



The British
Psychological Society



Division of
Occupational Psychology

Engage and change: Occupational psychologists' role in facilitating corporate responsibility

*Jan Maskell & Nadine Page,
DOP Going Green Working Group*



January 2015

Contents

Executive Summary	1
1. Introduction	5
2. The survey	7
3. Occupational psychology and corporate responsibility	16
4. Conclusions	34
References	35

Acknowledgements

We would like to thank Anna Kane, Kim Feldwicke and members of the DOP Executive Committee for their help in producing this paper.

If you have problems reading this document because of a visual impairment and would like it in a different format, please contact us with your specific requirements.

Tel: 0116 252 9523; email: P4P@bps.org.uk.

For all other enquiries tel 0116 254 9568; email mail@bps.org.uk

Printed and published by the British Psychological Society.

© The British Psychological Society 2015

The British Psychological Society

St Andrews House, 48 Princess Road East, Leicester LE1 7DR, UK

Telephone 0116 254 9568 Facsimile 0116 247 0787

E-mail mail@bps.org.uk Website www.bps.org.uk

Incorporated by Royal Charter Registered Charity No 229642

Executive Summary

Corporate responsibility

Corporate responsibility (CR) is the voluntary action organisations that take, over and above legal requirements, to manage and enhance economic, environmental and societal impacts. It is about being a responsible organisation and, as a part of an integrated and strategic approach, it creates shared value for organisations and society.

CR covers issues such as human rights, labour and employment practices (including training, diversity, gender equality and employee health and well-being), environmental issues (such as biodiversity, climate change, resource efficiency, life-cycle assessment and pollution prevention), and combating bribery and corruption. Community involvement and development, the integration of disabled or disadvantaged people, and consumer interests, including privacy, are also part of the CR agenda. The promotion of social and environmental responsibility through the supply chain, and the disclosure of non-financial information, are recognised as important cross-cutting issues.

Corporate responsibility and occupational psychology

Implementing corporate responsibility can be a challenge to organisations in terms of understanding the role they want to take and how to do this. Occupational psychologists (OPs) apply psychological knowledge, theory and practice to the world of work. In their roles as consultants or within organisations, OPs have the skills and knowledge to help organisations, leaders, managers and individuals realise and work towards their corporate responsibility.

Going Green is a working group within the Division of Occupational Psychology, which is part of the British Psychological Society. Its aim is to raise awareness of the role of occupational psychology in pro-environmental behaviour in the workplace – the relationship between science and practice. The Going Green Working Group believes that OPs can bring an insight to the challenges that face sustainability and CR professionals who are trying to implement programmes and changes to make a difference to society, the environment and the economy. OPs, with their understanding of people and behaviour, can offer valuable and meaningful models, theories and practical methods to help organisations to achieve sustainable development.

In order to further develop an understanding of the role that OP can play in CR, we conducted a survey to explore the current and future challenges that CR and sustainability professionals face in their work. In particular, we wanted to explore the factors that help and hinder the development of CR and economic, environmental and social sustainability and from that explore ways that OP can assist.

The purpose of this report

This report sets out the findings from our survey and a framework for applying psychology to CR. It pulls together examples of models, theories and practice to apply to CR. The

report is designed to support CR and sustainability professionals and to promote the science and practice of OPs. The focus is therefore on sharing ideas and information of relevance to professionals in any sector, demonstrating the work that OPs do to enable organisations to develop. By doing this we aim to help professionals identify priorities, establish common principles and approaches and identify opportunities for specific, cross-cutting or systems-based solutions, based on the evidence base of behavioural research and insight.

The survey

The questionnaire had three main sections. The first focused on **organisational characteristics**; the second on the organisations' current, near future and distant future **areas of importance**; and the third section focused on the organisation's current challenges, near future and distant future anticipated **challenges**. The items in the 'importance' and 'challenge' scales covered several potential areas of concern for CR professionals.

All respondents worked as sustainability professionals across a range of different sectors including education, retail and services. Respondents were recruited opportunistically and through use of a snowballing approach. Inspection of the raw data showed that 59 participants started the questionnaire and 29 had (near) complete entries. Data from the online survey were downloaded from Qualtrics and imported to SPSS for analysis.

Frequency analyses were conducted for all items as well as the distribution of scores for each item. The results from the survey indicated that all of the issues were considered to be both important and challenging to some extent. The most important issues for sustainability professionals for the current, near and distant future were meeting legal requirements, engaging customers/consumers, and social sustainability. An emerging issue for the distant future was the integration of sustainability into core business, which interestingly was the only issue that was also seen to be highly challenging now and in the future.

Two of the issues that were seen to be challenging over the whole timescales – educating investors and engaging suppliers – were considered the least important of the issues (although still important). Environmental sustainability and collaboration with external stakeholders were both seen as presenting a challenge now and in the future.

Occupational psychology and corporate responsibility

Examining the issues that are of importance, and potential challenge, to sustainability professionals over the current near and distant future offers a range of areas where OPs already bring their expertise and experience to bear.

Environmental sustainability must be a key driver for organisations to adopt new ways of working and must be viewed alongside the importance of economic and social sustainability – both globally and locally. These three issues can form the basis of an organisation's sustainability strategy, and OPs are skilled at working with organisations to develop and implement strategy.

Central to CR is the issue of how to integrate sustainability into the core business and for it to become an inherent part of all decision making, from strategic to operational levels. OP professionals are equipped with a range of practices, based on research and theory, to enable organisations to achieve this integration. OPs are well versed in the psychology of engagement – be that with employees, customers or consumers, and suppliers. As practitioners OPs draw on a wide range of ideas about working collaboratively and apply these to working with both internal and external stakeholders.

Education is usually considered in relation to the development of employees' knowledge; however, the psychology of learning and training can equally be applied to the education, influence and motivation of investors. This can enable the comprehensive fulfilment of an organisation's sustainability strategy.

The 6 Es model

A framework of actions which contribute to sustainability can be useful in terms of the types of actions that can be promoted and the impact that different actions are likely to have. The 6Es model begins with **Explore** and is the starting point for looking at behaviour and organisational options. The following four Es of **Enable**, **Encourage**, **Engage** and **Exemplify** will help organisations to consider a range of possible interventions. The effectiveness of activities must all be reviewed through **Evaluate**.

Evidence from attribution theory suggests that people are aware of their own personal control to act but believe that exerting it would make no difference because they do not think problems that are universal in origin are actually caused by them. The locus of control is instead often seen to be with the organisation, government or its agencies.

Enable – educate and develop competence, skills, and knowledge

Organisations can enable CR through a number of activities: recognising self-determination; developing of knowledge and skills; removing physical and perceptual barriers to change; and providing the facilities for implementing change and offering viable alternatives.

Encourage – make it worth doing

Understanding people's motivations is important to see where they are in the normal curve of response. People are encouraged when there is feedback about their behaviour. The issues surrounding incentives and disincentives are complex, as is the way to set realistic but challenging goals. Making the sustainable choice the default position 'encourages' people where they are less likely to take the effort to opt-out.

Engage – get people involved: How to engage with employees, clients, suppliers, investors and community

From our survey it was evident that engaging and collaborating with all stakeholders – employees, suppliers, investors, and the community was important, with a specific emphasis on engaging with customers/consumers. Engagement is all about getting people involved with the CR agenda, with much of the focus around relevance and voice through networks.

Exemplify – lead by example

Leaders and managers have an obligation to lead by example. What they do and say will be seen as what is valued in an organisation. For many employees this behaviour will be what

they see as the norm. As well as leading by example, leaders must be aware of the social norms that exist and that they can influence. Leaders and managers can lead the way through the examples they set in terms of their behaviour and also through making sustainability core to their strategy.

Evaluate

To assess the success of any intervention it is important to return to the initial plans for change, where the ways to determine success should have been established at the outset. This again shows the importance of goals being set as part of the overall organisational strategy as well as at individual levels. To evaluate is to ask questions and the answers can come in a number of different forms.

Conclusions

It is evident from our study and discussion that OPs can play a significant part in understanding many of the issues associated with the implementation of CR in organisations. Our survey findings indicated that the main areas of concern and challenge are those where psychology and OPs can offer research findings, knowledge and assistance.

The 6Es model has been a helpful framework through which to review our study's results and to consider the many psychological models and concepts that relate to CR.

OPs and sustainability professionals can work together to achieve an integrated and strategic approach to CR – and to do this through transparent and ethical behaviour above and beyond statutory requirements.

1. Introduction

1.1 Corporate responsibility

Corporate responsibility (CR) is the voluntary action organisations take, over and above legal requirements, to manage and enhance economic, environmental and societal impacts. It is about being a responsible organisation and, as a part of an integrated and strategic approach, it creates shared value for organisations and society. Although there is currently no clear distinction between CR and corporate social responsibility (CSR), CR is increasingly the more widely acknowledged term for CSR. For the purposes of this report we have used the term CR to cover the responsibility of an organisation for the impact of its decisions and activities on society and the environment through transparent and ethical behaviour above and beyond its statutory requirements. The European Commission's 2011–14 corporate social responsibility (CSR) strategy (European Commission, 2011, p.1) defines CSR as *'a concept whereby companies integrate social and environmental concerns in their business operations and in their interactions with stakeholders on a voluntary basis'*. The Commission further encourages that enterprises *'should have in place a process to integrate social, environmental, ethical human rights and consumer concerns into their business operations and core strategy in close collaboration with their stakeholders'* (EC, 2011, p.6). The precise approach towards achieving this varies and is influenced by many factors including organisation size, sector and locality particularly in an increasingly volatile, uncertain, complex and ambiguous world.

Organisations increasingly see that acting responsibly is not only good for society but can deliver benefits in terms of staff recruitment and retention; managing risk in supply chains; driving innovation and productivity; and opening up new markets. It can also lead to new operating models such as those associated with the sharing and circular economy. CR does not replace the need for laws and regulation to govern business conduct. For example, UK laws and regulations are in place for sections of the economy, such as finance, and for issues such as employment rights, environmental protection and directors' duties. CR is, by definition, voluntary and therefore success relies on an organisation-led approach. It is also diverse and needs to be constantly evolving to meet changing circumstances.

There is often a disconnection between business and society, particularly at a local level which, if resolved, would be a powerful force for good. On the one hand, organisations do not know or understand the social issues that exist and how they might help. On the other hand local communities, and in particular charities, do not always articulate the issues relative to them well enough for organisations to at least consider getting involved. In many areas there has been a shift away from philanthropy toward a pursuit of shared social value. Philanthropy, charity and volunteering are all still considered to be important cornerstones of CR, with a greater expectation that such activity should benefit both parties more through shared value and this is a message that needs to be communicated more effectively.

CR covers issues such as human rights, labour and employment practices (such as training, diversity, gender equality and employee health and well-being), environmental issues (such as biodiversity, climate change, resource efficiency, life-cycle assessment and pollution prevention), and combating bribery and corruption. Community involvement and

development, the integration of disabled or disadvantaged people, and consumer interests, including privacy, are also part of the CR agenda. The promotion of social and environmental responsibility through the supply-chain, and the disclosure of non-financial information, are recognised as important cross-cutting issues.

1.2 Corporate responsibility and occupational psychology

Implementing corporate responsibility can be a challenge to organisations in terms of understanding the role they want to take and how to do this. Occupational psychologists (OPs) apply psychological knowledge, theory and practice to the world of work. In their roles as consultants or within organisations, OPs have the skills and knowledge to help organisations, leaders, managers and individuals realise and work towards their corporate responsibility.

Going Green is a working group within the Division of Occupational Psychology, which is part of the British Psychological Society. Its aim is to raise awareness of the role of occupational psychology (and psychology) in pro-environmental behaviour in the workplace – the relationship between science and practice. The Going Green Working Group believe that OPs can bring an insight to the challenges that face sustainability and CR professionals who are trying to implement programmes and changes to make a difference to society, the environment and the economy. OPs, with their understanding of people and behaviour, can offer valuable and meaningful models, theories and practical ways of developing sustainability.

To further develop an understanding of the role that OP can play in CR, we conducted a survey to explore the current and future challenges that CR and sustainability professionals face in their work. In particular, we wanted to explore the factors that help and hinder the development of CR and economic, environmental and social sustainability and from that explore ways that OP can assist.

1.3 The purpose of this report

This report sets out our findings from the survey and a framework for applying psychology to CR. It pulls together examples of models, theories and practice to apply to CR around understanding attitudes and behaviours, and draws conclusions on the potential for change across a range of areas within organisations. The report is designed to support CR and sustainability professionals and to promote the science and practice of OPs. The focus is therefore on sharing ideas and information of relevance to professionals in any sector, demonstrating the work that OPs do to enable organisations to develop. By doing this we aim to help professionals identify priorities, establish common principles and approaches and identify opportunities for specific, cross-cutting or systems-based solutions, grounded in the evidence base of behavioural research and insight.

The ultimate aim is to protect and improve the environment by increasing the contribution from organisations, individuals and community action. This will come from moving towards more sustainable patterns of enterprise; consumption; and the purchase, use and disposal of goods and services. This report will contribute to the achievement of the necessary global effort to anticipate and mitigate organisations' contributions to climate change.

2. The survey

2.1 Materials and method

An online survey was used to collect data, and was composed of three main sections. The first section focused on organisational characteristics; the second section focused on the organisation's current, near future and distant future areas of importance; and the third section focused on the organisations' current challenges, near future and distant future anticipated challenges. The items in the 'importance' and 'challenge' scales covered several potential areas of concern for CR professionals. The items included, amongst others, collaboration, engagement and education of different stakeholder groups, different areas of sustainability, and legal requirements (see Appendix 1 for the questionnaire). The items included in the 'importance' and 'challenge' scales were identical. This was intentional and enabled a comparison of item scores across the scales.

For both scales, respondents rated the level of challenge and importance for each item on a five-point Likert scale, with higher scores indicating greater importance or stronger challenge respectively. There was also a sixth additional response option of 'don't know' for respondents who were unable to respond to an item.

In addition to the predefined scale items, respondents were also able to enter their own areas of importance and challenge to the scales. This was to enable respondents to identify other areas of CR that were important to their organisation that were not considered by the researchers. These items were also rated on a five-point Likert scale in the same way as the predefined items but they were not included in the scale analysis of the constructed items.

Completion of the online survey took no more than 15 minutes and was hosted by the online survey platform Qualtrics.

2.2 Respondents

The survey was designed for and distributed to sustainability professionals working in the field of CR across a range of organisations. No specific groups, disciplines or job titles were targeted because CR can be positioned and accounted for in different ways across organisations. Therefore, we let respondents self-select their suitability to complete the survey. The variety in reported job titles and roles attests to this diversity.

Twenty-nine respondents completed the online survey. All worked as sustainability professionals across a range of different sectors including education, retail, and services. The majority of respondents worked for organisations with a turnover of less than £25 million ($N = 15$; £25–500 million $N = 7$; over £500 million $N = 5$). Eleven organisations (38 per cent) were classified as micro (1–10 employees), three organisations (10 per cent) were classified as small (11–50 employees), five organisations (17 per cent) were classified as medium, and ten organisations (34 per cent) were classified as large (250+ employees). The size of the team within which the respondent worked ranged from one team member ($N = 5$; 17 per cent) through to 11 or more ($N = 1$; 3 per cent). The majority of respondents worked in a team of two ($N = 10$; 34 per cent).

Respondents had a range of experience. The majority of the sample ($N = 19$; 65 per cent) had been working in the field of corporate responsibility for less than 5 years, six respondents (21 per cent) had worked in this field for 6–10 years; one (3 per cent) had worked in the field of corporate responsibility for 11–15 years; and three respondents (10 per cent) in the sample had worked in the field of corporate responsibility for 16–20 years.

The majority of the sample had worked in their current organisation for 2–5 years ($N = 20$; 69 per cent), six respondents (21 per cent) had worked in their current organisation for less than 1 year; and three respondents (10 per cent) had worked in their current organisation for 6–10 years. There was a large range in the sustainability standards that organisations followed, nine (31 per cent) organisations followed ISO14001, nine (31 per cent) organisations followed Investors in People; 2 (7 per cent) organisations followed Investors in the Environment. Overall, 72 per cent ($N = 21$) of the organisations sampled adhered to at least one sustainability standard.

Respondents were recruited opportunistically and through use of a snowballing approach. The researchers distributed the online survey to their own professional network including business contacts, colleagues and friends, and then asked their contacts to further distribute to their network. The survey was live for four months.

Inspection of the raw data showed that 59 participants started completing the questionnaire and 29 participants had (near) complete entries. Data from the online survey were downloaded from the online survey platform and imported to SPSS for analysis.

2.3 Results

The data analysis focused on identifying the areas of importance and challenge for sustainability professionals that were present currently and were anticipated to be present in the near and distant future. A frequency analysis was conducted on the items of the ‘Importance’ and ‘Challenge’ scales to identify the distribution of scores. A mean item analysis was then conducted for each scale. The pattern of results are summarised in the following sections. The data and results from the inferential analysis can be seen in the appendices.

2.3.1 Areas of importance

Current importance

Frequency analyses were conducted to identify the current areas of importance for sustainability professionals. The distribution of scores for each item suggested that sustainability professionals thought that most of the areas specified in the survey were important, as indicated by the highest frequencies of scores being located at the upper points of the response scale (scores of 4 or 5) – a negative distribution. Noticeably, ‘engaging our consumers/customers’, ‘social sustainability’ and ‘meeting legal requirements’ were three areas that a large percentage of respondents rated as very important (80 per cent; 73 per cent; 69 per cent, respectively). These results suggest that at the moment corporate responsibility is something that organisations want to do as well something that they, to a certain extent, have to do. The distribution of scores was more

even for the areas ‘engaging our suppliers’ and ‘education of investors’ (see Appendix 2, Table 1), which perhaps suggests that currently these areas are of less importance.

Near future importance

The frequency analyses conducted on the near future areas of importance showed a similar pattern of results to the analysis for the current areas of importance (see Appendix 2, Table 2). Again, respondents thought that most of the areas of corporate responsibility were important, as indicated by the highest frequency of scores being positioned at the upper end of the scale. Again, ‘engaging our consumers/customers’, ‘social sustainability’, and ‘meeting legal requirements’ were rated as the most important areas (82 per cent; 72 per cent; 71 per cent, respectively).

A comparison of the item frequency distributions between the current and near future importance scale suggests there is a large degree of similarity in their ratings. This suggests that sustainability professionals anticipate few changes in the important areas of sustainability in the near future, or perhaps they have a fixed mindset on what they think are the important areas to focus on.

Distant future importance

Respondents were less certain about the areas of sustainability that would be important in the distant future. Overall, they seemed to be fairly certain that ‘social sustainability’, ‘integration of sustainability into core business’, ‘engaging consumers/customers’, ‘education of communities’ and ‘meeting legal requirements’ would be important in the future (see Appendix 2, Table 3). There was a less clear pattern of results for many of the other areas.

Free text responses

In addition to the pre-specified scale items, respondents also indicated that ‘sector leadership’, ‘volunteering’, and ‘reporting performance’ were important areas of their work. These areas of sustainability were reported by different respondents. This shows the diversity of their work.

Comparing current, near distant and future distant areas of importance

The mean score for each item on the current, near future, and distant future scales was compared by within subjects ANOVA (see Table 1). Two significant differences were found. These were for the items ‘integrating sustainability into core business’ and ‘education of consumers/customers’. For ‘integrating sustainability into core business’, follow-up paired samples *t*-tests confirmed that respondents rated this as more important in the near and distant future compared to currently ($t(28) = 2.70, p = .01$; $t(28) = 2.34, p = .03$). For ‘education of consumers/customers’, follow-up paired samples *t*-test confirmed that respondents rated this as more important in the near future compared to currently ($t(28) = 2.29, p = .03$) and also as more important in the distant future compared to the near future ($t(28) = 2.98, p = .006$).

Table 1: Mean comparisons of areas of importance across the three time points

Area of importance	Time point			F	d.f.
	Current	Near	Distant		
	M (SD)	M (SD)	M (SD)		
Environmental sustainability	4.10 (1.29)	4.24 (1.21)	4.31 (1.17)	1.04	1.27, 35.44
Social sustainability	4.38 (1.24)	4.52 (0.87)	4.55 (0.83)	2.19	1.16, 32.42
Economic sustainability	2.76 (1.88)	2.86 (1.79)	2.83 (1.80)	0.63	2, 56
Integrating sustainability into core business	4.34 (0.97)	4.55 (0.69)	4.66 (0.61)	5.14**	1.22, 34.09
Engaging our employees	4.17 (1.07)	4.14 (1.24)	4.07 (1.44)	0.19	2, 54
Engaging our investors	3.52 (1.43)	3.86 (1.03)	4.03 (0.98)	2.22	1.08, 30.28
Engaging our consumers/customers	4.52 (1.15)	4.50 (1.20)	4.59 (0.95)	0.66	1.51, 40.74
Engaging our suppliers	3.21 (1.24)	3.50 (1.04)	3.66 (1.04)	2.96	2, 56
Collaboration with external stakeholders	3.38 (1.74)	3.48 (1.72)	3.41 (1.78)	0.30	2, 56
Product stewardship	3.59 (1.38)	3.59 (1.42)	3.61 (1.50)	0.08	1.11, 28.84
Supporting community	3.50 (1.43)	3.41 (1.53)	3.57 (1.50)	0.01	1.07, 27.80
Education of communities	4.41 (0.91)	4.43 (0.92)	4.41 (0.95)	0.49	2, 56
Education and training of employees	4.34 (1.01)	4.14 (1.46)	4.24 (1.38)	0.29	1.18, 33.10
Education and training of suppliers	3.55 (1.21)	3.69 (1.14)	3.72 (1.36)	0.74	1.15, 32.16
Education of investors	2.72 (1.71)	2.79 (1.64)	2.76 (1.64)	0.19	1.31, 35.28
Education of consumers/customers	3.59 (1.38)	3.79 (1.18)	4.03 (1.15)	9.72**	1.50, 42.11
Meeting legal requirements	4.45 (0.91)	4.54 (0.84)	4.62 (0.77)	1.17	1.27, 34.20

* $p < .05$, ** $p < .01$. M = mean; SD = standard deviation; F = F-value

2.3.3 Areas of Challenge

Current challenges

As well as being rated as important, many of the aspects of sustainability were also rated as being particularly challenging at present. The frequency analysis showed that areas such as ‘environmental sustainability’, ‘integrating sustainability into core business’, ‘engaging suppliers’, ‘collaboration with external stakeholders’ and ‘education of investors’ rated as very challenging by the majority of participants (range = 66–76 per cent). The distribution of scores for the other aspects of sustainability was more evenly distributed across the scale (see Appendix 2, Table 4).

Near future challenges

The distribution of scores for the near future challenges for sustainability professionals showed a less distinct pattern compared to the distribution of scores for the current challenges. The areas of sustainability that indicated a particular distribution were negatively skewed (see Appendix 2, Table 5). The most distinct pattern of frequencies was shown for the items ‘environmental sustainability’, ‘integrating sustainability into core business’, ‘engaging suppliers’, ‘collaboration with external stakeholders’, and ‘education of investors’. The distribution of scores for the other areas of sustainability was more evenly distributed.

Distant future challenges

Similarly to the distribution of scores for near future challenges, the distribution of scores for the distant future challenges also showed a less distinct pattern (see Appendix 2, Table 6) compared to those encountered currently. There were five aspects of sustainability that were negatively distributed and were reported to be very challenging by respondents. These aspects were ‘environmental sustainability’, ‘integrating sustainability into core business’, ‘engaging suppliers’, ‘collaboration with external stakeholders’, and ‘education of investors’. Overall, the pattern of results suggests that issues of sustainability might present greater challenges to sustainability professionals in the future compared with at the present time.

Comparing current, near distant and future distant areas of challenge

The mean score for each item on the current, near future, and distant future challenge scales was compared by within subjects ANOVA (see Table 2). One significant difference was found. This was for the item ‘social sustainability’. Follow-up paired samples *t*-tests confirmed that respondents rated social sustainability as more challenging in the near future compared to the distant future, ($t(28) = 2.70, p = .01$); and also rated social sustainability as more challenging currently compared to the distant future, ($t(28) = 2.82, p = .009$). In other words, participants thought that the challenges presented by social sustainability would reduce over time.

It is worth noting that in the current, near and distant future challenges sections the ‘Don’t know’ response was used more frequently than in the sections asking about importance of the issues. This attests to a degree of uncertainty about the challenges that CR presents.

Table 2: Mean comparisons of areas of challenge across the three time points

Area of importance	Time point			F	d.f.
	Current	Near	Distant		
	M (SD)	M (SD)	M (SD)		
Environmental sustainability	4.34 (1.29)	4.38 (1.24)	4.21 (1.50)	0.56	1.10, 24.19
Social sustainability	3.86 (1.46)	3.79 (1.42)	3.59 (1.59)	6.97**	1.33, 37.13
Economic sustainability	2.79 (1.93)	2.79 (1.88)	2.82 (1.87)	0.19	1.56, 42.24
Integrating sustainability into core business	4.45 (1.18)	4.55 (1.15)	4.52 (1.15)	1.80	1.38, 38.60
Engaging our employees	3.72 (1.56)	3.52 (1.66)	3.48 (1.66)	2.37	1.32, 37.11
Engaging our investors	3.66 (1.56)	3.62 (1.59)	3.24 (1.83)	2.36	2, 56
Engaging our consumers/customers	3.62 (1.66)	3.62 (1.63)	3.48 (1.77)	1.35	1.28, 35.73
Engaging our suppliers	4.17 (1.51)	4.36 (1.42)	4.11 (1.75)	0.74	1.43, 37.26
Collaboration with external stakeholders	4.21 (1.37)	4.24 (1.33)	4.28 (1.36)	0.33	1, 28
Product stewardship	3.31 (1.87)	3.50 (1.80)	3.31 (1.85)	0.39	1.30, 35.04
Supporting community	3.46 (1.53)	3.50 (1.45)	3.43 (1.45)	0.19	1.33, 33.16
Education of communities	2.93 (1.75)	2.79 (1.76)	2.72 (1.73)	2.99	1.15, 32.32
Education and training of employees	3.76 (1.43)	3.69 (1.54)	3.69 (1.54)	0.49	1.40, 39.13
Education and training of suppliers	4.00 (1.41)	3.96 (1.54)	3.79 (1.61)	2.25	1.22, 31.61
Education of investors	4.10 (1.50)	4.07 (1.49)	3.90 (1.70)	1.30	1.06, 29.82
Education of consumers/customers	3.41 (1.80)	3.34 (1.68)	3.31 (1.69)	0.21	1.04, 29.26
Meeting legal requirements	3.86 (1.33)	3.71 (1.49)	3.72 (1.51)	0.81	1.21, 32.71

* $p < .05$, ** $p < .01$. M = mean; SD = standard deviation; F = F-value

2.3.3 Comparing areas of importance and challenge

The mean score for each item on the importance scales was compared to the item's corresponding score on the challenge scale. This was done separately for the current, near and distant scales. Each analysis was conducted by within subjects ANOVAs (see Appendix 2, Tables 7, 8 and 9 for the current, near and future results, respectively).

The comparison between the current areas of importance and challenge indicated six significant differences at $p < .05$ and one of these differences remained significant at the Bonferroni adjusted p -value of .003. The direction of the significant differences suggested that 'engaging consumers/customers', 'education of communities', and 'education and training of employees' were rated as more important than challenging, whereas 'engaging our suppliers', 'collaboration with external stakeholders' and 'education of investors' were rated as more challenging than important.

The comparison between the near distant areas of importance and challenge indicated six significant differences at $p < .05$ and one of these differences remained significant at the Bonferroni adjusted p -value of .003. The direction of the significant differences suggested that 'social sustainability', 'engaging our consumers/customers', 'education of communities', and 'meeting legal requirements' were rated as more important than challenging whereas 'engaging our suppliers' and 'education of investors' were rated as more challenging than important.

The comparison between the future distant areas of importance and challenge indicated six significant differences at $p < .05$ and none of these differences remained significant at the Bonferroni adjusted p -value of .003. The direction of the significant differences suggested that 'social sustainability', 'engaging our consumers/customers', 'education of communities', and 'meeting legal requirements' were rated as more important than challenging whereas 'collaboration with external stakeholders' and 'education of investors' were rated as more challenging than important. The pattern of results was similar to the one shown for the near distant scales.

The pattern of results suggested an inverse relationship between importance and challenge. The areas of sustainability that were scored as more important tended to be rated as less challenging and vice versa.

2.3.4 Qualitative comments

In addition to the predefined scale items, respondents were also asked to add any other comments about the areas of importance and challenge. These were provided as free text responses. There were 20 comments about Importance and 16 about Challenges. These comments came from the same respondents.

Importance

Thematic analysis of the comments indicated that they covered the following main areas:

- *Organisational focus*
There were seven comments about what was important to the respondents' organisations at this time and going forward. The comments reflected what could be seen as the organisation's strategy.
- *Organisational focus – product vs. service*
Several respondents commented about product and service issues. Three comments

were about the organisation not producing a product but rather providing a service. One comment was that ‘product stewardship is our focus’ and another concerned the nature of research as a product and the need to be ethical.

- *Different perceptions/perspective of importance*
There were three comments about how stakeholders view the importance of sustainability. The emphasis could be on economic sustainability for clients and senior managers and how this needs to change in spite of the difficulty of engaging with ‘anything but the legal minimum’.
- *Shift in importance*
There was some recognition of the change needed to engage more with stakeholders for economic, social and environmental reasons.
- *Leadership*
One respondent commented on the need for leadership to become truly effective across organisations and industries as sustainability is becoming more business critical.
- *Environment/climate change*
The acknowledgement that weather and climate underpin current understanding of biodiversity (key to the design and operation of the organisations plans) was noted by one respondent.
- *Environmental reporting*
There was recognition from one respondent that reporting environmental performance is an increasing role along with all the other reporting that is expected.

Challenge

- *Already engaged*
Three respondents noted that their employees as well as some stakeholders were already engaged so these were not, or were less, challenging than other issues.
- *Remaining challenges*
Ten comments related to the challenges that continue to face the respondents’ organisations which ranged from all of the issues to specific comments about challenges relating to particular groups or activities, e.g. ‘the volunteers are a particular challenge’ and ‘reporting new areas accurately and consistently is a new challenge’.
- *Reasons for challenge*
Six comments related to the nature of the challenge, and all referred to the difficulty when people are involved – but in different ways.
- *Changing challenges*
Two respondents indicated uncertainty about how challenges will develop, especially as new policies come in. This could explain the higher number of ‘Don’t know’ responses to the questions about challenges.

2.4 Conclusions

The results from the survey indicated that all of the issues were considered to be both important and challenging to some extent. The most important issues for sustainability professionals for the current, near and distant future were meeting legal requirements, engaging customers/consumers, and social sustainability. An emerging issue for the distant future was the integration of sustainability into core business, which interestingly was the only issue that was also seen to be highly challenging now and in the future.

Two of the issues that were seen to be challenging over the whole timescales – educating investors and engaging suppliers, were seen to be the least important of the issues (although still important).

Environmental sustainability and collaboration with external stakeholders were both seen as presenting a challenge now and in the future.

3. Occupational psychology and corporate responsibility

Examining the issues that are of importance, and potential challenge, to sustainability professionals over the current near and distant future offers a range of areas where OPs already bring their expertise and experience to bear.

Environmental sustainability must be a key driver for organisations to adopt new ways of working and must be viewed alongside the importance of economic sustainability – both globally and locally. Social sustainability is often ignored in comparison with these two issues and our survey results showed that this aspect is seen to be an important one for organisations to consider now and for the future. The lack of focus on social sustainability could reflect the primary focus on the other two issues up until now, but with an emerging recognition that these three aspects are interlinked and must be implemented in a way that recognises the impact of each of them on each other. These three issues can form the basis of an organisation’s sustainability strategy and OPs are skilled at working with organisations to develop and implement strategy.

At the heart of CR is the issue of how to integrate sustainability into the core business and for it to become an inherent part of all decision making from strategic to operational levels. For this to happen it must become more than a tick box exercise and more than just meeting legal requirements. As discussed in this section, OP professionals are well equipped with a range of practices, based on research and theory, to enable organisations to achieve this integration. OPs are well versed in the psychology of engagement – be that with employees, customers or consumers, and suppliers. As practitioners, OPs draw on a wide range of ideas about working collaboratively and apply these to working with both internal and external stakeholders.

Education is usually considered in relation to the development of employees’ knowledge; however, the psychology of learning and training can equally be applied to the education, influence and motivation of investors. This can enable the comprehensive fulfilment of an organisation’s sustainability strategy.

3.1 Whose responsibility?

One of the first issues in considering the role of corporate responsibility in organisations is to determine who is responsible for what. Sustainability, the work of sustainability professionals and CR can too often be seen as an ‘add-on’ to organisational activities, especially when there are no financial, legal or political imperatives. The challenge is to ensure, through CR, that sustainability is an integral part of the core activities of the organisation and is seen as everyone’s responsibility. This is relevant to one of the key findings from the survey: that of the emerging importance and challenge integrating sustainability into the core business. Responsibility for CR includes the roles of senior managers and leaders, managers and employees within organisations and their relationships with their customers, suppliers and community. It can be that these roles of management and leadership provide some of the blocks and barriers to CR and here psychology can provide many answers about how to influence, persuade and encourage responsible behaviours.

Psychological research can explain why some people go out of their way to behave responsibly and sustainably, and how it is possible to motivate and empower sustainable actions, as well as why others engage in unsustainable behaviours in spite of their concerns about the broader consequences. Applying psychology to CR and sustainable behaviour helps to create the conditions that make sustainable action the most appealing or natural choice.

Organisations

Organisations should be concerned with achieving sustainable development in the economy, society and the environment to enable the organisation to ‘...meet the needs of the present without compromising the ability of future generations to meet their own needs’. (World Commission on the Environment and Development, 1987, p.54). Concern with the present and the future must be fundamental for an organisation to survive – so there must be a longer term view of the importance of, and challenges to, successfully implementing CR. For an organisation, policy change may be the fastest way to achieve this, but not the only way and not always the most effective way. Organisations should be concerned with activities and actions that eliminate or mitigate the impacts of climate change, or enable the organisation to adapt. Occupational psychologists are experienced in these sorts of organisational development interventions which influence positive behaviour.

Senior managers and leaders

For occupational psychologists, the issues when working with the senior management team are (a) how to influence these key decision-makers to develop the corporate visions and values that acknowledge the importance of integrating sustainability into core business, and (b) to put those strategic decisions in place. Demonstrating leadership is key in direction setting for the organisation and acting as a role model.

Occupational psychologists can develop these leaders to better understand and deliver their personal and organisational responsibilities in terms of sustainability and to ensure that sustainability is core to their business.

Managers

Managers have a large part to play in decision-making in organisations, through the implementation of organisational policies and fulfilling legal requirements that apply in their sectors. As well as demonstrating sustainable behaviour as a role model, managers make decisions on a regular basis that have impacts on CR and social sustainability. They will have key roles in collaborating with external stakeholders as well as engaging with customers. All of these are areas that were identified in our survey as being challenging and of importance, as well as being ways to integrate sustainability into the core business strategy. These actions can be translated into tasks and projects for teams and individuals. Managers have a goal setting role with their teams and tasks. At the centre of goal setting and motivational theories (Cooke & Fielding, 2010; Locke & Latham, 2006; Mowday, 1987) is that goals must be both desired and achievable.

Individuals

Organisational, leadership, management and individual behaviours are all subject to the issues surrounding rationality and thinking styles. Evidence from psychology and

neuroscience (Kahneman, 2011; Sloman, 1996, 2002) indicates that we are not rational decision makers and that thinking is the product of two separate systems of reasoning: an automatic associative system, which is unconscious, sensory-driven and impulsive, and a reflective rule-based system, which is conscious, rational and deliberate. These two systems work in parallel but they do not always agree (Table 3, Thinking systems).

Table 3: Thinking systems

System	Automatic Fast	Reflective Slow
Characteristics	Uncontrolled	Controlled
	Impulsive	Deliberate
	Emotional	Deductive
	Effortless	Effortful
	Unconscious	Self-aware
Examples of use	Speaking in your mother tongue Taking the daily commute Desiring cake Habits	Learning a foreign language Planning an unfamiliar journey Counting calories Changes in behaviour

These systems of slow and fast thinking impact on our sustainable behaviour. The rule-based system is slow and makes decisions based on careful consideration of facts and evidence. The associative system, on the other hand, arrives at a decision much more quickly, giving us our gut-feelings. The associative system is outside of conscious control and responds to subtle sensory cues such as familiarity, emotional (affective) reaction, fleeting real or mental images. Our conscious experience hides the influence that the associative system has on our daily choices; most of us feel like our decisions are based on thinking through the facts. However, the associative system plays an unconscious but powerful role in our decisions and influences or overrides the conclusions of careful, deliberate thinking. The work of OPs as well as sustainability and CR professionals should take into account these differences between slow and fast thinking as well as other influences on behaviour and how they affect and apply to all employees and stakeholders.

Types of behaviour change

Integrating sustainability into the core strategy of organisations involves are many forms of individual behaviour and collective actions. Whatever the goal is, a framework of actions which contribute to sustainability (Monroe, 2003) can be useful in terms of the types of actions that can be promoted and the impact that different actions are likely to have:

- Making a one-time decision/purchase, e.g. procuring low energy equipment.
- Making a frequent decision/purchase, e.g. consistently sourcing locally or ethically produced goods.
- Reducing or ending a certain type of behaviour, e.g. flying less and driving less.
- Substituting a new for an old behaviour, e.g. using the train instead of driving.
- Making a behaviour more efficient, e.g. lift sharing instead of driving alone.

Psychology focuses on factors that influence an individual's behaviour, either the individual alone or the individual as part of a group. This focus, on one individual or one action at a

time, may seem like a slow route to a more sustainable world. However, it is individual change that makes it possible for broader social and policy progress to occur. The role of CR and OP professionals is to help organisations, leaders and managers to provide the conditions for influencing behaviour change that achieve social, economic and environmental sustainability ultimately embedding these into the core strategy of organisations.

3.2 A model for organisations

In examining these catalysts for change that CR and OPs can provide we have used a framework that any professional group can use and we have considered the elements that OPs can inform through their knowledge of science and practice. The 6Es model (Figure 1) provides a tool to ensure that a mix of interventions is considered as there is no ‘one size fits all’ action for CR.

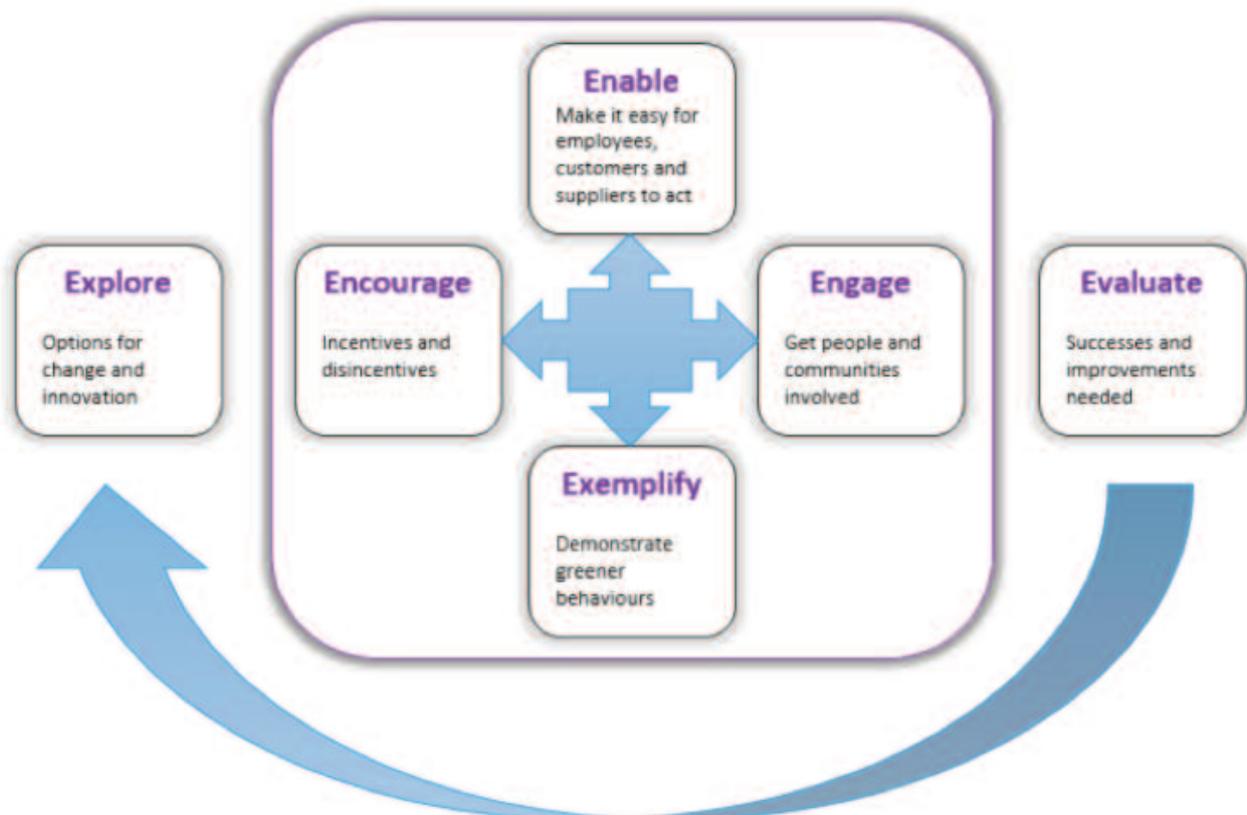


Figure 1: The 6Es model (adapted from Defra 4Es tool, Defra 2011)

3.3 Explore

Organisations, leaders and managers have a clear role to explore the options for achieving their CR. Psychology can offer an increased level of understanding of why people behave as they do, what can be done to influence responsible behaviour and how to choose the most appropriate actions. The 6Es model begins with Explore and is the starting point for looking at behaviour and organisational options. Our survey indicated that there were a number of aspects that could be explored for an organisation to determine what CR

actions are needed, whether that be engaging with customers or collaborating with stakeholders, or considering the organisations contribution to the environment and society.

A starting point can be to explore current levels of activity in a range of CR areas, what has worked and what needs to be done to implement an organisation's CR strategy. There can be a difference between what organisations and people say, and what they actually do.

The inconsistencies that exist between people's knowledge base, their belief systems, their attitudes and their behaviour must be understood and accepted if organisations are to engage with and educate their employees, clients, investors and the wider community, and to enable people to change their behaviours. As an example of this, the knowledge base relating to energy saving has been available for many years, and this has more media attention when issues such as increased carbon dioxide emissions and global warming are debated (Lovell et al., 2009). Climate change and its threats also appear to be moderately well understood by the public (Defra, 2011). However, in spite of this knowledge and understanding there is still evidence (Johnson & Scicchitano, 2000; Lorenzoni et al., 2007) that people continue to waste energy despite agreeing that it is important to save it. It has also been shown that sustainability policies, plans and projects that neglect people's values and beliefs will not work (Bulkeley, 2006). This is important when exploring organisations' options, as solely introducing policies or procedures may meet legislative requirements but will not necessarily bring about understanding or influence behaviour. The four Es of Encourage, Enable, Engage and Exemplify will help organisations to consider a range of possible interventions. The effectiveness of activities must all be reviewed through Evaluate.

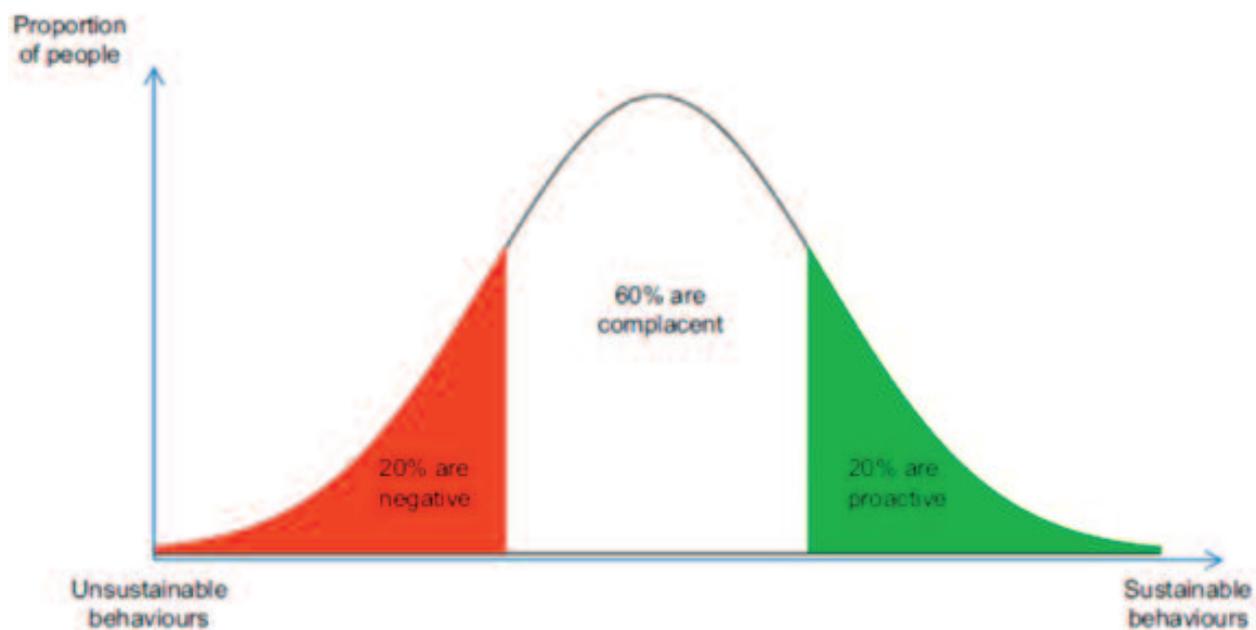


Figure 2: Three motivational groups of sustainable behaviours

Joyce et al. (2004) suggest that sustainable behaviour may follow a normal curve approximating to three motivational groups: 20 per cent are negative and therefore difficult to engage; 60 per cent are complacent, responding only to policy or motivational

initiatives; and 20 per cent are proactive and their behaviour is self-initiated (Figure 2). Up to 80 per cent are therefore negative or complacent and relatively difficult to engage. They could be unaware or unmotivated and may require legislation as part of the impetus to adopt sustainable behaviours. Therefore, only appealing to altruism and responsible citizenship is likely to be effective in perhaps only 20 per cent of any population, be they employees, clients, suppliers or the community. Engaging with the complacent or negative individuals or groups will need to include policy or legislation as well as more appealing or motivating drivers (Lorenzoni et al., 2007).

When looking at how to work with the 80 per cent of unwilling or unaware, Cooke and Fielding (2010) indicated that perceived lack of personal control coupled with a high level of perceived risk generates dissonance which may be at the root of the lack of sustainable behaviours. People justify their exemption from sustainable actions for various reasons (Afacan & Afacan, 2011; Whitmarsh & O'Neill, 2010):

- Lack of control over the situation – ‘I cannot do anything to make a difference’.
- Uncertainty of, and no perceived link to, the consequences – ‘I haven’t caused this’.
- Remoteness from the effects of non-sustainability – ‘I don’t see any impact’.
- The occurrence of natural phenomena such as global warming – ‘It has happened before – it is normal’.

Evidence from attribution theory (Harvey et al., 2001; Joyce et al., 2004) suggests that people are aware of their own personal control to act but believe that exerting it would make no difference because they do not think problems that are universal in origin are actually caused by themselves. The locus of control is instead often seen to be with the organisation, government or its agencies (Pidgeon & Fischhoff, 2011; Whitmarsh & O'Neill, 2010). This is where organisations choosing to take action through policy and other interventions can help people to take action.

Regardless of policy or regulations, progressive and aware individuals and organisations can choose to take action. From our survey, engaging with customers was seen to be of high importance. Organisations need to explore with their customers what they want from the organisation and what they value most in relation to economic, environmental and social sustainability. Collaborating with external stakeholders is a challenge facing organisations now and in the future. These aspects can all be addressed with a 6E approach.

3.4 Enable – educate and develop competence, skills, and knowledge

Although the education of employees, investors, suppliers and the community was not seen as the most important issue in our study, it can be an important aspect of an overall strategy of awareness raising and skill development. Specifically, our results indicated that educating investors is a challenge now and in the future. There will always be a need to educate and develop the competence of all parties to ensure that adherence to current and changing legal requirements is maintained. OPs are skilled in the design and development of education and training materials and events.

Organisations can enable CR through a number of activities with employees and external stakeholders: recognising self-determination; developing of knowledge and skills; removing

physical and perceptual barriers to change; and providing the facilities for implementing change and offering viable alternatives.

According to Ryan and Deci's self-determination theory (2000), people are drawn to activities where they feel autonomous and competent, and that give them a sense of relatedness to other humans. Self-determination theory suggests that people need these three things (competence, autonomy, and relatedness) for well-being and healthy functioning. Activities that threaten these basic needs tend to be avoided. In order to feel competent and autonomous in their activities at work, people need help, they need reasonable choices, and they need information that helps them learn and helps them choose. Actions such as following a green travel plan, incorporating impact and life cycle assessments into all project and procurement decisions, are multi-step behaviours that must be learned and practiced. People need opportunities to familiarise themselves with the actions, and to learn about them in a non-threatening environment, before they will comfortably choose to regularly engage in them.

How important knowledge is in motivating a sustainable action depends on the type of knowledge. Frick et al. (2004) found that a powerful predictor of sustainable behaviour is if a person has the knowledge necessary to carry out the behaviour. Thus, in addition to providing opportunities to try out a behaviour, it is also helpful and important to make available clear, task-specific directions. Make it easy to do by giving task specific information.

It can be quite a daunting and pride-threatening experience to try something for the first time, if you don't know what procedures to follow, what equipment you might need, how it works or where to get it. This can apply to new ways of working as an employee, a customer, a supplier, an investor or a member of the community. When faced with unknowns and the potential embarrassment or stress associated with the experience, people can choose to simply avoid the new behaviour. To overcome these threats to people's competence, they need opportunities to safely gain the requisite knowledge and skill. What is required is a chance to try something out in a supportive, stress-free, non-threatening environment. Provide opportunities to practice through:

- giving people a chance to try things out;
- creating a safe, supportive, non-threatening environment to gain competence and mastery;
- demonstrating in person or on a video that runs through the steps; and
- making 'experts' available (online, at an event, etc.) to answer questions or to run through the steps.

Knowledge of what actions are effective is an important predictor of behaviour (Frick et al., 2004). People are more likely to choose actions that they believe are effective. Information on effectiveness is often unavailable, conflicting, or unclear. One result is that people with intentions to act in a more sustainable fashion are taking action, but their efforts could be focused on something with much more impact. For example, at least one study has found that people greatly overestimate the effectiveness of recycling, while they underestimate the negative impact of behaviours such as meat eating and air travel (Manning et al., 2009). To make matters worse, people also show a tendency toward a 'one action bias', the feeling that if they have taken one sustainable action, they have done their fair share and

do not need to do anymore (Weber, 2006). If the one action people are taking is to recycle (chosen in part because they think it is highly effective), they are missing out on considerable positive sustainability impact from the actions they are not taking.

People respond to information about what is effective, but there are few sources for this information. Therefore, organisations and CR professionals can provide individuals with an indication of the effectiveness of different sustainable actions to help them to maximise their positive impact. It will also reinforce people's sense of autonomy because it gives them the power to choose particular actions based on their effectiveness.

Making hidden information visible through words or images can be successful because human perception is limited. First of all, we are limited to our five senses (sight, hearing, smell, touch, taste), each of which is sensitive to specific types of information. These senses cannot always detect the impact of our behaviour because it is long term or located far away from us. We cannot detect common pollutants such as carbon monoxide, sulphur dioxide, or fine particulate matter. Perception is also limited by location and point in time. In Europe, we cannot personally detect the Amazon's rainforest destruction because it is occurring far away: distance is a perceptual barrier. The slow progress of environmental changes is also a perceptual barrier: the human senses are good at picking up abrupt changes but very poor at perceiving slow, incremental change such as increase in traffic congestion, thickening smog, or declining species.

One powerful way to overcome perceptual limitations is to recreate the information missed by our senses with a vivid, concrete image and to connect behaviour with impact. Putting images on labels and posters helps to connect the behaviour with the item, such as the images on recycling bins.

Another effective method is to use analogies. These can take abstract numbers and convert them into something people can understand or visualise. For example: 'Recycling one can save enough energy to run a laptop computer for four hours.' This works particularly well when the analogy is to something of value to the individual such as energy costs.

3.5 Encourage – make it worth doing

Making CR worth doing can be achieved through a variety of ways and this can be a significant way that OPs can complement the work of sustainability professionals. Understanding people's motivations is important to see where they are in the normal curve of response. People are encouraged when there is feedback about their behaviour. The issues surrounding incentives and disincentives are complex, as is the way to set realistic but challenging goals. Making the sustainable choice the default position 'encourages' people where they are less likely to make the effort to opt-out.

Motivations

Whilst perceived equity is motivating, inequity is demotivating, so if people feel that they are bearing the brunt of an inconvenience to benefit the needs of others, they may be less committed to change; in that way, perceived inequity may mean a lack of altruism.

The trans-theoretical model of behaviour change (Prochaska et al., 1993), will probably be inappropriate for the 20 per cent of people who are highly motivated, have recognised the

need to change and have taken action, and will probably be ineffective with the lowest 20 per cent who will not engage with sustainability at all, be they employees, customers or suppliers. However, it may have some relevance to the middle complacent 60 per cent if convenience, comfort and cost-saving needs form their motivational core. This model can be employed as the start of the process of influencing attitude and behaviour change in individuals, starting at pre-contemplation and working through contemplation, preparation, and action to maintenance. Many of these motivational elements may be difficult to introduce, but success may be achieved by a combination of attempts to motivate and to mandate sustainable behaviours.

Pre-contemplation – potentially where 60 per cent of the target population is in relation to action for sustainable behaviour. Organisations need to explore the views of this population to determine what is needed and what will be effective.

Contemplation – a move to sustainable behaviour can be influenced through encouraging and enabling actors to consider action.

Preparation – leaders and managers prepare others through engaging with individuals and groups of employees, customers, suppliers and the community. Modelling action will exemplify what is required and help to move towards change.

Action – the result of policies and engagement. Actions need to be evaluated to ensure success can be achieved and repeated.

Maintenance – continue to monitor and apply the 6Es.

Feedback – create feedback loops with informational or social feedback.

Feedback is information that is given after a person or group has performed an action. The way feedback is delivered varies greatly, ranging from positive, personal, oral information given immediately ('Well done! Thank you for turning off the lights when you left the room') to negative, impersonal, text-based information given after a delay such as a quarterly energy bill. Feedback works when it creates cause-and-effect connections in the brain, which wants to avoid negative outcomes and seeks positive outcomes. If you receive positive feedback for putting your plastic bottle in the recycling bin, your brain notices the reward and you will want to repeat the behaviour in the future. Conversely, if you receive negative feedback for putting a plastic bottle into the rubbish bin rather than recycling, you respond to the negative feedback and this makes it less likely that you will aim for the rubbish bin the next time.

Informational feedback

A good example of how feedback can impact behaviour is the technology used within domestic smart meters that use real time displays to show how much energy is being used and what it will cost. Many modern car dashboards contain a real-time display, allowing drivers to see how their fuel consumption increases drastically each time they step hard on the accelerator. Better driving behaviour can be motivated by this immediate informational feedback loop. The ability to see the direct connection between driving behaviour and fuel consumption, because of the feedback display on the dashboard, allows drivers to adjust their driving to avoid increasing their fuel consumption. This information for drivers can be useful in organisations' fleet management and green travel plans which are seeking to reduce fuel consumption and therefore emissions.

Types of informational feedback

- **Usage feedback.** Immediate information is provided about consumption
- **Cost feedback.** Information about usage and cost is provided, as close to the action as possible: real time information is better than historical. Compare the impact of smart meters with a quarterly electricity bill.
- **Feedback about impact.** Information can also reflect the impact a particular behaviour is having, such as number of pounds of CO₂ saved by a particular action or pounds that remain unspent. Impact can be positive (pounds of CO₂ emissions cut) or negative (amount of pollution emitted). Information could also be given about how this could have been spent, e.g., this could have been spent on another employee or something else that is valued by team members or managers.
- **Comparative feedback.** Feedback is more meaningful when there is a baseline or benchmark against which current behaviour can be compared. Comparative feedback provides this baseline directly by showing people, for example, their current energy or water use compared to their use in the past. The most common type of comparative feedback has typically been historical, 'one year ago...'. However, increasingly researchers are finding that comparative normative feedback is quite effective for motivating sustainable behaviour in certain circumstances. Comparative normative feedback provides people with information about what their colleagues are doing, for example in the form of a graph displaying an individual's electricity/water use/miles driven compared to a group average, such as immediate colleagues, or a similar team (Schultz et al., 2007).

Comparative normative feedback can also be less specific, such as the statement 'Your colleagues are using less electricity than you are'. The individual sees how his or her behaviour differs from the group norm. It is important to note that there is a caveat to this type of feedback. In one recent study, people who were given the feedback that their electricity use was above average cut their use, but people who were below average actually increased their use when given information that they were below the neighbourhood average (this demonstrates the power of the social norm to influence behaviour; people don't want to be too different, no matter how 'different' is defined). However, this was overcome with a simple 'smiley face' drawn on the energy bill. The smiley face indicated social approval for lower energy consumption. People who received the smiley face continued to use less energy.

People who value sustainability are much more likely to take steps to reduce their carbon emissions in response to feedback about their carbon footprint, whereas people who do not value sustainability do not take steps to reduce their carbon footprint after feedback. The key is to understand and tailor your feedback to things that people care about and are interested in. In other words, frame the feedback to be personally relevant about individual motivators. Although someone who is not interested in reducing their carbon footprint is less likely to respond to information about how different behaviours (such as changing light bulbs, driving less, eating less meat) impact on their carbon footprint, these behaviours also have financial, health, and other impacts and providing feedback along one or more of these dimensions may get a different response.

Specific information about what people can do to improve their performance also makes feedback more useful and more likely to lead to a response. For instance, to help people

use less energy, a personalised bill with feedback could also include a list of effective ways to cut their energy use. This could be applied to any personal resource use – paper, water, consumables.

Finally, feedback improves performance when people are working toward a specific goal. A study by van Houwelingen and van Raaij (1989) examined goal setting and feedback in cutting natural gas consumption. The goal for all participants was to use 10 per cent less natural gas. Three different groups received one of three types of feedback, and all three types of feedback on gas use resulted in some gas savings. However, the group that saved the most (and exceeded the 10 per cent goal) received cumulative daily feedback via a monitoring system.

- **Social feedback**

Information about social approval or disapproval is an important form of feedback. When given feedback that a particular action is viewed negatively by many in the community, people are less likely to repeat the action. As mentioned above, social feedback can be as simple as a hand-written smiley face given along with comparative or other informational feedback (Schultz et al., 2007).

The same general rules that are true for informational feedback also apply for social approval feedback: it is more effective when it is visible, engaging, and from a credible source. One likely difference is that social approval feedback needs an element of the personal. That is, in the example of the smiley face on the utility bill, it may be that the smiley face is effective when hand-written but ineffective when printed by an impersonal computer.

Incentives/disincentives

Research suggests that deferred rewards appear to have little motivational value and that attitudes are relatively stable, although there is evidence that large-scale publicity and information followed by policy may change behaviour and attitudes directly, albeit slowly (Defra, 2011; Whitmarsh, 2011). One incentive is personal convenience, which has been shown to be a stronger influence on positive environmental behaviour than external motivation (McCarty & Shrum, 1994).

We dislike losses more than we like gains of an equivalent amount. Most current incentive schemes offer rewards to participants, but an alternative may be to frame incentives as a charge that will be imposed if people fail to do something. The fear of losing something can be a stronger incentive than the promise of something. Emphasise what people will lose by not taking an action, rather than the amount they could save. This notion of loss aversion (Kahneman, 2011) refers to people's tendency to strongly prefer to avoid losses to acquiring gains.

Challenging but attainable goals

People are more likely to succeed in taking action when they have a specific goal. Goals are motivating: they direct attention, help maintain momentum, and guide toward successful strategies (Locke & Latham, 2006). Research also shows that the most motivating goals have certain characteristics: they are specific and challenging (Locke & Latham, 2006). Specific goals are those that are stated in concrete terms, for example 'improve performance by 20 per cent' (Bar-Eli et al., 1997) or are stated behaviourally, such as 'cycle

20 miles a day'. These types of goal statements have been found to result in higher achievement than vague goal statements such as 'do your best' (Locke & Latham, 2002).

To be considered challenging, a goal must be relatively difficult but still realistically attainable. If a goal is too easy, then people are not motivated by it. Similarly, a goal that is clearly unrealistic and overly difficult causes people to give up and not even take the first steps toward achievement, for example to become completely carbon neutral (Locke & Latham, 1990). Thus the best goals are specific, realistic and challenging and can be broken down into specific behavioural steps. This type of goal results in the highest levels of motivation and achievement.

Only a few studies have examined goal setting and sustainable behaviour. A study looked at people's responses to two different goal statements about cutting carbon emissions. Manning et al. (2009) found that people were significantly more likely to say they could be a part of the solution when the goal was stated as 'cut carbon 2 per cent per year until the year 2050' as opposed to 'cut carbon 80 per cent by 2050'. Both result in approximately the same emissions cuts, however, the '2 per cent per year' goal is perceived as challenging but attainable. The 80 per cent goal would need to be broken down into achievable sub-goals and to be seen as achievable.

A number of researchers have found that goal setting has more influence when combined with feedback (Abrahamse et al., 2005). The most motivating goals are those that are challenging but realistic. Therefore you must investigate what your audience perceives as realistic and what they find challenging and help define goals with these in mind.

Make the sustainable choice opt-out rather than opt-in

It is often possible to restructure the situation so that mindful, reflective, slow thinking is not needed for a person to make a sustainable choice. Instead, the design is such that the automatic process results in a more sustainable decision. Thaler and Sunstein (2008) describe a number of scenarios where the decision context 'nudges' people toward better choices. For example, people are much more likely to participate in a pension plan if their enrolment in the plan is automatic rather than voluntary. In the 'opt-in' situation (the way many plans used to be structured), people had to take the step to sign up. Many didn't bother, and so they missed out on the financial benefit of their company's matching contributions. Auto-enrolment of pensions has changed this to an 'opt-out' situation (employees are automatically enrolled and thus have to take the extra step of filling out a form not participate), and this has led significantly more people participate.

Many organisational sustainable actions are voluntary, opt-in actions. For example, you have to choose not to fly to a conference, rather than choose not to use public transport. Many situations can be restructured so that the sustainable action is given as the default. People are welcome to change their choice; their autonomy is in no way threatened. However, most people will not bother to make the small effort needed to switch from the default option to something else. When offering people options; make the sustainable choice the default. For example, make the default meal option a low carbon choice (low amount of animal products), where it is possible for people to request a meal with animal products (and therefore higher levels of carbon), but few people will actually go to the trouble.

If it is not possible to make the sustainable option the default, at least make it the first and most obvious choice on the list. For example, when sending a letter or email giving people directions to a location, provide the public transportation, cycling and walking directions first, followed by other options (such as by car).

3.6 Engage – get people involved; how to engage with employees, clients, suppliers, investors and community

From our survey it was evident that engaging and collaborating with all stakeholders – employees, suppliers, investors, and the community – was important, with a specific emphasis on engaging with customers/consumers. Engagement is all about getting people involved with the CR agenda, and the emphasis should be on the relevance to specific stakeholders and enabling each to have a voice through networks.

There were four common themes that comprise effective engagement that emerged from the government report *Engaging for Success* (MacLeod & Clarke, 2009).

- Visible, empowering leadership providing a **strong strategic narrative** about the organisation, where it has come from and where it's going. This can easily be about the organisation's approach to CR.
- **Engaging managers** who focus on people and give them scope, treat people as individuals and coach and stretch their people in relation to their CR roles.
- **Employee voice** is evident throughout the organisation, for reinforcing and challenging views, where employees are seen as central to the solution. Employee voice about CR happens through involvement and participation in the CR agenda. It is just as important to hear the voice of other stakeholders to gain commitment to action.
- There is organisational **integrity** – the values on the wall are reflected in day-to-day behaviours. This is an obvious CR activity – it isn't just a tick box process. Integrity is also a factor that external stakeholders should value in their supply chain relationships.

To engage effectively, it is critical that you investigate and understand the audience that you are communicating with and then frame your message to be congruent with their world views. People are hard-wired to take special interest in anything that is related to themselves. Find out their concerns and priorities. How diverse are the world views within and among them? What are some of the features of their world views? If necessary, create different messages or campaigns tailored to the different audience segments you are working with. Though it may be more complicated, the results will be substantially better if you can target the specific audience segment with a message that is tailored to their concerns and worldview. This would be part of the Explore stage.

When you construct your messages, emphasise those dimensions of the issue that are more likely to hook into those interests or concerns. Some possible dimensions are:

- human health (especially well-being, personal health and family health);
- moral obligation;
- economic ('green jobs' spur economic growth);
- obligations to future generations (children, grandchildren);

- national pride;
- national security (resource scarcity creates conflict and destabilises political situations); and
- social justice and human rights (environmental disruption disproportionately affects the poor).

You are not limited to just one dimension – the same message can encompass more than one perspective, for example human health and economic impacts of climate change. The important thing is, to know your audience and choose your perspectives based on their priorities and concerns.

A personal request from a friend or a family member, in many cases even a stranger, is a very strong motivator because the implicit rules of social interaction make it uncomfortable to give a flat-out refusal to a personal request (Cialdini, 2004). Having said that, research shows that we are more likely to respond to a request for action when the appeal comes from someone we know (Boster et al., 1995) and the people closest to us influence us the most. Therefore a personal request from a colleague or manager is more likely to be effective.

Create and support networks that spread sustainable examples

One predictor of cutting-edge behaviour, for example using electric vehicles, is contact with someone who already does that (Leonard-Barton, 1981). The lesson from this is that direct social contact with someone who already does something sustainable increases the likelihood that other people will pick up that behaviour. The influence increases with the nearness of the relationship and when the ‘early-adopter’ is willing to talk to other people about the behaviour in question. Personal contact with someone behaving in a sustainable manner is a positive motivator for trying a new sustainable behaviour. Thus, efforts should be made to create and support social networks that have an interest in sustainability.

Further evidence for this idea is found in studies of formal or informal groups working together to improve personal sustainability. For example, Staats et al. (2004) studied people in EcoTeams: groups of six to ten friends and neighbours (people already known and trusted) who came together to increase environmental friendliness of their household behaviour. The study found that the social influence from the EcoTeam interactions helped people change their behaviours and maintain or even increase the change for at least two years after the EcoTeam programme finished. This concept is easily transferred to the workplace and groups of employees, consumers or suppliers.

Networks of people working together to become more sustainable have one further psychological influence: they promote an environmental social identity. The more people feel a part of a particular group, the more likely they are to adopt the values and behaviours that are associated with that group. Thus if a group identity includes many sustainable actions, individuals who become part of the group, and take on that social identity, will tend to carry out sustainable actions.

Organisations can help people to form teams or networks to implement new behaviours together. They can create opportunities for people who are already behaving in more sustainable ways to mix with others in the organisation who are potentially interested in trying these behaviours. These networks can include suppliers or customers – anyone in the supply chain – as well as community groups or representatives.

3.7 Exemplify – lead by example

Leaders and managers have an obligation to lead by example. What they do and say will be seen as what is valued in an organisation. For many employees this behaviour will be what they see as the norm. As well as leading by example, leaders must be aware of the social norms that exist and that they can influence. An emerging issue in our study for the distant future was the integration of sustainability into core business, which was also seen to be highly challenging now and in the future. Leaders and managers can lead the way through the examples they set in terms of their behaviour and also through making sustainability core to their strategy.

In most organisational sustainability interventions, exemplifying desired changes is important for two main reasons. First, because the actions of leaders and managers send implicit messages about behaviours it condones. If the organisation's leaders are not displaying the behaviours it is encouraging in others, this will act against people's desire for reciprocity and fairness while inviting charges of hypocrisy. Second, organisational policy should not give mixed messages about whether certain types of behaviour are encouraged or not. Just as individuals seek consistency, the behaviour of the organisation's leaders and representatives needs to be consistent with core strategy.

Social norms and social proof

Making sustainable behaviour the social default involves understanding and influencing the social norms. Social norms are the implicit social rules that govern behaviour within an organisation. Norms are not directly established; instead, they develop over time as people go about their daily work, sense people's reactions to their behaviours, and observe what other people are doing. Social norms differ depending on the group of people, organisation, or culture. What is considered fully normal, even admirable, in one group may be met with disapproval in another. For example, offices where casual dress is normal contrasts with offices where everyone must wear a suit. According to Cialdini (2004), people are constantly looking for social proof to guide their own behaviour. That is, they look for clues to what other people are doing in order to understand the appropriate behaviour in a given situation. Social proof of what is acceptable is a particularly powerful guide to behaviour when the situation is ambiguous or new.

One of the big challenges in creating a sustainable organisational culture is that so many unsustainable actions are considered perfectly normal, and even something to strive for. An example is the status of a company car and how the size of the car demonstrates the hierarchy of the organisation. A higher position in an organisation may involve the consumption of more and more resources.

Social norms create opportunities for change; for one thing, they are dynamic and constantly shifting – just consider fashion trends. The goal for those of us who want to bring about a more sustainable society is to make sustainable behaviours normal, acceptable, and something people aspire to. We can do this by giving people evidence, and social proof, that sustainable behaviour is not only acceptable but is desirable. There are many ways to provide social proof; some are subtle and some are direct. Direct ways of providing social proof include showing people behaving in a certain way, whether a large or small number of people, this will create momentum toward sustainability. The first time

we see someone bring their own plate to the buffet lunch rather than use the disposable one we may find it odd, but after we have seen it a few times we find ourselves more open to the idea of trying it.

Descriptive norms can indicate how many people are taking action. Indirect social proof of social norms is probably easier to provide than direct social proof, and studies show that it can be extremely powerful. There are numerous ways to communicate indirect social proof. For example, normative information is communicated with messages such as ‘70 per cent of our employees have signed up for the energy reduction programme’ or ‘7 out of 10 people in the Manchester office consistently recycle’. The important thing to keep in mind is that the social proof only holds if the numbers are fairly impressive and also believable. In research studies, this type of message has effectively influenced behaviours such as hotel guests leaving towels hanging in the bathroom rather than putting them on the floor to be washed, and the amount of energy that people use in their home (Cialdini,). These messages do let people know that other people are behaving a certain way, and that they should too.

Another option is to not use the descriptive normative information (how many people are doing) but instead use ‘injunctive’ normative information: how many people approve of a particular behaviour. It may be the case that only a few people in the office are recycling, but that many more think it is a good idea. In this case, the message might be ‘92 per cent of our staff are interested in recycling all of their waste’ or ‘80 per cent of your colleagues approve of saving energy through switching off appliances’.

For any method of communicating normative information, a critical first step is to define the social group or community for whom the information is meant. If it is suppliers, then make the message relevant to suppliers. If it is a specific location, then gather your normative information about that location. People pay attention when the message captures their attention and is personally relevant, so make the message specific to some aspect of their identity or their personal concerns. Whichever method you choose, test your message first by asking a few people from your target audience whether the statement is effective and believable.

Encourage positive social cues for sustainability

People like to think of themselves as immune to trends. We want to think that we form our own likes and dislikes without interference from broader social opinion. However, though most people don’t want to admit it, we are all constantly modifying our behaviour based on social signals from others (Cialdini, 2007). Social cues can also be positive such as smiles, nods of encouragement, or compliments. All of these signals, positive and negative, provide us with important information about how our behaviour compares to what is deemed acceptable and normal in a particular social context. Negative signals compel us to examine what we are doing and adjust it as quickly as possible. Positive cues reassure us that we are on the right course and should continue. Imagine the power of consistently positive social cues for all types of sustainable actions: smiles and nods to people waiting at the bus stop, a thumbs-up for bringing your own jug of water to the meeting rather than accept the bottled water, or the observation ‘It’s great that you walk to so many places...’ Though it sounds simple, and it is simple, it is a powerful behaviour-shaper that is underused in our quest for a more sustainable society.

Make it explicit: tell people to notice sustainable actions and to reinforce them with positive social cues: smiles, words of support, compliments. People are typically willing to do this. It is a small and easy thing, and most people report that they feel empowered by it and receive positive feedback in return. This can be done at any scale. You as an individual can start doing this today. A small number of people giving positive social cues can make a surprising difference; a large number of people can create radical change in the social desirability of a particular action. Start small and scale up. Begin with the converted, the individuals in the organisation who are already doing a lot to make their own lives more sustainable.

Begin by noticing situations where a particular behaviour, for example lift sharing, could be made more public. For lift sharers, are there ways that more people in an office could be made aware that some of their colleagues share lifts? In one office, lift sharers could be special ID badge holder. Other workplaces and schools have encouraged reusable mugs by giving employees and/or students distinctive travel mugs. Peers notice these mugs at the cafeteria or the coffee shop and, when they see several people in their circle using one, they get the idea that it is the accepted norm.

People are most interested in and aware of the behaviour of people they consider similar to themselves. If you, for example, want to encourage colleagues to refill a water bottle instead of buying bottled water, then you should look for opportunities for their peers to demonstrate this behaviour, rather than just their managers.

It is possible to 'demonstrate' a behaviour even when that behaviour is something hidden or not immediately obvious, such as organisations that are making their logistics more efficient. For example, signs on vehicles stating 'This lorry is 30 per cent more efficient through better route and load planning' can demonstrate that hidden behaviour.

Similar to encouraging positive social cues, demonstrating sustainable behaviour is something everyone can do. Start a ripple effect today: wear your bike helmet into the office instead of taking it off at the door, carry your reusable plate, and cup into the company cafeteria, or put your compost bin in an obvious place in the office kitchen.

Just as people who have been informed of a serious health threat are relieved to hear of a hopeful treatment, those who worry about environmental issues are relieved to hear that there are promising solutions available. There is a positive world worth working towards: cleaner energy, greener food, more efficient and comfortable transportation options, just and vibrant communities. Yet many discussions of environmental issues forget to mention that there could, in fact, be a happy outcome. This leaves people in a negative emotional state, and thus less likely to feel charged to take action (Fredrickson, 1998; Moser, 2007). A positive vision offers people a goal to work toward. Having an achievable goal gives people a motivational lift. Without a goal, people lack a focal point for their efforts. However, it is important that the vision and the goal, be seen as realistic. Expectancy that a goal will be reached encourages further efforts.

One of the difficulties with communication of a positive environmental vision is a lack of connection between an overall society-wide (or global) goal, and the actions that one person can take in day-to-day life. Even the most extreme individual action has negligible impact on global problems. For example, one person completely giving up all fossil fuels hardly makes a dent in national fossil fuel consumption. The types of actions that people are best able to

take, do not match the magnitude of the problems – how will changing light bulbs affect climate change? Personal action thus may seem rather futile, unless the action is connected to broader solutions and higher impact goals. People conceptualise goals in a hierarchy, with abstract goals (‘live in a more sustainable manner’) consisting of more concrete goals at a lower level in the hierarchy (‘drive less’) (Carver & Scheier, 2001; Rasmussen et al., 2006). People are more likely to feel empowered to take action when they can see that their personal and organisational goals and actions connect to this hierarchy of higher level and higher impact goals, e.g. a team effort to be carbon neutral, or produce zero waste. If people can see the impact of their actions and how their goals relate to those of the organisation, the better they are likely to perform. Thus, people with positive expectations internalise their ‘positive’ label and succeed accordingly. CR and sustainability campaigns should therefore encourage hope and positive emotions. They should focus on increasing people’s response efficacy (‘There are effective solutions to these serious environmental threats’) and their sense of personal efficacy (‘I can carry out the actions necessary to avoid and/or address these threats’) (Moser, 2007). Talk about the future that you are working towards, rather than the threats that you are trying to avoid. Articulate the many positive things that are possible and well-worth aiming for. Create a visual image of how people’s individual efforts relate to larger efforts – team goals, community efforts, suppliers’ roles – and how these combine together to make a difference at organisational level. All of this contributes to putting sustainability at the core of what the organisation does.

3.8 Evaluate

To assess the success of any intervention it is important to return to the initial plans for change, where the ways to determine success have been established at the outset. This again shows the importance of goals being set as part of the overall organisational strategy as well as at individual levels. To evaluate is to ask questions and the answers can come in a number of different forms.

Formative evaluation lets you reflect on what you’ve done so far, what’s going well and what you could do to change or improve things. Formative evaluation is also used to improve what is being done.

Summative evaluation will demonstrate whether you have achieved your aims and objectives. Have you achieved the concrete goals you have set yourself and the organisation? What are the benefits for the individual employees, customers and suppliers, as well as the community?

Quantitative measures must be developed for those things that can be measured, such as ‘reducing energy use’, ‘increasing recycling’. These measures will have been used as feedback and feed-forward, as normative information. **Qualitative** information is also needed for things like ‘engagement’, ‘well-being’ and ‘satisfaction’. These data can be gathered through surveys, interviews, focus groups or peer review and the methods and measures must be decided during the Explore stage.

The generic goal of evaluation is to provide useful feedback to a variety of audiences including leaders, managers, employees, customers, suppliers, potential employees, customers and suppliers and other stakeholders. Feedback is perceived as useful if it helps in decision-making through evidence-based results.

4. Conclusions

It is evident from our study and discussion that OPs can play a significant part in understanding many of the issues associated with the implementation of CR in organisations. Our survey findings indicated that the main areas of concern and challenge are those where psychology and OPs can clearly offer research findings, knowledge and assistance.

The 6Es model has been a helpful framework through which to review our study's results and to consider the many psychological models and concepts that relate to CR.

OPs and sustainability professionals can share the intention to achieve an integrated and strategic approach to an organisation's responsibility for the impact of its decisions and activities on society and the environment – and do this through transparent and ethical behaviour above and beyond the organisation's statutory requirements. CR and shared responsibility for sustainability can be integrated into the core strategy of an organisation.

References

- Abrahamse, W., Steg, L., Vlek, C. & Rothengatter, T. (2005). A review of intervention studies aimed at household energy conservation. *Journal of Environmental Psychology*, 25, 273–291.
- Afacan, Y. & Afacan, S.O. (2011). Rethinking social inclusivity: design strategies for cities. *Proceedings of the Institution of Civil Engineers – Urban Design and Planning* 164(2), 93–105. <http://dx.doi.org/10.1680/udap.2011.164.2.93>.
- Bar-Eli, M., Tenenbaum, G., Pie, J., Btsh, Y. & Almog, A. (1997). Effect of goal difficulty, goal specificity and duration of practice time intervals on muscular endurance performance. Essential readings in sport and exercise psychology. *Journal of Sports Sciences*, 15, 125–135.
- Boster, F.J., Rodríguez, J.I., Cruz, M.G., & Marshall, L. (1995). ‘The relative effectiveness of a direct request message and a pre-giving message on friends and strangers.’ *Communication Research*, 22(4), 475–484. Special issue: Communication and social influence.
- Bulkeley, H. (2006). Urban sustainability: learning from best practice? *Environment and Planning* 38(6), 1029–1044.
- Carver, C.S. & Scheier, M.F. (2001). Optimism, pessimism and self-regulation. In E.C. Chang (Ed), *Optimism and pessimism: Implications for theory, research and practice*, pp.31–51. Washington, DC: American Psychological Association.
- Cialdini, R. (2004). *Influence: Science and practice*. Boston, MA: Allyn & Bacon.
- Cialdini, R. (2007). Basic social influence is underestimated. *Psychological inquiry*, 16(4), 158–161.
- Cooke, A. & Fielding, K. (2010). ‘Fun environmentalism! Potential contributions of autonomy supportive psychology to sustainable lifestyles. *Management of Environmental Quality*, 21(2), 155–164.
- Defra (Department for Environment, Food and Rural Affairs) (2011). *Attitudes and knowledge relating to biodiversity and the natural environment. 2007–2011. From the Survey of Public Attitudes and Behaviour Towards the Environment*. London: Defra.
- European Commission (2011). A renewed EU strategy 2011–14 for corporate social responsibility. Retrieved 23 October 2014 from http://ec.europa.eu/enterprise/policies/sustainable-business/files/csr/new-csr/act_en.pdf.
- Fredrickson, B.L. (1998). What good are positive emotions? *Review of General Psychology*, 2(3), 300–319.
- Frick, J., Kaiser, F.G., & Wilson, M. (2004). Environmental knowledge and conservation behavior: exploring prevalence and structure in a representative sample. *Personality and Individual Differences*, 37(8), 1597–1613.

- Harvey, J., Erdos, G. & Challinor, S. (2001). The relationship between attitudes, demographic factors and perceived consumption of meats and other proteins in relation to the BSE crisis: a regional study in the United Kingdom. *Health, Risk and Society*, 3(2), 181–197.
- Johnson, R.J. & Scicchitano, M.J. (2000). Uncertainty risk trust and information: public perception of environmental issues and willingness to take action. *Policy Studies Journal*, 28(3), 633–647.
- Joyce, S., Harvey, J. & Norman, P. (2004). Public perceptions of energy efficiency and recycling: how these can inform the communications process. In C. Spitzer, U. Schmocker, & V.N. Dang (Eds.), *Probabilistic safety assessment and management*, pp.3299–3304. London: Springer Verlag.
- Kahneman, D. (2011). *Thinking fast and slow*. London: Penguin.
- Leonard-Barton, D. (1981). The diffusion of active-residential solar energy equipment in California. In A. Shama (Ed), *Marketing solar energy innovations*, pp.243–257. New York: Praeger.
- Locke, E.A. & Latham, G.P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs, NJ: Prentice-Hall.
- Locke, E.A. & Latham, G.P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, 57, pp.705–717.
- Locke, E.A. & Latham, G.P. (2006). New directions in goal setting theory. *Current Directions in Psychological Science* 15(5), 265–268.
- Lorenzoni, I., Nicholson-Cole, S. & Whitmarsh, L. (2007). Barriers perceived to engaging with climate change among the UK public and their policy implications. *Global Environmental Change* 17(3–4), 445–459.
- Lovell, H., Bulkeley, H. & Owens, S. (2009). Converging agendas? Energy and climate change policies in the UK. *Environment and Planning C: Government and Policy* 27(1): 90–109.
- MacLeod, D. & Clarke, N. (2009). *Engaging for success: enhancing performance through employee engagement*. London: Office of Public Sector Information.
- Manning, C.M., Amel, E.L., Scott, B.A. & Forsman, J.W. (2009). Framing climate change solutions: The importance of getting the numbers right. *International Journal of Climate Change Strategies and Management*, 1(4), 326–339.
- McCarty, J.A. & Shrum, L.J. (1994). The recycling of solid wastes: Personal values, value orientations, and attitudes about recycling as antecedents of recycling behaviour. *Journal of Business Research*, 30(1), 53–62.
- Monroe, M. (2003). Two avenues for encouraging conservation behaviors. *Human Ecology Review*, 10(2), 113–125.
- Moser, S.C. (2007). More bad news: the risk of neglecting emotional responses to climate change information. In S.C. Moser & L. Dilling (Eds.), *Creating a climate for change: Communicating climate change and facilitating social change*, pp.64-80. Cambridge: Cambridge University Press.

- Mowday, R. (1987). Equity theory predictions of behavior in organizations. In R. Steers & L. Porter (Eds.), *Motivation and work behavior* (4th edn.), pp.89–110. New York: McGraw Hill.
- Pidgeon, N. & Fischhoff, B. (2011). The role of social and decision sciences in communicating uncertain climate risks. *Nature Climate Change* 1(1), 35–41.
- Prochaska, J.O., DiClemente, C.C. & Norcross, J.C. (1993). In search of how people change: Applications to addictive behaviors. *Journal of Addictions Nursing*, 5(1), 2–16.
- Rasmussen, H.N., Wrosch, C., Scheier, M.F. & Carver, C.S. (2006). Self-regulation processes and health: The importance of optimism and goal adjustment. *Journal of Personality*, 74(6), 1721–1747.
- Ryan, R.M. & Deci, E.L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78.
- Schultz, P.W., Nolan, J.M., Cialdini, R.B., Goldstein, N.J. & Giskevicius, V. (2007). The constructive, destructive, and reconstructive power of social norms. *Psychological Science*, 18(5), 429–434.
- Sloman, S.A. (1996). The empirical case for two systems of reasoning. *Psychological Bulletin*, 119, 3–22.
- Sloman, S.A. (2002). Two systems of reasoning. In T. Gilovich, D. Griffin & D. Kahneman (Eds.), *Heuristics and biases: the psychology of intuitive judgment*, pp.379–396. New York: Cambridge University Press.
- Staats, H., Harland, P. & Wilke, H.A.M. (2004). Effecting durable change: A team approach to improve environmental behavior in the household. *Environment and Behavior*, 36(3), 341–367.
- Thaler, R.H. & Sunstein, C.R. (2008). *Nudge: Improving decisions about health, wealth, and happiness*. New Haven, CT: Yale University Press.
- Van Houwelingen, J.H. & Van Raaij, W.F. (1989). The effect of goal setting and daily electronic feedback on in-home energy use. *Journal of Consumer Research*, 16, 98–105.
- Weber, E. (2006). Experience-based and description-based perceptions of long-term risk: Why global warming does not scare us (yet). *Climatic Change*, 77, 103–120.
- Whitmarsh, L. (2011). Scepticism and uncertainty about climate change: dimensions, determinants and change over time. *Global Environmental Change*, 21(2), 690–700.
- Whitmarsh, L. & O’Neill, S. (2010). Green identity, green living? The role of pro-environmental self-identity in determining consistency across diverse pro-environmental behaviours. *Journal of Environmental Psychology*, 30(3), 305–314.
- World Commission on the Environment and Development (1987). *Our common future*. Oxford: Oxford University Press.

Appendix 1: Questionnaire

GGWG Survey 2014

The purpose of this survey is to explore the current and future challenges that sustainability professionals face in their work. In particular, we are exploring the factors that help and hinder the development of corporate responsibility and sustainability issues for you. As a professional working in this sphere, we would really appreciate your input to the project. This project is being conducted by the Going Green Working Group which is part of the Division of Occupational Psychology (DOP) of the British Psychological Society (BPS). It seeks to identify what external support you may find beneficial in achieving your goals. The project is being conducted in accordance with the BPS *Code of Ethics and Conduct*. Participation in the project involves completion of this online survey, which we anticipate will take no more than 20 minutes. If you choose to participate, the data that you supply will be kept anonymous and confidential. You are free to withdraw your participation in the research at any stage by contacting the Going Green Working Group via email, and any data that you have submitted will also be withdrawn at your request. Any publications resulting from this project will only describe the group data and will not identify individual participants in any way.

If you have any questions about the project please email the group at: goinggreenworking@gmail.com.

If you would like to learn more about the group, please look at our website and LinkedIn pages.

We hope that you can see the value of this research and agree to participate.

Many thanks in advance,

The DOP Going Green Working Group

To start, it would be helpful to know a few details about your work role.

Q1 Please provide your job title

Q2 Please provide your job role

Q3 Please indicate how long have you worked in corporate responsibility/sustainability.

- 0–5 years (1)
- 6–10 years (2)
- 11–15 years (3)
- 16–20 years (4)
- 21 –25 years (5)
- 26+ years (6)

Q4 Please indicate how long have you worked in corporate responsibility/sustainability in your current organisation.

- < 1 year (1)
- 2–5 years (2)
- 6–10 years (3)
- 11–15 years (4)
- 16–20 years (5)
- 21–25 years (6)
- 26+ years (7)

Q5 Please indicate in which organisational sector you work.

- Agriculture, forestry and fishing (1)
- Mining and quarrying (2)
- Manufacturing (3)
- Electricity, gas and water (4)
- Waste management and remediation activities (5)
- Construction (6)
- Wholesale and retail trade (7)
- Accommodation and food service activities (8)
- Transport and storage (9)
- Information and communication (10)
- Financial and insurance activities (11)
- Real estate activities (12)
- Professional, scientific and technical activities (13)
- Administrative and support service activities (14)
- Public administration and defence; compulsory social security (15)
- Education (16)
- Human health and social work activities (17)
- Other community, social and personal services activities (18)
- Arts, entertainment and recreation (19)
- Other service activities (please specify) (20) _____

Q6 Please indicate the turnover of your organisation.

- Less than £25m (SME) (1)
- £25–500m (mid-sized) (3)
- £500m+ (large) (4)
- Don't know (5)

Q7 Please indicate how many employees there are in your organisation.

- 1–10 (micro) (1)
- 11–50 (small) (2)
- 51–249 (medium) (3)
- 250+ (large) (4)
- Don't know (5)

Q8 Please indicate how many employees there are in your team.

- 0 (12)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)
- 11 + (11)

Q9 Please indicate which sustainability standards you comply with.(Select all that apply)

- ISO 14001 (1)
- ISO 26000 (7)
- ISO 50001 (8)
- IiP (2)
- Other (please specify) (3) _____
- Other (Please specify) (4) _____
- Other (Please specify) (5) _____
- Other (Please specify) (6) _____

Q10 The list below presents some factors that relate to work in organisations.

Thinking about your role as a sustainability professional, we would like you to score each factor future is presently and how important you think it might be in the future. We would like you to do this for the present (2014), near future (2015), and distant (2016 & beyond).

	Current/present importance (2014)						Near future (2015) importance						Distance future (2016 & beyond) importance					
	1	2	3	4	5	Don't know (6)	1	2	3	4	5	Don't know (6)	1	2	3	4	5	Don't know (6)
Environmental sustainability (4)																		
Social sustainability (18)																		
Economic sustainability (19)																		
Integrating sustainability into core business (1)																		
Engaging our employees (2)																		
Engaging our investors (3)																		
Engaging our consumers/ customers (15)																		
Engaging our suppliers (6)																		
Collaboration with external stakeholders eg prof bodies, industry associations, NGOs (16)																		
Product stewardship (10)																		
Supporting community (1)																		
Education of communities (12)																		
Education and training of employees (8)																		
Education and training of suppliers (9)																		
Education of investors (17)																		
Education of consumers/ customers (5)																		
Meeting legal requirements (13)																		
Other (please specify) (14)																		
Other (please specify) (20)																		

Please feel free to add a few words about why you think these factors are important.

Q11 The list below presents the same factors again. This time we would like you to score each factor according to how challenging it is.

	Current/present importance (2014)						Near future (2015) importance						Distance future (2016 & beyond) importance					
	1	2	3	4	5	Don't know (6)	1	2	3	4	5	Don't know (6)	1	2	3	4	5	Don't know (6)
Environmental sustainability (4)																		
Social sustainability (18)																		
Economic sustainability (19)																		
Integrating sustainability into core business (1)																		
Engaging our employees (2)																		
Engaging our investors (3)																		
Engaging our consumers/ customers (15)																		
Engaging our suppliers (6)																		
Collaboration with external stakeholders eg prof bodies, industry associations, NGOs (16)																		
Product stewardship (10)																		
Supporting community (1)																		
Education of communities (12)																		
Education and training of employees (8)																		
Education and training of suppliers (9)																		
Education of investors (17)																		
Education of consumers/ customers (5)																		
Meeting legal requirements (13)																		
Other (please specify) (14)																		
Other (please specify) (20)																		

Please feel free to add a few words about why you think these factors are important.

Q12 Listed below are some possible goals for your business or department in terms of corporate responsibility and sustainability. Please rank each item according to your preference, using 1 for the most preferred to 7 for your least preferred.

- _____ To be a positive organisation (1)
- _____ To be a caring organisation (2)
- _____ To be a progressive organisation (7)
- _____ To be a sustainable organisation (3)
- _____ To be a green organisation (4)
- _____ Have corporate social responsibility (5)
- _____ Have corporate responsibility (6)

Q13 What budget is your sustainability team operating with in 2014?

Many thanks for taking the time to complete this survey.

We really appreciate your input. If you would like to be informed of the results, or would like more information about the DOP Going Green Working Group, please get in touch via email goinggreenworking@gmail.com.

Appendix 2 Results Tables

Table 1: Frequency analysis on 'current' areas of importance

	Level of importance					
	1	2	3	4	5	Don't know
Environmental sustainability	3%	14%	14%	7%	62%	0%
Social sustainability	7%	7%	0%	14%	73%	0%
Economic sustainability	35%	10%	3%	14%	31%	7%
Integrating sustainability into core business	7%	14%	17%	17%	62%	0%
Engaging our employees	3%	3%	17%	24%	52%	0%
Engaging our investors	10%	7%	27%	23%	30%	3%
Engaging our consumers/customers	3%	10%	0%	3%	80%	0%
Engaging our suppliers	7%	28%	21%	28%	17%	0%
Collaboration with external stakeholders	13%	10%	13%	13%	40%	7%
Product stewardship	3%	14%	24%	21%	34%	3%
Supporting community	7%	23%	17%	10%	37%	0%
Education of communities	0%	3%	17%	14%	66%	0%
Education and training of employees	3%	0%	17%	17%	60%	0%
Education and training of suppliers	7%	14%	21%	34%	23%	0%
Education of investors	24%	21%	10%	14%	24%	7%
Education of consumers/customers	10%	14%	17%	24%	34%	0%
Meeting legal requirements	3%	17%	10%	10%	69%	0%

Table 2: Frequency analysis of 'near future' areas of importance

	Level of importance					
	1	2	3	4	5	Don't know
Environmental sustainability	3%	17%	14%	14%	62%	3%
Social sustainability	0%	3%	14%	10%	72%	0%
Economic sustainability	27%	10%	10%	17%	27%	7%
Integrating sustainability into core business	0%	0%	10%	24%	66%	0%
Engaging our employees	4%	0%	0%	32%	50%	4%
Engaging our investors	0%	10%	28%	28%	35%	0%
Engaging our consumers/customers	7%	4%	4%	4%	82%	0%
Engaging our suppliers	4%	11%	36%	32%	18%	0%
Collaboration with external stakeholders	10%	14%	10%	14%	45%	7%
Product stewardship	4%	15%	22%	19%	37%	4%
Supporting community	7%	18%	22%	11%	37%	4%
Education of communities	0%	4%	18%	11%	68%	0%
Education and training of employees	3%	0%	7%	24%	59%	7%
Education and training of suppliers	3%	14%	21%	35%	28%	0%
Education of investors	21%	14%	21%	14%	21%	7%
Education of consumers/customers	3%	14%	17%	31%	35%	0%
Meeting legal requirements	0%	3%	11%	14%	71%	0%

Table 3: Frequency analysis of 'distant future' areas of importance

	Level of importance					
	1	2	3	4	5	Don't know
Environmental sustainability	4%	10%	21%	62%	3%	3%
Social sustainability	0%	3%	10%	14%	72%	0%
Economic sustainability	27%	14%	7%	17%	28%	7%
Integrating sustainability into core business	0%	0%	7%	21%	72%	0%
Engaging our employees	3%	7%	31%	52%	7%	0%
Engaging our investors	0%	7%	24%	28%	41%	0%
Engaging our consumers/customers	0%	10%	0%	10%	79%	0%
Engaging our suppliers	3%	10%	24%	41%	21%	0%
Collaboration with external stakeholders	10%	7%	14%	17%	40%	0%
Product stewardship	14%	14%	21%	18%	39%	7%
Supporting community	7%	14%	18%	18%	39%	4%
Education of communities	0%	3%	21%	7%	69%	0%
Education and training of employees	0%	3%	3%	24%	62%	0%
Education and training of suppliers	3%	10%	21%	24%	38%	0%
Education of investors	24%	10%	24%	14%	21%	0%
Education of consumers/customers	0%	17%	10%	24%	48%	0%
Meeting legal requirements	0%	3%	7%	14%	76%	0%

Table 4: Frequency analysis of 'current' challenges

	Level of importance					
	1	2	3	4	5	Don't know
Environmental sustainability	3%	0%	14%	7%	72%	3%
Social sustainability	3%	10%	24%	3%	55%	3%
Economic sustainability	31%	3%	14%	7%	35%	10%
Integrating sustainability into core business	0%	3%	10%	7%	76%	3%
Engaging our employees	3%	7%	24%	10%	48%	7%
Engaging our investors	0%	3%	27%	17%	41%	10%
Engaging our consumers/customers	3%	3%	24%	14%	45%	10%
Engaging our suppliers	3%	3%	3%	17%	66%	7%
Collaboration with external stakeholders	3%	7%	7%	14%	66%	3%
Product stewardship	10%	3%	17%	14%	41%	14%
Supporting community*	0%	21%	17%	17%	35%	7%
Education of communities	17%	10%	21%	14%	28%	10%
Education and training of employees*	0%	21%	17%	10%	48%	3%
Education and training of suppliers*	0%	0%	28%	10%	55%	7%
Education of investors	0%	7%	14%	7%	66%	7%
Education of consumers/customers	10%	7%	17%	10%	45%	10%
Meeting legal requirements	0%	10%	27%	10%	48%	3%

* missing data

Table 5: Frequency analysis of 'near future' challenges

	Level of importance					
	1	2	3	4	5	Don't know
Environmental sustainability	3%	0%	7%	17%	69%	0%
Social sustainability	3%	10%	24%	11%	48%	0%
Economic sustainability	27%	7%	14%	11%	31%	10%
Integrating sustainability into core business	0%	3%	7%	3%	83%	3%
Engaging our employees	3%	7%	24%	14%	41%	10%
Engaging our investors	0%	7%	24%	17%	41%	11%
Engaging our consumers/customers	3%	3%	21%	21%	41%	11%
Engaging our suppliers*	0%	3%	3%	11%	72%	7%
Collaboration with external stakeholders	3%	7%	0%	24%	62%	3%
Product stewardship*	11%	3%	11%	21%	43%	11%
Supporting community*	0%	14%	24%	21%	31%	7%
Education of communities	17%	7%	21%	21%	21%	14%
Education and training of employees	0%	14%	24%	7%	48%	7%
Education and training of suppliers*	0%	0%	30%	7%	56%	7%
Education of investors	0%	7%	14%	10%	62%	7%
Education of consumers/customers	7%	7%	24%	17%	34%	10%
Meeting legal requirements*	0%	7%	32%	7%	46%	7%

* missing data

Table 6: Frequency analysis of 'distant future' challenges

	Level of importance					
	1	2	3	4	5	Don't know
Environmental sustainability	3%	0%	10%	10%	69%	7%
Social sustainability	0%	21%	21%	3%	48%	7%
Economic sustainability*	25%	11%	7%	18%	29%	11%
Integrating sustainability into core business	0%	3%	7%	7%	79%	3%
Engaging our employees	3%	10%	17%	21%	38%	10%
Engaging our investors	0%	10%	24%	10%	38%	17%
Engaging our consumers/customers	3%	3%	21%	17%	41%	14%
Engaging our suppliers*	3%	3%	3%	3%	72%	10%
Collaboration with external stakeholders	3%	7%	3%	14%	69%	3%
Product stewardship	10%	3%	14%	21%	38%	14%
Supporting community*	18%	21%	25%	29%	7%	0%
Education of communities	17%	7%	28%	14%	21%	14%
Education and training of employees	0%	14%	21%	7%	48%	7%
Education and training of suppliers	0%	3%	24%	10%	52%	10%
Education of investors	0%	10%	10%	7%	62%	10%
Education of consumers/customer	7%	10%	21%	17%	35%	10%
Meeting legal requirements	0%	10%	28%	7%	48%	7%

* missing data

Table 7: Mean comparisons of areas of current challenge and importance

	Importance Challenge			
	<i>M</i> (SD)	<i>M</i> (SD)	<i>t</i> (29)	<i>p</i>
Environmental sustainability	4.10 (1.29)	4.34 (1.30)	0.69	.49
Social sustainability	4.38 (1.24)	3.86 (1.46)	1.31	.20
Economic sustainability	2.76 (1.88)	2.79 (1.93)	0.08	.93
Integrating sustainability into core business	4.34 (0.97)	4.45 (1.18)	.37	.71
Engaging our employees	4.17 (1.07)	3.72 (1.56)	1.28	.21
Engaging our investors	3.52 (1.43)	3.66 (1.57)	.35	.73
Engaging our consumers/customers	4.52 (1.15)	3.62 (1.66)	2.65	.01*
Engaging our suppliers	3.21 (1.24)	4.17 (1.51)	3.14	.004*
Collaboration with external stakeholders	3.38 (1.74)	4.21 (1.37)	2.27	.03*
Product stewardship	3.59 (1.38)	3.31 (1.87)	.63	.53
Supporting community	3.50 (1.43)	3.46 (1.53)	.11	.91
Education of communities	4.41 (0.91)	2.93 (1.75)	3.78	.001**
Education and training of employees	4.34 (1.01)	3.76 (1.43)	2.17	.04*
Education and training of suppliers	3.55 (1.21)	4.00 (1.41)	1.30	.21
Education of investors	2.72 (1.71)	4.10 (1.50)	3.08	.005*
Education of consumers/customers	3.59 (1.38)	3.41 (1.80)	.37	.72
Meeting legal requirements	4.45 (0.91)	3.86 (1.33)	1.83	.07

* $p < .01$; ** $p < .003$

Table 8: Mean comparisons of areas of near future challenge and importance

	Importance Challenge			
	<i>M</i> (SD)	<i>M</i> (SD)	<i>t</i> (29)	<i>p</i>
Environmental sustainability	4.24 (1.21)	4.38 (1.24)	0.44	.66
Social sustainability	4.52 (0.87)	3.79 (1.42)	2.20	.04*
Economic sustainability	2.86 (1.79)	2.79 (1.88)	0.19	.85
Integrating sustainability into core business	4.55 (0.69)	4.55 (1.15)	0.00	1.00
Engaging our employees	4.14 (1.24)	3.61 (1.62)	1.56	.13
Engaging our investors	3.86 (1.03)	3.62 (1.59)	0.68	.50
Engaging our consumers/customers	4.50 (1.20)	3.57 (1.64)	2.63	.01*
Engaging our suppliers	3.59 (0.93)	4.33 (1.44)	2.55	.02*
Collaboration with external stakeholders	3.48 (1.72)	4.24 (1.33)	2.09	.05
Product stewardship	3.59 (1.42)	3.59 (1.76)	0.00	1.00
Supporting community	3.38 (1.55)	3.42 (1.47)	0.11	.91
Education of communities	4.43 (0.92)	2.86 (1.76)	3.90	.001**
Education and training of employees	4.14 (1.46)	3.69 (1.54)	1.61	.12
Education and training of suppliers	3.96 (1.45)	2.79 (1.64)	0.74	.46
Education of investors	2.79 (1.64)	4.04 (1.50)	2.76	.01*
Education of consumers/customers	3.79 (1.18)	3.34 (1.67)	1.13	.27
Meeting legal requirements	4.63 (0.69)	3.67 (1.49)	2.84	.009*

* $p < .01$; ** $p < .003$

Table 9: Mean comparisons of areas of distant future challenge and importance

	Importance Challenge			
	<i>M</i> (SD)	<i>M</i> (SD)	<i>t</i> (29)	<i>p</i>
Environmental sustainability	4.31 (1.17)	4.21 (1.50)	0.41	.68
Social sustainability	4.55 (0.83)	3.59 (1.59)	2.79	.009*
Economic sustainability	2.89 (1.79)	2.82 (1.87)	0.19	.85
Integrating sustainability into core business	4.66 (0.61)	4.52 (1.15)	0.59	.56
Engaging our employees	4.07 (1.44)	3.48 (1.66)	1.81	.08
Engaging our investors	4.03 (0.98)	3.24 (1.83)	2.07	.05
Engaging our consumers/customers	4.59 (0.95)	3.48 (1.77)	3.20	.003*
Engaging our suppliers	3.71 (1.01)	4.11 (1.75)	1.20	.24
Collaboration with external stakeholders	3.41 (1.78)	4.28 (1.36)	2.37	.02*
Product stewardship	3.61 (1.50)	3.29 (1.88)	0.79	.43
Supporting community	3.59 (1.53)	3.41 (1.47)	0.64	.55
Education of communities	4.39 (0.96)	3.43 (1.45)	3.34	.002**
Education and training of employees	4.24 (1.38)	3.69 (1.54)	2.01	.05
Education and training of suppliers	3.72 (1.36)	3.79 (1.61)	0.20	.84
Education of investors	2.76 (1.64)	3.90 (1.70)	2.62	.01*
Education of consumers/customers	4.03 (1.15)	3.31 (1.69)	1.90	.07
Meeting legal requirements	4.62 (0.77)	3.72 (1.51)	2.60	.01*

* $p < .01$; ** $p < .003$