SD = 20.66$), ‘moderate verbal anchoring’ ($M = 44.59, SD = 20.54$) and ‘complete verbal anchoring’ ($M = 30.21, SD = 13.82$) in the French sample.

Design

This research used a 3 (degree of verbal anchoring: only graphic aspects vs. graphic aspects with NPO name vs. graphic aspects with NPO name and slogan of the NPO) x 2 (ToA: higher ToA, Dutch vs. lower ToA, French) between-subjects design, concerning an ordinal (verbal anchoring) and nominal (nationality) independent variable. One of the conditions of degrees of verbal anchoring was shown to one group of 84 total Dutch participants (30 x 27 x 27 participants), as well as to a group of 55 total French participants (24 x 17 x 14 participants). Therefore, the total number of participants in this research was 139.

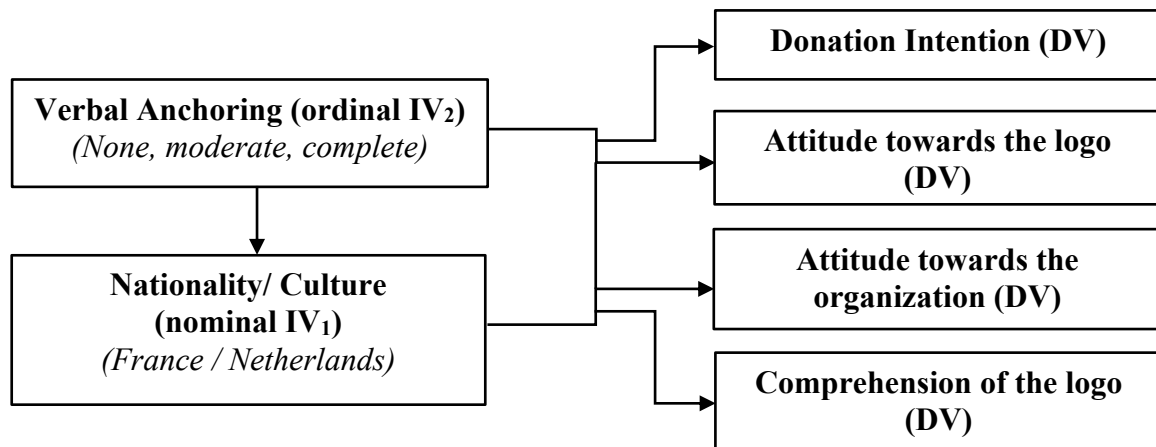


Figure 1. Analytical model: relationships between the independent and the dependent variables.

Instruments

The dependent variables, comprehension, attitude towards organization, donation intention, and attitude towards logo, were measured in the questionnaire. Firstly, the dependent variable ‘comprehension’ was tested by two items used by Philips (2000, p20): ‘Here are two questions on how you perceive the logo for the organization. Select both options that best fit with your view.’ These items both consisted of a 7-point semantic differential scale ranging from ‘difficult to understand’ to ‘easy to understand’ and from ‘confusing’ to ‘straightforward’

(Philips, 2000, p20). The reliability of ‘comprehension’ comprising six items in total were all acceptable: $\alpha > .78$ for all three values (Dutch questionnaire, French questionnaire, and the value for the questionnaires combined). Consequently, the mean of all six items was used to calculate the compound variable ‘comprehension’, which was used in the further analyses.

Secondly, for attitude towards the organization, the item used was: “Thinking about the organization, which of the following statements best describes your feelings about the organization?” (Bergkvist & Rossiter, 2009, p180). This item consisted of a 7-point semantic differential scale (1. I think it is extremely bad – 7. I think it is extremely good). The reliability of ‘attitude towards organization’, comprising three items in total, were all acceptable: $\alpha = .72$ for all three values (Dutch questionnaire, French questionnaire, and both questionnaires combined). Consequently, the mean of all three items was used to calculate the compound variable ‘attitude towards organization’, which was used in the further analyses.

Thirdly, regarding the attitude towards the logo, one item from Bergkvist and Rossiter (2009) was used. The question for attitude towards the logo was: “Thinking about the logo for the organization, which of the following statements best describes your feelings about the logo?” (Bergkvist & Rossiter, 2009, p180). This consisted of a 7-point semantic differential scale (I disliked it extremely – I liked it extremely). However, the reliability of ‘attitude towards logo’ comprising three items in total (all conditions) was not acceptable in the French and Dutch questionnaire, nor with the two questionnaires combined: $\alpha < .64$. Therefore, an inter item correlation was conducted for all three values of the questionnaires (French, Dutch and combined), which was acceptable: $r > .26$. Briggs and Cheek (1986) stated that the optimal range for this value would lie between .2 and .4. Consequently, the mean of all three items was used to calculate the compound variable ‘attitude towards logo’, which was used in the further analyses.

Lastly, donation intention was measured to examine whether differences in ToA cause differences in participants’ intentions to donate. This was asked using a 7-point semantic differential scale (not at all – very much) on an item from Kashif et al. (2015, p96): “I would like to donate money to the organization in the next 4 weeks”. The reliability of ‘donation intention’ comprising three items in total were all acceptable: $\alpha > .87$ for all three values (Dutch questionnaire, French questionnaire, and both questionnaires combined). Consequently, the mean of all three items was used to calculate the compound variable ‘donation intention’, which was used in the further analyses.

Regarding the independent variables, the first independent nominal variable (IV1) ‘nationality/ culture’ consisted of two levels (France vs. Netherlands) to investigate whether

French participants, in contrast to Dutch participants, in fact preferred communication to be more complete, supporting their supposed lower ToA. The scale used by Arquero and McLain (2010) was used to determine participants' tolerance of ambiguity. Arquero and McLain (2010) used 13 items on a bipolar 7-point Likert-scale (strongly disagree – strongly agree). This research selected 5 items in order to measure the levels of uncertainty of both groups of participants. This was done since the selected items were all reversed questions. In this way, questions would not be posed twice (normally and inversely). The reliability of 'tolerance of ambiguity' comprising five items was acceptable for the French questionnaire: $\alpha = .76$. However, the reliability of 'tolerance of ambiguity' in the Dutch questionnaire was questionable: $\alpha = .68$. Therefore, an inter item correlation was conducted, which was acceptable: $r = .30$ (Briggs & Cheek, 1986). Additionally, the reliability for 'tolerance of ambiguity' in the Dutch and French questionnaire combined was acceptable: $\alpha = .78$. Consequently, the mean of all five items was used to calculate the compound variable 'tolerance of ambiguity', which was used in the further analyses.

Moreover, the items that have been chosen consisted of a 7-point bipolar Likert-type scale ranging from 1 (strongly agree) to 7 (strongly disagree), following Arquero and McLain (2010), where a higher score indicates higher levels of ToA, hence a lower uncertainty avoidance. The items that have been selected are presented below in Table 3. Furthermore, these questions were translated into the native languages of the participants by native speakers of both languages (Dutch and French), as can be seen in Table 4 and Table 5 presented in Appendix A.

This research aimed to use items from Arquero and McLain (2010) since the questionnaire used by Hofstede (2001) was mainly targeted at the employees of an organization, including only working employees. The questions used by Hofstede (2001) in this research were aimed at this target group and are therefore not correctly calibrated to the target group of the current study. Therefore, the current experiment did not include Hofstede's (1980) questions, but took the broader items of Arquero and McLain (2010) in order to be able to gain responses from a wider range of participants.

All items used in the questionnaire consisted of bipolar scales, or Likert scales, and all made use of an interval scale since only the outer two points were labelled. The points in the middle had no label and therefore count the same value between each point, interval.

Table 3*Items in questionnaire to measure ToA*

Number	Item
1	I try to avoid situations that are ambiguous.
2	I avoid situations that are too complicated for me to easily understand.
3	I find it hard to make a choice when the outcome is uncertain.
4	Problems that cannot be considered from just one point of view are a little threatening.
5	I prefer familiar situations to new ones.

Procedure

This research made use of a convenience network-sampling method. The participants were divided into two groups (French and Dutch). In addition, the Dutch participants were contacted through direct and indirect networks of the researchers. Furthermore, the French participants were contacted through acquaintances of the researchers and asked to spread the questionnaire to their French acquaintances. Moreover, French teachers of the Radboud University were contacted in order to spread the survey in their direct or indirect networks, given their native origins.

All participants received a link on online media (via WhatsApp, Instagram, Facebook, or e-mail) asking them to fill out the questionnaire attached to it. The questionnaire was made in Qualtrics, firstly introducing the participants to the research, its aim, its content, and their right to anonymity. After this, the participants got to see one of the conditions of the experiment (logo with no verbal anchoring, logo with moderate verbal anchoring, or logo with complete verbal anchoring). Following this stimulus, the participants were asked to answer questions regarding their attitudes towards the logo, the organization, their intention to donate, and comprehension. These questions were repeated for each of the three logos, and one group of participants was exposed to. Subsequently, the participants answered 5 questions concerning cultural aspects regarding ToA. Finally, the participants were asked to fill out the personal questions (age, gender, educational level, and native language).

Statistical treatment

Given that this study included multiple dependent variables, 4 separate two-way ANOVAs were performed to evaluate the overall effect of the independent variables (nationality and degree of verbal anchoring) per dependent variable. This approach accounted for potential correlations among the dependent variables and reduced the likelihood of Type I errors.

However, in order to be able to perform the ANOVAs, an independent samples t-test was conducted to examine whether the differences between Dutch and French participants (with regard to ToA) were significant and are therefore allowed to take into account for any possible claims about differences in dependent variables.

Results

Comprehension

To measure the comprehension of the message of the logos, a two-way ANOVA with the degree of verbal anchoring (without, with moderate or with complete verbal anchoring) and culture (French or Dutch) as factors did not show a significant main effect of culture on the comprehension ($F(1, 133) < 1, p = .361$). The degree of verbal anchoring was not found to have a significant main effect on comprehension ($F(2, 133) < 1, p = .435$). The interaction between culture and the degree of verbal anchoring was not statistically significant ($F(2, 133) < 1, p = .722$). Therefore, both samples combined scored similarly across all degrees of verbal anchoring. The comprehension of the logos with complete verbal anchoring ($M = 5.29, SD = .78$) was not significantly different from moderate ($M = 5.26, SD = 1.15$) or no verbal anchoring ($M = 5.02, SD = 1.34$). In total, the comprehension did not significantly differ between Dutch ($M = 5.11, SD = 1.16$) and French ($M = 5.28, SD = 1.11$) participants.

Attitude towards logo

Concerning attitude towards the shown logos, a two-way ANOVA with the degree of verbal anchoring (no, moderate or complete verbal anchoring) and culture (French or Dutch) as factors, did not show a significant main effect of culture on the attitude towards the logo ($F(1,133) = 3.46, p = .065$), nor did it show a significant effect of the degree of verbal anchoring on the attitude towards the logo ($F(1,133) < 1, p = .959$). The interaction between degree of verbal anchoring and culture was not statistically significant ($F(2,133) < 1, p = .868$). Therefore, both samples combined scored similarly across all degrees of verbal anchoring. The attitude towards the logos with complete verbal anchoring ($M = 5.22, SD = .78$) was not significantly different from moderate ($M = 5.15, SD = .82$) or no verbal anchoring ($M = 5.22, SD = 1.06$). In total, the attitude towards the logo did not significantly differ between Dutch ($M = 5.08, SD = .88$) and French ($M = 5.38, SD = .92$) participants.

Attitude towards the organization

A two-way ANOVA with the degree of verbal anchoring (no, moderate, or complete verbal anchoring) and culture (French or Dutch) as factors did not show a significant main effect of culture on the attitude towards the organisation ($F(1, 133) < 1, p = .637$). The degree of verbal anchoring was not found to have a significant main effect on the attitude towards the organisation ($F(2, 133) = 2.51, p = .085$), as can be seen in Table 9. The interaction between culture and the degree of verbal anchoring was not statistically significant ($F(2, 133) < 1, p = .558$). Therefore, both samples combined scored similarly across all degrees of verbal anchoring. The attitude towards the organization with complete verbal anchoring ($M = 5.85, SD = .78$) was not significantly different from moderate ($M = 5.82, SD = .81$) or no verbal anchoring ($M = 5.45, SD = 1.09$). In total, the attitude towards the organization did not significantly differ between Dutch ($M = 5.66, SD = .92$) and French ($M = 5.73, SD = .97$) participants.

Donation Intention

A two-way ANOVA with the degree of verbal anchoring (without, with partial or with complete verbal anchoring) and culture (French or Dutch) as factors did not show a significant main effect of culture on the donation intention ($F(1, 133) = 2.42, p = .122$). The degree of verbal anchoring was not found to have a significant main effect on the donation intention ($F(2, 133) = 2.90, p = .058$). The interaction between culture and the degree of verbal anchoring was not statistically significant ($F(2, 133) < 1, p = .909$). Therefore, both samples combined scored similarly across all degrees of verbal anchoring. The donation intention with complete verbal anchoring ($M = 4.12, SD = 1.38$) was not significantly different from moderate ($M = 3.44, SD = 1.75$) or no verbal anchoring ($M = 3.23, SD = 1.64$). In total, the donation intention did not significantly differ between Dutch ($M = 3.75, SD = 1.62$) and French ($M = 3.27, SD = 1.62$) participants.

Tolerance of Ambiguity

An independent samples t-test on Tolerance of Ambiguity showed a significant difference between Dutch and French participants. This difference, 1.24, 95% CI [.85, 1.64], was significant ($t(137) = 6.23, p < .001$), and represented a strong effect ($d = 1.081$). This means that Dutch participants ($M = 4.59, SD = 1.04$) were shown to have a higher level of Tolerance of Ambiguity than French participants ($M = 3.35, SD = 1.30$).

Conclusion

Current research aimed to investigate the role of verbal anchoring in intention to donate to an NPO, comparing Dutch participants to French participants. This was in line with earlier research, which looked into the use of verbal anchoring on purchase intention, comprehensibility, and process-fluency (Kohli & Suri, 2002; Schwarz, 2004; Bergkvist et al., 2012). To do this, current research was driven by the following research question:

How does the degree of verbal anchoring in logos influence donation intention to a non-profit organization between French and Dutch participants differing in ToA?

The research question was divided into four separate dependent variables in order to be able to answer it properly. The measured variables were: comprehension, attitude towards the logo, attitude towards the organization, and donation intention. In addition, these dependent variables were measured in both samples, with presumably different levels of culture with regard to ToA, to see what influence culture had on them.

Based on research by Hofstede et al. (2010), the Dutch participants who scored lower on the scale of uncertainty avoidance were expected to score lower on the ToA items used in the experiment compared to the French participants. The results showed that French participants indeed had a significantly lower level of ToA, hence a higher uncertainty avoidance, than Dutch participants. Additionally, it is possible to say that the terms uncertainty avoidance and ToA are indeed similar to each other and possibly interchangeably useable as stated earlier by Hofstede (1980, p.112).

However, further results of the current experiment showed no significant results regarding comprehension, attitudes towards the logos, attitudes towards the organizations, and donation intention, other than the fact that the Dutch and French participants significantly differed in ToA.

Given the hypotheses in the introduction, H₁ stated that this research expected a higher degree of verbal anchoring to cause a higher comprehension of the logo and its organization than a logo accompanied by moderate or no verbal anchoring. However, no significant results proved this point to be true in this experiment, hence, H₁ is rejected.

Subsequently, H₂ stated that this research expected higher levels of verbal anchoring in logos would positively have influenced the donation intention of the participants by enhancing their comprehension of the logo. Results did not show any significant differences in comprehension between higher or lower levels of verbal anchoring, which is why H₂ is also rejected.

Lastly, H₃ summarized the expectation that Dutch participants would show a higher donation intention for logos with moderate or no verbal anchoring than the French participants, since the French participants would have liked more verbal anchoring. Consequently, the experiment showed no significant differences between levels of donation intention of French and Dutch participants concerning the level of verbal anchoring, thus, H₃ is also rejected.

Discussion

Present research experimented by comparing French and Dutch participants. The French participants were expected to have a lower ToA and, therefore, would have preferred a more complete form of communication to improve their comprehension (Morgan et al., 2021; Bünzli & Dillard, 2022). However, the comprehension did not seem to differ between the levels of verbal anchoring, nor between the different cultures. This is in contrast with findings of Barthes (1977), who found that more verbal anchoring leads to a deeper understanding, or higher comprehension of the entity, because of a more complete interpretational frame. A possible explanation for this could be due to the fact that the experiment included three NPOs (Unicef, Red Cross & WWF), which were all relatively well-known organizations. This was done to make sure all participants knew of the organizations, eliminating the possibility that participants were not comparable. However, since all participants in this experiment already knew the NPOs, it is possible that they already understood the logos without any verbal anchoring due to their pre-existing knowledge. This means they did not need any extra information (verbal anchoring) to better understand the images (logos) of the organizations. Therefore, it would be beneficial to gain deeper insights into how ‘unknown’ NPOs would score. Further research could thus use fictitious NPOs to make sure no participants have pre-existing knowledge, where verbal anchoring could expose ‘new’ information to the participants.

In addition, the attitude towards the logo and the attitude towards the organization were measured in the experiment to see whether these would differ between the cultures, since a higher attitude towards the organization would lead to a higher donation intention (Ranganathan & Henley, 2007). Thus, improving comprehension and therefore the attitude towards the logo and organization would positively influence the donation intention (Phillips, 2000; Ranganathan & Henley, 2007). These did, however, not show significant differences between the cultures, nor the levels of verbal anchoring. This means the French and Dutch participants did not differ from each other and between the levels of verbal anchoring to which extent they had a more positive attitude towards the logo and organization. A possible

explanation for this could again be the pre-existing knowledge of the organizations and their logos. However, another possible explanation could be that the verbal anchoring included in the logos of the organizations did not sufficiently explain their core values or missions. If their values and mission are easily derivable from their slogans, the processing fluency would be higher, leading to a higher comprehension, hence a higher attitude towards the logo and its organization (Schwarz, 2004; Morgan et al., 2021). Further research could investigate whether the content of the slogans would improve the processing fluency of the participants, better conveying the intended messages.

Subsequently, the samples did not differ in their intention to donate to the NPOs. Current research expected a higher level of verbal anchoring to facilitate a higher donation intention for French participants since it eliminates parts of the uncertain uncertainty of the logo and its organization, improving the likeability and attitude towards logo and organization (Phillips, 2000; Ranganathan & Henley, 2007; Kashif, 2015). A possible explanation could be that French and Dutch participants share an attitude towards the logo or organization. This has to do with the chosen NPOs being well-known. If both samples have the same attitudes towards the organizations, they would have the same intention to donate, since they both find the stimulus to be equally likeable (Ranganathan & Henley, 2007). Future research should try to incorporate less well-known NPOs with diverse perceived values in the Netherlands and in France to see if their attitude towards the organization would shift.

Lastly, regarding practical matters of the experiment. The two groups of participants (French and Dutch) did not differ in terms of gender or age. However, the samples did significantly differ in educational level. The French sample included one participant who had finished primary school (*école primaire*), whereas the Dutch sample had none. Future research should look into whether this inequality had any effect on the outcome of the experiment by using equally distributed groups on all aspects. Subsequently, the samples were unequal in size. The French participants had 29 participants fewer than the Dutch sample; future research should try to balance this more to create a more similar situation to compare.

In conclusion, this study confirmed that French and Dutch participants significantly differ from each other in terms of ToA, consistent with Hofstede's (1980) cultural dimensions. However, these differences did not translate into significant variations in comprehension, attitudes towards the logos or organizations, or intentions to donate. This suggests that, despite underlying cultural distinctions in ToA, the impact of verbal anchoring in logos on donation-related outcomes may be less substantial than initially anticipated for well-known NPOs. These findings highlight the complexity of cross-cultural influences of verbal anchoring on donation

intentions. Future research could explore a broader range of organizations (e.g., fictitious), alternative forms of verbal anchoring, or different groups that are more comparable. This study has demonstrated there is a difference between Dutch and French cultures, but how this influences their behaviour toward NPOs remains the question.

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Appendix A

Table 4

Items in questionnaire to measure ToA for French participants in their native language

Number	Item
1	J'essaie d'éviter les situations ambiguës
2	J'évite des situations qui sont pour moi trop compliquées à comprendre
3	Je trouve difficile de faire un choix si le résultat est incertain
4	Les problèmes que l'on ne peut pas regarder que sous un angle m'intimident un peu
5	Je préfère les situations familières aux situations nouvelles

Table 5

Items in questionnaire to measure ToA for Dutch participants in their native language

Number	Item
1	Ik probeer onduidelijke situaties te vermijden
2	Ik vermijd situaties die voor mij te complex zijn om te begrijpen
3	Ik vind het moeilijk een keuze te maken als de uitkomst onzeker is
4	De problemen die niet slechts vanuit één perspectief bekeken kunnen worden intimideren me een beetje
5	Ik heb liever bekende situaties dan nieuwe situaties

Appendix B

INFORMATIONS SUR L'ENQUÊTE

Vous êtes invité à participer à une courte étude sur les logos de marque et le comportement des consommateurs. Cette recherche est menée par Daan van Velzen, Sophie Aerdts, Esad Akçakus, Frank de Bruin et Indy Schaaïj, étudiants de premier cycle en communication commerciale internationale à l'université Radboud.

Qu'attend-on de vous ?

Pour participer à l'enquête, vous devez remplir un questionnaire en ligne. Les questions portent sur les logos que vous verrez. Il y aura également quelques questions personnelles. Remplir le questionnaire vous prendra au maximum 7 minutes et vos réponses resteront

totalement anonymes. Dans le cadre de cette enquête, il n'y a pas de bonnes ou de mauvaises réponses, il s'agit uniquement de votre propre opinion.

Volonté

Vous participez à cette étude de votre plein gré. Par conséquent, vous pouvez interrompre votre participation et retirer votre consentement à tout moment au cours de l'étude. Vous ne devez pas indiquer la raison de votre arrêt. Toutes les données étant stockées de manière anonyme, il n'est pas possible de supprimer vos données de recherche à la fin de l'expérience.

Qu'advient-il de vos données ?

Les données de recherche que je recueille dans le cadre de cette étude seront utilisées par moi pour des ensembles de données, des articles et des présentations. Les données de recherche anonymes seront accessibles à d'autres scientifiques pendant au moins 10 ans. Par conséquent, si je partage des données avec d'autres chercheurs, il est impossible de remonter jusqu'à vous. Je stocke toutes les données de recherche en toute sécurité, conformément aux directives de l'université Radboud. Coordonnées Si vous avez des questions ou souhaitez obtenir de plus amples informations sur l'étude, veuillez contacter l'étudiant (Daan van Velzen, daan.vanvelzen@ru.nl) ou le superviseur (Dr. Andreu van Hoof, andreu.vanhoof@ru.nl).

Examen éthique et plaintes

Cette recherche est conforme à la liste de contrôle de l'examen éthique. Si vous avez des plaintes concernant l'étude, veuillez contacter le chercheur responsable. Vous pouvez également déposer une plainte auprès du secrétaire du Comité d'examen éthique des sciences humaines de l'Université Radboud (etc-gw@ru.nl). Pour toute question concernant le traitement des données dans le cadre de cette étude, veuillez contacter dataofficer@let.ru.nl.

Déclaration de consentement

Si vous souhaitez participer à cette étude, nous vous demanderons de signer la déclaration de consentement. Votre consentement écrit indique que vous avez compris les informations et que vous acceptez de participer à l'étude. Nous vous prions d'agréer, Madame, Monsieur, l'expression de notre salutations distinguées, Daan van Velzen daan.vanvelzen@ru.nl Sophie Aerds sophie.aerds@ru.nl Esad Akcokus esad.akcokus@ru.nl Frank de Bruin frank.debruin@ru.nl Indy Schaaij indy.schaaaj@ru.nl

FR-Consent **En cliquant sur le bouton ci-dessous, vous indiquez que :** - vous avez lu les informations ci-dessus ; - vous participez volontairement à l'étude ; - vous comprenez que les données de recherche seront disponibles pendant au moins 10 ans pour examen et réutilisation dans le cadre de recherches scientifiques futures ; - le responsable des données et le personnel désigné pour la gestion des données de l'Université Radboud peuvent consulter vos données ; - vous avez 18 ans ou plus.

- Je suis d'accord avec les déclarations ci-dessus (1)
- Je ne suis pas d'accord avec les déclarations ci-dessus (2)

One of three options, randomly assigned to the participant

Option 1: No verbal anchoring



FR-UNI-MC-1b Selon vous, le message du logo que vous venez de voir est-il clair?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Peu clair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Clair

FR-UNI-MC-1c Dans quelle mesure avez-vous compris l'objectif du logo ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait

FR-UNI-Comp-1 Choisissez l'option qui correspond le mieux à votre point de vue :

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Difficile à comprendre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Facile à comprendre
Confus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Claire

FR-UNI-AtL-1 En ce qui concerne le logo de l'organisation, laquelle des affirmations suivantes décrit le mieux votre sentiment à son égard ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Je l'ai extrêmement détesté	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Je l'ai extrêmement apprécié

FR-UNI-AtO-1 En pensant à l'organisation, laquelle des affirmations suivantes décrit le mieux vos sentiments à l'égard de l'organisation ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Extrêmement mauvaise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extrêmement bonne

FR-UNI-DInt-1 J'aimerais donner de l'argent à cette organisation au cours des 4 prochaines semaines.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Beaucoup



FR-WWF-MC-1b Selon vous, le message du logo que vous venez de voir est-il clair ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Peu clair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Clair

FR-WWF-MC-1c Dans quelle mesure avez-vous compris l'objectif du logo ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait

FR-WWF-Comp-1 Choisissez l'option qui correspond le mieux à votre point de vue :

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Difficile à comprendre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Facile à comprendre
Confus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Claire

FR-WWF-AtL-1 En ce qui concerne le logo de l'organisation, laquelle des affirmations suivantes décrit le mieux votre sentiment à son égard ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Je l'ai extrêmement détesté	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Je l'ai extrêmement apprécié

FR-WWF-AtO-1 En pensant à l'organisation, laquelle des affirmations suivantes décrit le mieux vos sentiments à l'égard de l'organisation ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Extrêmement mauvaise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extrêmement bonne

FR-WWF-DInt-1 J'aimerais donner de l'argent à cette organisation au cours des 4 prochaines semaines.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Beaucoup



FR-RC-MC-1b Selon vous, le message du logo que vous venez de voir est-il clair ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Peu clair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Clair

FR-RC-MC-1c Dans quelle mesure avez-vous compris l'objectif du logo ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait

FR-RC-Comp-1 Choisissez l'option qui correspond le mieux à votre point de vue :

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Difficile à comprendre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Facile à comprendre
Confus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Claire

FR-RC-AtL-1 En ce qui concerne le logo de l'organisation, laquelle des affirmations suivantes décrit le mieux votre sentiment à son égard ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Je l'ai extrêmement détesté	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Je l'ai extrêmement apprécié

FR-RC-AtO-1 En pensant à l'organisation, laquelle des affirmations suivantes décrit le mieux vos sentiments à l'égard de l'organisation ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Extrêmement mauvaise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extrêmement bonne

FR-RC-DInt-1 J'aimerais donner de l'argent à cette organisation au cours des 4 prochaines semaines.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Beaucoup

FR-MC-1 Lequel des éléments suivants avez-vous vu dans le logo ?

- Seulement le logo (1)
- Le logo, ainsi que le nom de l'organisation (2)
- Le logo, le nom de l'organisation et le slogan (3)

One of three options, randomly assigned to participant

Option2 : Moderate verbal anchoring



FR-UNI-MC-2b Selon vous, le message du logo que vous venez de voir est-il clair ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Peu clair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Clair

FR-UNI-MC-2c Dans quelle mesure avez-vous compris l'objectif du logo ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait

FR-UNI-Comp-2 Choisissez l'option qui correspond le mieux à votre point de vue :

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Difficile à comprendre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Facile à comprendre
Confus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Claire

FR-UNI-AtL-2 En ce qui concerne le logo de l'organisation, laquelle des affirmations suivantes décrit le mieux votre sentiment à son égard ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Je l'ai extrêmement détesté	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Je l'ai extrêmement apprécié

FR-UNI-AtO-2 En pensant à l'organisation, laquelle des affirmations suivantes décrit le mieux vos sentiments à l'égard de l'organisation ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Extrêmement mauvaise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extrêmement bonne

FR-UNI-DInt-2 J'aimerais donner de l'argent à cette organisation au cours des 4 prochaines semaines.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Beaucoup



FR-WWF-MC-2b Selon vous, le message du logo que vous venez de voir est-il clair ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Peu clair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Clair

FR-WWF-MC-2c Dans quelle mesure avez-vous compris l'objectif du logo ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait

FR-WWF-Comp-2 Choisissez l'option qui correspond le mieux à votre point de vue :

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Difficile à comprendre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Facile à comprendre
Confus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Claire

FR-WWF-AtL-2 En ce qui concerne le logo de l'organisation, laquelle des affirmations suivantes décrit le mieux votre sentiment à son égard ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Je l'ai extrêmement détesté	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Je l'ai extrêmement apprécié

FR-WWF-AtO-2 En pensant à l'organisation, laquelle des affirmations suivantes décrit le mieux vos sentiments à l'égard de l'organisation ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Extrêmement mauvaise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extrêmement bonne

FR-WWF-DInt-2 J'aimerais donner de l'argent à cette organisation au cours des 4 prochaines semaines.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Beaucoup



FR-RC-MC-2b Selon vous, le message du logo que vous venez de voir est-il clair ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Peu clair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Clair

FR-RC-MC-2c Dans quelle mesure avez-vous compris l'objectif du logo ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait

FR-RC-Comp-2 Choisissez l'option qui correspond le mieux à votre point de vue :

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Difficile à comprendre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Facile à comprendre
Confus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Claire

FR-RC-AtL-2 En ce qui concerne le logo de l'organisation, laquelle des affirmations suivantes décrit le mieux votre sentiment à son égard ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Je l'ai extrêmement détesté	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Je l'ai extrêmement apprécié

FR-RC-AtO-2 En pensant à l'organisation, laquelle des affirmations suivantes décrit le mieux vos sentiments à l'égard de l'organisation ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Extrêmement mauvaise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extrêmement bonne

FR-RC-DInt-2 J'aimerais donner de l'argent à cette organisation au cours des 4 prochaines semaines.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Beaucoup

FR-MC-2 Lequel des éléments suivants avez-vous vu dans le logo ?

- Seulement le logo (1)
- Le logo, ainsi que le nom de l'organisation (2)
- Le logo, le nom de l'organisation et le slogan (3)

One of three options, randomly assigned to participant
Option 3: Complete verbal anchoring



FR-UNI-MC-3b Selon vous, le message du logo que vous venez de voir est-il clair ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Peu clair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Clair

FR-UNI-MC-3c Dans quelle mesure avez-vous compris l'objectif du logo ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait

FR-UNI-Comp-3 Choisissez l'option qui correspond le mieux à votre point de vue :

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Difficile à comprendre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Facile à comprendre
Confus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Claire

FR-UNI-AtL-3 En ce qui concerne le logo de l'organisation, laquelle des affirmations suivantes décrit le mieux votre sentiment à son égard ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Je l'ai extrêmement détesté	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Je l'ai extrêmement apprécié

FR-UNI-AtO-3 En pensant à l'organisation, laquelle des affirmations suivantes décrit le mieux vos sentiments à l'égard de l'organisation ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Extrêmement mauvaise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extrêmement bonne

FR-UNI-DInt-3 J'aimerais donner de l'argent à cette organisation au cours des 4 prochaines semaines.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Beaucoup



Ensemble, nous sommes la solution!

FR-WWF-MC-3b Selon vous, le message du logo que vous venez de voir est-il clair ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Peu clair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Clair

FR-WWF-MC-3c Dans quelle mesure avez-vous compris l'objectif du logo ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait

FR-WWF-Comp-3 Choisissez l'option qui correspond le mieux à votre point de vue :

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Difficile à comprendre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Facile à comprendre
Confus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Claire

FR-WWF-AtL-3 En ce qui concerne le logo de l'organisation, laquelle des affirmations suivantes décrit le mieux votre sentiment à son égard ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Je l'ai extrêmement détesté	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Je l'ai extrêmement apprécié

FR-WWF-AtO-3 En pensant à l'organisation, laquelle des affirmations suivantes décrit le mieux vos sentiments à l'égard de l'organisation ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Extrêmement mauvaise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extrêmement bonne

FR-WWF-DInt-3 J'aimerais donner de l'argent à cette organisation au cours des 4 prochaines semaines.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Beaucoup

FR-RC-MC-3b Selon vous, le message du logo que vous venez de voir est-il clair ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Peu clair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Clair

FR-RC-MC-3c Dans quelle mesure avez-vous compris l'objectif du logo ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tout à fait

FR-RC-Comp-3 Choisissez l'option qui correspond le mieux à votre point de vue :

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Difficile à comprendre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Facile à comprendre
Confus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Claire

FR-RC-AtL-3 En ce qui concerne le logo de l'organisation, laquelle des affirmations suivantes décrit le mieux votre sentiment à son égard ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Je l'ai extrêmement détesté	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Je l'ai extrêmement apprécié

FR-RC-AtO-3 En pensant à l'organisation, laquelle des affirmations suivantes décrit le mieux vos sentiments à l'égard de l'organisation ?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Extrêmement mauvaise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extrêmement bonne

FR-RC-DInt-3 J'aimerais donner de l'argent à cette organisation au cours des 4 prochaines semaines.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Beaucoup

FR-MC-3 Lequel des éléments suivants avez-vous vu dans le logo ?

- Seulement le logo (1)
- Le logo, ainsi que le nom de l'organisation (2)
- Le logo, le nom de l'organisation et le slogan (3)

Resume shared part of questionnaire, split condition is over

FR-ToA1 Je ne supporte pas bien les situations ambiguës.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Pas du tout d'accord

FR-ToA2 J'évite des situations qui sont pour moi trop compliquées à comprendre.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Pas du tout d'accord

FR-ToA3 Je trouve difficile de faire un choix si le résultat est incertain.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Pas du tout d'accord

FR-ToA4 Les problèmes que l'on ne peut pas regarder que sous un angle m'intimident un peu.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Pas du tout d'accord

FR-ToA5 Je préfère les situations familières aux situations nouvelles.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Tout à fait d'accord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Pas du tout d'accord

Demographics

FR-Age Quel est votre âge en années ?

Fr-Nat Quelle est votre nationalité ?

FR-Gender Quel est votre sexe ?

- Homme (1)
- Femme (2)
- Non-binaire (3)
- Autre (4)
- Je préfère ne pas le dire (5)

FR-Educ Quel est votre niveau d'études le plus élevé ?

- École primaire (1)
- École secondaire (2)
- Bachelor Universitaire de Technologie / License Professionnelle (3)

Control questions

FR-CQ-a Connaissez-vous le (WWF/Unicef/Croix Rouge) ?

- Oui (1)
- Non (2)

FR-CQ-b Avez-vous déjà travaillé chez: (WWF/Unicef/Croix Rouge) ?

Oui (1)

Non (2)

Appendix C

INFORMATIE OVER HET ONDERZOEK

U bent uitgenodigd om mee te doen aan een kort onderzoek naar merklogo's en consumentengedrag. Dit onderzoek wordt uitgevoerd door Daan van Velzen, Sophie Aerdts, Esad Akçakus, Frank de Bruin en Indy Schaaij, bachelor-studenten International Business Communication aan de Radboud Universiteit.

Wat wordt er van u verwacht?

Meedoen aan het onderzoek houdt in dat u een online vragenlijst gaat invullen. De vragen hebben betrekking op de logo's die u te zien krijgt. Ook worden er wat persoonlijke vragen gesteld. Het invullen van de vragenlijst duurt maximaal 7 minuten en uw antwoorden blijven volledig anoniem. Binnen dit onderzoek zijn er geen goede of foute antwoorden, het gaat enkel om uw eigen mening.

Vrijwilligheid

U doet vrijwillig mee aan dit onderzoek. Daarom kunt u op elk moment tijdens het onderzoek uw deelname stoppen en uw toestemming intrekken. U hoeft niet aan te geven waarom u stopt. Omdat alle gegevens anoniem opgeslagen worden, is het na het voltooien van het experiment niet mogelijk om uw onderzoeksgegevens te laten verwijderen.

Wat gebeurt er met uw gegevens?

De onderzoeksgegevens die ik in dit onderzoek verzamel, zullen door mij gebruikt worden voor datasets, artikelen en presentaties. De anoniem gemaakte onderzoeksgegevens zijn tenminste 10 jaar beschikbaar voor andere wetenschappers. Als ik gegevens met andere onderzoekers deel, kunnen deze dus niet tot u herleid worden. Ik bewaar alle onderzoeksgegevens op beveiligde wijze volgens de richtlijnen van de Radboud Universiteit. Contactgegevens Heeft u vragen of wilt u meer informatie over het onderzoek, neem dan contact op met de student (Daan van Velzen, daan.vanvelzen@ru.nl) of de begeleider (Dr. Andreu van Hooft, andreu.vanhooft@ru.nl).

Ethische toetsing en klachten

Dit onderzoek is conform de checklist van Ethische toetsing. Heeft u klachten over het onderzoek, dan kunt u contact opnemen met de verantwoordelijke onderzoeker. Ook kunt u een klacht indienen bij de secretaris van de Ethische Toetsingscommissie Geesteswetenschappen Radboud Universiteit (etc-gw@ru.nl). Voor vragen over de verwerking van gegevens in dit onderzoek kunt u contact opnemen met dataofficer@let.ru.nl.

Toestemmingsverklaring

Als u aan dit onderzoek mee wilt doen, vragen we u de toestemmingsverklaring te ondertekenen. Door uw schriftelijke toestemming geeft u aan dat u de informatie heeft begrepen en instemt met deelname aan het onderzoek. Met vriendelijke groet,

Daan van Velzen daan.vanvelzen@ru.nl

Sophie Aerdts sophie.aerdts@ru.nl

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NL-Consent **Door akkoord te geven middels onderstaande knop geeft u aan dat:** - u bovenstaande informatie heeft gelezen; - u vrijwillig meedoet aan het onderzoek; - u begrijpt dat de onderzoeksgegevens ten minste 10 jaar beschikbaar zijn voor controle en hergebruik in toekomstig wetenschappelijk onderzoek; - de data officer en aangewezen medewerkers datamanagement van de Radboud Universiteit uw gegevens kunnen inzien; - u 18 jaar of ouder bent.

- Ja, ik ga akkoord met bovenstaande uitspraken (1)
- Nee, ik ga niet akkoord met bovenstaande uitspraken (2)

One of three options, randomly assigned to participant

Option 1: No verbal anchoring



NL-UNI-MC-1b Hoe duidelijk vond u de boodschap van het logo dat u zojuist zag?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Onduidelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Duidelijk

NL-UNI-MC-1c Hoe goed begreep u het doel van het logo?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totaal niet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Volledig

NL-UNI-Comp-1 Hier ziet u twee stellingen over hoe u het logo van de organisatie ziet. Kies in beide opties wat het best pas bij uw opvatting. Ik vond het logo:

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Moeilijk te begrijpen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Makkelijk te begrijpen
Verwarrend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Duidelijk

NL-UNI-AtL-1 Als u denkt aan het logo van de organisatie, welk van de volgende stellingen omschrijft uw houding jegens het logo het best?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Ik vond het helemaal niet leuk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ik vond het erg leuk

NL-UNI-AtO-1 Denkend aan de organisatie, welk van de volgende stellingen omschrijft uw houding jegens de organisatie het beste?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Buitengewoon slecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Buitengewoon goed

NL-UNI-DInt-1 Ik zou graag geld willen doneren aan deze organisatie in de komende 4 weken.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totaal niet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Heel graag



NL-WWF-MC-1b Hoe duidelijk vond u de boodschap van het logo dat u zojuist zag?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Onduidelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Duidelijk

NL-WWF-MC-1c Hoe goed begreep u het doel van het logo?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totaal niet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Volledig

NL-WWF-Comp-1 Hier ziet u twee stellingen over hoe u het logo van de organisatie ziet. Kies in beide opties wat het best past bij uw opvatting. Ik vond het logo:

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Moeilijk te begrijpen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Makkelijk te begrijpen
Verwarrend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Duidelijk

NL-WWF-AtL-1 Als u denkt aan het logo van de organisatie, welk van de volgende stellingen omschrijft uw houding jegens het logo het best?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Ik vond het helemaal niet leuk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ik vond het erg leuk

NL-WWF-AtO-1 Denkend aan de organisatie, welk van de volgende stellingen omschrijft uw houding jegens organisatie het beste?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Buitengewoon slecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Buitengewoon goed

NL-WWF-DInt-1 Ik zou graag geld willen doneren aan deze organisatie in de komende 4 weken.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totaal niet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Heel graag



NL-RC-MC-1b Hoe duidelijk vond u de boodschap van het logo dat u zojuist zag?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Onduidelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Duidelijk

NL-RC-MC-1c Hoe goed begreep u het doel van het logo?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totaal niet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Volledig

NL-RC-Comp-1 Hier ziet u twee stellingen over hoe u het logo van de organisatie ziet. Kies in beide opties wat het best past bij uw opvatting. Ik vond het logo:

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Moeilijk te begrijpen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Makkelijk te begrijpen
Verwarrend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Duidelijk

NL-RC-AtL-1 Als u denkt aan het logo van de organisatie, welk van de volgende stellingen omschrijft uw houding jegens het logo het best?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Ik vond het helemaal niet leuk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ik vond het erg leuk

NL-RC-AtO-1 Denkend aan de organisatie, welk van de volgende stellingen omschrijft uw houding jegens de organisatie het beste?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Buitengewoon slecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Buitengewoon goed

NL-RC-DInt-1 Ik zou graag geld willen doneren aan deze organisatie in de komende 4 weken.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totaal niet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Heel graag

NL-MC-1 Welk van de volgende onderdelen zag u zojuist in de logo's?

- Alleen het logo (1)
- Het logo, samen met de naam van de organisatie (2)
- Het logo, de naam van de organisatie en de slogan (3)

One of three options, randomly assigned to the participant

Option 2: Moderate verbal anchoring



NL-UNI-MC-2b Hoe duidelijk vond u de boodschap van het logo dat u zojuist zag?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Onduidelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Duidelijk

NL-UNI-MC-2c Hoe goed begreep u het doel van het logo?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totaal niet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Volledig

NL-UNI-Comp-2 Hier ziet u twee stellingen over hoe u het logo van de organisatie ziet. Kies in beide opties wat het best past bij uw opvatting. Ik vond het logo:

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Moeilijk te begrijpen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Makkelijk te begrijpen
Verwarrend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Duidelijk

NL-UNI-AtL-2 Als u denkt aan het logo van de organisatie, welk van de volgende stellingen omschrijft uw houding jegens het logo het best?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Ik vond het helemaal niet leuk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ik vond het erg leuk

NL-UNI-AtO-2 Denkend aan de organisatie, welk van de volgende stellingen omschrijft uw houding jegens de organisatie het beste?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Buitengewoon slecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Buitengewoon goed

NL-UNI-DInt-2 Ik zou graag geld willen doneren aan deze organisatie in de komende 4 weken.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totaal niet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Heel graag



NL-WWF-MC-2b Hoe duidelijk vond u de boodschap van het logo dat u zojuist zag?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Onduidelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Duidelijk

NL-WWF-MC-2c Hoe goed begreep u het doel van het logo?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totaal niet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Volledig

NL-WWF-Comp-2 Hier ziet u twee stellingen over hoe u het logo van de organisatie ziet. Kies in beide opties wat het best past bij uw opvatting. Ik vond het logo:

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Moeilijk te begrijpen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Makkelijk te begrijpen
Verwarrend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Duidelijk

NL-WWF-AtL-2 Als u denkt aan het logo van de organisatie, welk van de volgende stellingen omschrijft uw houding jegens het logo het best?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Ik vond het helemaal niet leuk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ik vond het erg leuk

NL-WWF-AtO-2 Denkend aan de organisatie, welk van de volgende stellingen omschrijft uw houding jegens de organisatie het beste?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Buitengewoon slecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Buitengewoon goed

NL-WWF-DInt-2 Ik zou graag geld willen doneren aan deze organisatie in de komende 4 weken.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totaal niet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Heel graag



NL-RC-MC-2b Hoe duidelijk vond u de boodschap van het logo dat u zojuist zag?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Onduidelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Duidelijk

NL-RC-MC-2c Hoe goed begreep u het doel van het logo?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totaal niet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Volledig

NL-RC-Comp-2 Hier ziet u twee stellingen over hoe u het logo van de organisatie ziet. Kies in beide opties wat het best past bij uw opvatting. Ik vond het logo:

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Moeilijk te begrijpen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Makkelijk te begrijpen
Verwarrend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Duidelijk

NL-RC-AtL-2 Als u denkt aan het logo van de organisatie, welk van de volgende stellingen omschrijft uw houding jegens het logo het best?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Ik vond het helemaal niet leuk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ik vond het erg leuk

NL-RC-AtO-2 Denkend aan de organisatie, welk van de volgende stellingen omschrijft uw houding jegens de organisatie het beste?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Buitengewoon slecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Buitengewoon goed

NL-RC-DInt-2 Ik zou graag geld willen doneren aan deze organisatie in de komende 4 weken.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totaal niet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Heel graag

NL-MC-2 Welk van de volgende onderdelen zag u zojuist in het logo?

- Alleen het logo (1)
- Het logo, samen met de naam van de organisatie (2)
- Het logo, de naam van de organisatie en de slogan (3)

One of three options, randomly assigned to the participant

Option 3: Complete verbal anchoring



NL-UNI-MC-3b Hoe duidelijk vond u de boodschap van het logo dat u zojuist zag?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Onduidelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Duidelijk

NL-UNI-MC-3c Hoe goed begreep u het doel van het logo?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totaal niet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Volledig

NL-UNI-Comp-3 Hier ziet u twee stellingen over hoe u het logo van de organisatie ziet. Kies in beide opties wat het best past bij uw opvatting. Ik vond het logo:

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Moeilijk te begrijpen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Makkelijk te begrijpen
Verwarrend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Duidelijk

NL-UNI-AtL-3 Als u denkt aan het logo van de organisatie, welk van de volgende stellingen omschrijft uw houding jegens het logo het best?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Ik vond het helemaal niet leuk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ik vond het erg leuk

NL-UNI-AtO-3 Denkend aan de organisatie, welk van de volgende stellingen omschrijft uw houding jegens de organisatie het beste?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Buitengewoon slecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Buitengewoon goed

NL-UNI-DInt-3 Ik zou graag geld willen doneren aan deze organisatie in de komende 4 weken.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totaal niet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Heel graag



Samen zijn we de oplossing!

NL-WWF-MC-3b Hoe duidelijk vond u de boodschap van het logo dat u zojuist zag?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Onduidelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Duidelijk

NL-WWF-MC-3c Hoe goed begreep u het doel van het logo?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totaal niet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Volledig

NL-WWF-Comp-3 Hier ziet u twee stellingen over hoe u het logo van de organisatie ziet.

Kies in beide opties wat het best past bij uw opvatting. Ik vond het logo:

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Moeilijk te begrijpen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Makkelijk te begrijpen
Verwarrend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Duidelijk

NL-WWF-AtL-3 Als u denkt aan het logo van de organisatie, welk van de volgende stellingen omschrijft uw houding jegens het logo het best?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Ik vond het helemaal niet leuk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ik vond het erg leuk

NL-WWF-AtO-3 Denkend aan de organisatie, welk van de volgende stellingen omschrijft uw houding jegens de organisatie het beste?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Buitengewoon slecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Buitengewoon goed

NL-WWF-DInt-3 Ik zou graag geld willen doneren aan deze organisatie in de komende 4 weken.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totaal niet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Heel graag



Overall waar u ons nodig heeft

NL-RC-MC-3b Hoe duidelijk vond u de boodschap van het logo dat u zojuist zag?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Onduidelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Duidelijk

NL-RC-MC-3c Hoe goed begreep u het doel van het logo?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totaal niet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Volledig

NL-RC-Comp-3 Hier ziet u twee stellingen over hoe u het logo van de organisatie ziet. Kies in beide opties wat het best past bij uw opvatting. Ik vond het logo:

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Moeilijk te begrijpen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Makkelijk te begrijpen
Verwarrend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Duidelijk

NL-RC-AtL-3 Als u denkt aan het logo van de organisatie, welk van de volgende stellingen omschrijft uw houding jegens het logo het best?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Ik vond het helemaal niet leuk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ik vond het erg leuk

NL-RC-AtO-3 Denkend aan de organisatie, welk van de volgende stellingen omschrijft uw houding jegens de organisatie het beste?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Buitengewoon slecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Buitengewoon goed

NL-RC-DInt-3 Ik zou graag geld willen doneren aan deze organisatie in de komende 4 weken.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Totaal niet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Heel graag

NL-MC-3 Welk van de volgende onderdelen zag u zojuist in het logo?

- Alleen het logo (1)
- Het logo, samen met de naam van de organisatie (2)
- Het logo, de naam van de organisatie en de slogan (3)

The resume shared part of the questionnaire, the split condition is over.

NL-ToA1	Ik verdraag dubbelzinnige situaties niet goed							
	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Helemaal eens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helemaal niet mee eens
NL-ToA2	Ik vermijd situaties die voor mij te complex zijn om te begrijpen							
	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Helemaal eens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helemaal niet mee eens
NL-ToA3	Ik vind het moeilijk een keuze te maken als de uitkomst onzeker is							
	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Helemaal eens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helemaal niet mee eens
NL-ToA4	De problemen die niet slechts vanuit één perspectief bekeken kunnen worden intimideren me een beetje							
	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Helemaal eens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helemaal niet mee eens
NL-ToA5	Ik heb liever bekende situaties dan nieuwe situaties							
	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Helemaal eens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helemaal niet mee eens

Demographics

NL-Age Wat is uw leeftijd in jaren?

NL-Nat Wat is uw nationaliteit?

NL-Gender Wat is uw geslacht?

- Man (1)
- Vrouw (2)
- Non-binair (3)
- Zeg ik liever niet (4)

NL-Educ Wat is uw hoogst afgeronde opleiding?

- Basisschool (1)
- Middelbare school (2)
- MBO / HBO / WO- Bachelor of Master (3)

Control questions

NL-CQ-a Bent u bekend met UNICEF, WNF of Rode Kruis?

- Ja (1)
- Nee (2)

NL-CQ-b Heeft u ooit gewerkt voor UNICEF, WNF of Rode Kruis?

- Ja (1)
- Nee (2)