

## File S2

Constructs	Indicator Variables and Brief Description	Reference
Motivation (MO)	<p>MO1: <i>Educational level</i>: educational level and educational background of diners.</p> <p>MO2: <i>Awareness</i>: knowledge, perception, commitment to the reduction of waste.</p> <p>MO3: <i>Attitude</i>: a positive attitude can induce a strong intention (IN) of the adoption of a given behavior. On the other hand, a negative one may infer the non-adoption of a certain behavior.</p> <p>MO4: <i>Situational factors</i>: those such as appetite, smell, appearance, desire etc. influence the consumer to waste food or not. [1-3]</p> <p>MO5: <i>Social norms</i>: these concern the act of wasting to show certain values of conduct or etiquette, for example, the waste produced before others, in an attempt to appear to eat little or even to show economic power.</p>	
Intention (IN)	<p>IN1: <i>Healthy food</i>: many diners put in their dishes/trays foods considered healthy, but that are not of their preference, causing their waste.</p> <p>IN2: <i>Environmtal attitudes</i>: these shows how the dinner is actively involved with the aspects of sustainability, for example his/her commitment to the adoption of menus with a smaller ecological footprint.</p> <p>IN3: <i>Environmental beliefs</i>: evidenced by the concern of the dinner with the search for information related to the environmental impacts associated with waste. The greater the environmental belief, the greater the commitment to reducing waste. [3-5]</p> <p>IN4: <i>Cultural aspects</i>: these concern the local gastronomy, usually establishing what are the edible and inedible parts, changing by region or country... how do cultural factors reflect my intention to avoid food waste?</p> <p>IN4: <i>Local gastronomy</i>: local gastronomy usually establishes the edible and inedible parts, and changes based on region or country.</p> <p>IN5: <i>Scarcity of time</i>: dining outside home to save time for other activities.</p>	
Waste Behavior (CD)	<p>CD1: <i>Habits of abundance</i>: habits of overestimating served or self-served food.</p> <p>CD2: <i>Health risks</i>: excessive concern about contamination and ingestion of spoiled foods. [3-6]</p> <p>CD3: <i>Healthy habits</i>: association of healthy practices such as physical activity and sports with the intake of healthy foods.</p>	
Ability (HB)	<p>HB1: <i>Technical Knowledge</i>: Technical knowledge and access to technical information related to practices aimed at reducing waste. [7-11].</p> <p>HB2: <i>Technical skill</i>: Technical Skills acquired by training and practice performed in food preparation and handling activities, as well as management.</p>	
Opportunity (OP)	<p>OP1: <i>Infrastructure</i>: this concerns facilities, equipment, basic inputs, human resources etc.</p> <p>OP2: <i>Utensils and technological innovation</i>: the set of efficient technology and technological innovation for the production of meals.</p> <p>OP3: <i>Operational scheduling</i>: an adequate definition of production activities, goals and schedules as support for the operational management. [12, 13]</p> <p>OP4: <i>Training and qualification</i>: technical training of employees, to improve skills and develop new skills.</p>	
Waste and Management (CGD)	<p>CGD1: <i>Refrigeration and heating equipment</i>: refrigeration, heating equipment.</p> <p>CGD2: <i>Methods and procedures</i>: procedures and methods adopted for the planning, execution and control of activities. [9, 12, 14]</p>	

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	CGD3: <i>People management: hiring and training of human resources for the development of administrative and operational activities.</i>	
	DS1: <i>Extensive land use to meet the resulting waste practice demands.</i>	
	DS2: <i>Food security: Contribution to policies to combat hunger.</i>	
Foodwaste (DS)	DS3: <i>CO2 emission: Contribution to CO2 emission reduction policies.</i>	[9, 15-17]
	DS4: <i>Extensive use of water: Extensive use of water to meet the demands arising from the practice of waste. Extensive land use.</i>	
	DS5: <i>Pesticides use: Exacerbated use of pesticides and fertilizers.</i>	

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