

Impact of a University Environmental Sustainability Strategy on Employees

by

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AUTHOR'S DECLARATION

I hereby declare that I am the sole author of this thesis. This is a true copy of the thesis, including any required final revisions, as accepted by my examiners.

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Abstract

The ever-growing trend of campus sustainability, coupled with pressure from external stakeholders (competitor actions, government regulations, etc.) induces organizations to adopt sustainability and its triple bottom line framework to enhance their overall competitive advantage. Conversely, the pressure motivates management to focus more on secondary stakeholders' and biophysical environmental needs and wants, while little attention is given to the most important internal stakeholder or driver for the organizations' sustainability initiatives success – namely, the employee. Institutions' expectations from environmental and social responsibility initiatives, and how employees perceive them and become engaged throughout the process has been and continues to be a challenge for organizations to overcome. Thus, and for the first time, this thesis describes the impact of an environmental sustainability strategy, its relation to institutions' expectations, its effect on employees' participation and engagement, and establishes that employees are the needed transformative radical change approach that can shed light on the “disconnect” between institutions' expectations (e.g., desired image and reduced cost) and employees' participation and engagement. To address the gap, a survey was sent to 75 members of the Green Office Ambassador network (representing 1,700 employees) at the University of Waterloo to assess employees' role, their knowledge, well-being, and perceived value of the campus environmental sustainability strategy, then the study objectively analyzed relevant relationships and found employees who read the report are more likely to participate in the strategy. The increase in job expectations variable affects employees overall job satisfaction levels, and this aligns with findings of other scholars. However, financial incentives do not affect employees' participation and engagement, and this debunks other scholarly findings. Lastly, the result collectively revealed a high number of employees disagreed with the current collaboration and communication practices, and never participated in the action plans. Recommendations are presented from a sustainability management perspective to bridge the gap.

Key Words: campus sustainability, corporate social responsibility, sustainable development, sustainability, organizational symbiosis, mutualistic, stakeholder theory, social identity and identity theory, self-determination theory, contingency theory, and sustainability management.

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Dedication

In memory of my dad, to my family
&
For the University of Waterloo

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Chapter 1

Introduction

In recent years, many public institutions have adopted campus sustainability strategies to mitigate the inherent tension and trade-offs of reconciling their activities with society. These strategies aim to enhance organizational performance in the social, environmental, and economic dimensions of sustainable development (Ashrafi, Adams, Walker, & Magnan, 2018), and in return, can lead the organization to achieve the desired (corporate expectations) reputational and cost-savings gains from the strategy. However, communication and collaboration remain a problem (Brinkhurst, Rose, Maurice, & Ackerman, 2011, p. 338), and organizations including governments, businesses, and public institutions still struggle in finding better approaches to enhance employees' participation and engagement in these activities. (Brinkhurst et al., 2011).

It is generally accepted that campus sustainability, or corporate sustainability, should imply a desirable balance between economic, social, and environmental goals, yet most of campus sustainable development approaches are primarily focused on the biophysical environmental aspect (e.g., environmental guidelines, employing ISO 14001, green building initiatives, environmental protection, etc.) while little attention is given to how to balance the economic and social dimensions simultaneously (Fonseca, Macdonald, Dandy, & Valenti, 2011), and rarely do they discuss or address the strategies needed to enhance collaboration and communication of employees from a stakeholder (engagement and partnership) social interaction perspective to achieve management expectations (financial benefits and enhanced image/reputation) from the desired performance levels of sustainability management. Put differently, "changes have been achieved, but the processes underlying them are rarely examined" (Brinkhurst et al., 2011, p. 338). Interestingly, Richardson and Lynes, in 2007, examined the underlined process and found that communication and collaboration between faculty and operations staff as one of the primary obstacles for campus sustainability initiatives at the University of Waterloo (Brinkhurst et al., 2011). Therefore, and to better remedy this problem, a case study approach is used and focuses on the Green Office Ambassador Network. Also, the research will introduce three key contradicting yet competing elements (or social interaction indicators) that can better reveal employees' participation and engagement levels in the current environmental sustainability strategy at the University of Waterloo, and simultaneously the study will recommend approaches that can holistically address the environmental sustainability strategy from the economic and social dimension of sustainable development and management simultaneously.

Employees are a key element for the overall effectiveness and direction of the strategy, the primary interface with some stakeholder groups (students, community, etc.), and employees are the key element for the short- and long-term success of an institution's environmental sustainability strategy. Therefore, it is imperative to relate, address, assess, and resolve the impact of a university sustainability strategy and its effect on employees' participation and engagement levels regularly. Also, It is imperative to keep in mind that the proposed value of an environmental sustainability strategy (environmental protection and stakeholder relations), its delivery, and how employees perceive it (i.e., the normative approach of the stakeholder theory) will play a major role in employees' attitudes, behavior, and overall job satisfaction levels (Choi & Yu, 2014). Equally important, clarifying the environmental sustainability strategy (the contingency) to employees through effective collaboration and communication can play a vital role in enhancing employees' perception of the corporate social responsibility practices and their

citizenship towards their working environment. After all, “institutions desire employees who will do more than their usual job duties and provide performance beyond expectations” (Choi & Yu, 2014, p. 350). All three key contributors, e.g., administrators, students, and faculty and staff, hold equal importance and influence in the potential effectiveness and direction of an environmental sustainability strategy (Brinkhurst et al., 2011); however, staff and faculty, which can be referred to as the middle-out change, play a special role. It was identified that faculty and staff are the stakeholders who have the potential to change universities from the inside out, given their understanding of how universities function, their diverse technical expertise, and their connection between the institutional top and bottom. “They represent a powerful middle-out transformative force when this capacity is enabled” (Brinkhurst et al., 2011, p. 340), this is not to lessen the importance of the top (administrators) and bottom (students) influence in the needed change. All contributors are key to the success of the environmental sustainability strategy and the overall sustainability management goals and objectives at the University of Waterloo.

1.1 Background

When it comes to motivating employees, organizations adopt different strategies to enhance employees' participation and engagement levels in environmental sustainability strategies. For instance, an empirical study was conducted on SMEs (small to medium enterprise businesses) in Toronto and Vancouver reveals that fostering employees' well-being (happiness and motivation) is the most important social measure of corporate sustainability (G.A.T.E Survey Report, 2018). In other words, when employees are happy and motivated, it can lead to better performance and sustainability of the organization. Conversely, other studies identify (Williams, McDaniel, & Nguyen, 2006) pay satisfaction can also increase employees' performance. In addition, involving employees in different activities and in the decision-making process enhances job satisfaction (Haq, Kuchinke, & Iqbal, 2017). Nevertheless, certain factors such as uncertain job expectations or higher workload can have an impact on employees' overall job satisfaction and in turn, affect the organization's CSR performance (Haq et al., 2017). Thus, both human capital and societal capital are key components that can lead to enhance participation and engagement. However, this will all depend on the organizations' culture and how management addresses and implement organizational change (Linnenluecke, & Griffiths, 2010).

Sustainable development calls for a balancing act of the three dimensions (Wilson, 2003), and this act will be heavily dependent on the organizations' culture (Guerci, Radaelli, Siletti, Cirella, & Rami Shani, 2015). Thus, one possible way of achieving the desired behavior from employees is by implementing social interaction approaches and a reward system in a campus strategy (Guerci et al., 2015). Furthermore, the shared perception must be established from the best-desired behavior expected from employees and management equally (Guerci et al., 2015). Moreover, values and how employees perceive them also play a crucial role in employees' pro-environmental behavior (Graves, & Sarkis, 2018) because “values are a key aspect of the self and are typically reflected in motivation” (Graves, & Sarkis, 2018, p. 579). Conversely, “motivation may be a key mechanism for transforming values into PEBs” (Graves, & Sarkis, 2018, p. 579). However, after all the intrinsic and extrinsic organizational support, from human management, environmental training, employee empowerment, teamwork, and reward systems, organizations still find it challenging to enhance employees' participation and engagement levels in corporate social responsibility initiatives (Brinkhurst et al., 2011). As a result, led the thesis to introduce four approaches that can clarify and address the problem by giving the organization in question first, a better understanding of current organizational operations aspects (e.g., developing action plans and

reports) and its relevance to employees' behavior, second the current employees' perceived value of the culture and its effect on their attitude and overall job satisfaction levels, third, the type of motivations and their effect on employees' participation and engagement, and lastly, employees' perception of the (corporate expectations) drivers of a campus sustainability strategy and its impact collaboration and communication, and their effect on employees' total input from environmental sustainability strategy. This thesis addresses the "normative justification for balancing competing, yet interrelated sustainability objectives without violating the need to preserve critical levels of different forms of economic, environmental, and social forms of capital" (Hahn, Figge, Pinkse, & Preuss, 2018, p. 244). The proposed approach, primarily, will induce and deduce ethical change and moral obligation for the benefit of employees (faculty and staff), in addition, enhance participation and engagement while simultaneously (from sustainability management balancing act approach) shift the organizational system by addressing the factual conditions to achieve a morally desirable and feasible system that aids in closing the gap between the competing yet interrelated campus sustainability objectives of campus expectations (financial benefits and enhanced reputation), and the issue of employees' participation and engagement levels from the chosen environmental sustainability strategy. Secondly, the approach will paint a picture of campus sustainability as a concept that links organizational activities to outcomes at overarching societal and natural systems (Hahn et al., 2018), in that the university in question is not only expected but responsible to improve the general welfare of employees. For this reason, the components of sustainable development, inclusion, connection, equity, prudence, and security (Gladwin, Kennelly, & Krause, 1995) and their effect on employees' participation and engagement will be incorporated throughout this paper to guide and help us understand this phenomenon called corporate sustainability, its relation to campus sustainability, and ultimately, aid in articulating the result that will address the problem from within holistically. How to do so, or at least reach a desirable level of socially sustainable development of addressing the gap between corporate (or campus) expectations, and employees' performance levels in a campus environmental sustainability strategy, is what this research aims to achieve by asking the central yet broadest question of what is the impact of an environmental sustainability strategy on employees' performance in CSR practices? The objective is to analyze and relate the relationship between first, the variables of the institution current sustainability report and its relevance to employees' input levels in the development of sustainability initiatives, second, describe the relationship between the variables of organization current culture (social practices) in place and its impact on their perceived value, and its inevitable effect on their well-being, third, assess the extrinsic (financial rewards) type of motivations and whether it enhances their participation and engagement, and fourth, resolve their perception of the drivers of campus sustainability, collaboration and communication, and their effect on employees' total input in the campus sustainability initiatives from the current proposed value of the environmental sustainability strategy activities by answering the following four questions:

- 1) What are the organizational operations aspects in a campus environmental sustainability strategy, and what is their relevance to employees' behavior?
- 2) What is the role of social capital management, and what effect does it have on employees' attitudes and well-being in campus initiatives?
- 3) How does the motivation of the human capital management aspect affect employees' participation and engagement in an institution's environmental campus sustainability strategy?
- 4) What are the intrinsic values that can lead to strong sustainability-oriented corporate culture, and how these values affect employees' input in the development of sustainability initiatives?

Chapter 2

The Literature Review

The thesis explores theoretical and empirical literature to reach a comprehensive understanding of the phenomenon called corporate sustainability and its overall impact on a campus environmental sustainability strategy. The literature starts by addressing the importance of employees and the organizational social responsibility to employees. Secondly, it describes the role of sustainability, the contextual explanation of sustainability, and its relation to the balancing act perspective. Thirdly, it addresses the impact, the effect, and the key interpretation level of corporate sustainability and its importance to CS (corporate sustainability). After that, the research reveals the reasons behind adopting sustainability and its relation to campus sustainability, similarities, and differences. Subsequently, the study relates the intrinsic disposition of employees, their relevant connection to environmental sustainability strategy, and the elements that must be assessed for better competitive positioning. Afterward, employees and their elements are justified as a business case for sustainability, and then, the reason for the sustainability development of employees is legitimized from a stakeholder perspective. Communication, training, organizational culture, management, and values and their effect on employees' behavior are explained, and then, perception and its nexus to the perceived value approach are introduced. The desired corporate sustainability model and its effect on employees' intrinsic and extrinsic value, and the desired balancing act that aims for a win-win situation are discussed. Lastly, the study addresses the literature gap and reveals the evidence and reasoning behind the research opportunity.

2.1 Corporate Sustainability and Its Social Responsibility Goal

“What does it mean to say that ‘business’ has responsibilities? Only people have responsibility” (Friedman, 1970, p. 1). Empirical research has revealed that employees are the most important stakeholders that can be affected by practices and values implemented by companies with respect to socially responsible behavior (Hammann, Habisch, & Pechlaner, 2009); followed by suppliers, clients, and then consumers. Furthermore, an empirical study was conducted by GATE (Governing and Accelerating Transformative Entrepreneurship Research Project) on SMEs in Toronto and Vancouver, which found that 85.7% of SMEs indicated that fostering employees' well-being (happiness and motivation) is the most important social measure of corporate sustainability (G.A.T.E Survey Report, 2018). Since the concept of sustainability can be justified to hold businesses responsible for global pollution (Rio Declaration, 1992), incorporating corporate sustainability in business is needed now more than ever, and it seems to be the right thing to do. After all, “it is useless to talk about sustainable development without underlining the firm's role.” (Gentile, 2009). Nevertheless, understanding the big picture and the relation between similar practices used in campus sustainability (environmental and social interactions), the impact and its effect, and the difference in perception and behavior attached to them (Kechiche & Soparnot, 2012) can play a crucial role in the sustainable development approach of employees.

Certain social practices and their relation to economic benefits (cost reduction— increased profit), and reputation can impact employees and lead to overall enhanced satisfaction and performance levels for a given business situation (Delmas, & Pekovic, 2018). Conversely, the role of personal values practiced by upper management, and owners can play a pivotal role in creating economic value for the

firm in the long run (Hammann et al., 2009). Therefore, decision-makers can influence the organization's outcome. However, the assumption behind personal values that create social and economic values has always shown its presence mainly in big corporations; thus, creating the perception that they are different in operations (business case/business rational) and in human interactions (what is right/personal commitment) from an institutional perspective (Hammann et al., 2009).

The moral, or philosophical guidelines (Donaldson & Preston, 1995) that are associated with the principle implication of social responsibility, which can aid in linking the gap between corporate expectations and employees desired performance levels in an environmental sustainability strategy and its activities within an institution, can be seen as a reasonable yet logical agenda for an environmental sustainability strategy to adopt and possibly address systematically the ever-lingering duality of what the responsibilities of an organization are, and to whom is the organization responsible. Behavior and management practices set the foundation for capturing the desired outcome of building personal relations with employees (Hammann et al., 2009). Thus, values are essential and are the main reason why people do what they do. It also encompasses not only what is legally right, but what is morally right (Hammann et al., 2009). After all "If employees are less absent from work, more satisfied, motivated and committed to the company, work will be done more efficiently, leading to a reduction of costs, but also to an increase in profits as employees may take initiatives and develop new ideas" (Hammann et al., 2009, p. 42). Therefore, managing the relationship effectively is key since employees' behavior is well connected to an institution's sustainability performance; moreover, psychological (personal commitment) and economic (business rationale) perspectives can be integrated into a business in an effective yet collaboratively agreed upon manner to achieve the desired (balancing act) operational level, which in turn will lead the organization to long-term economic success (Hammann et al., 2009). Thus, it is key for management to question whether the current organizational operations and their fundamental aspects (e.g., developing action plans & reporting), the social practices (social interactions), the motivation of human capital management (intrinsic/extrinsic) aspects, and their impact on employees' behavior and attitudes are in line with the goals and objectives of the institution (or organization).

Milton Friedman's argument regarding the CSR doctrine rests upon these two questions: what does it imply and for whom (The New York Times Magazine, Friedman, 1970)? From a business perspective, he is right. And we, the people, have the responsibility to serve one another for the benefit and success of the business first. The totality of CSR is first to simultaneously fulfill the economic building block (undergirds all else) for the sole purpose of the organization's survival, then followed by the legal, ethical, and lastly the philanthropic responsibility (Carroll, 1991). In other words, corporate social responsibility (or campus sustainability management) must first seek economic success (financial benefits), obey the law, be ethical, and be a good corporate citizen (Carroll, 1991). Such an approach coincides with the main drivers of environmental management in the educational sector (Clarke & Kouri, 2009) which are cost savings (financial benefits), compliance (obey the law), and employees' requirement (be ethical).

Corporate social responsibility and its justifiable impact on employees, personal commitment of management, and business rationale coincide well with Friedman's view regarding what it implies and for whom (The New York Times Magazine, Friedman, 1970). Moreover, the association between CS and its responsibility of addressing employees' social aspect (well-being, knowledge, and perceived value) of CSR initiatives (a social and economic balancing act) should not be regarded as a responsibility from a corporate citizenship point of view, but rather as an activity that must be integrated, measured, and

assessed continuously for as long as the business operates. Thus, the interpretation and importance of CS and its social responsibility impact reflect and yearn for a holistic corporate sustainability strategy to be adopted simultaneously during the adoption and implementation phase of an environmental sustainability strategy in an institution.

2.2 The Role of Sustainability Management

Academically, the concept of sustainability is often associated with the study of ethics and ecology (Gentile, 2009). In other words, it impacts how we treat the physical environment, specifically, the impact of businesses and their economic activities on the planet's natural resources. The concept is also broadly accepted, yet creatively ambiguous, and often used interchangeably with sustainable development (Kates, Parris, & Leiserowitz, 2005). The core objective of sustainability is to mitigate and aid in fixing various limitations (achieving the desired balance) to socio-economic development concerning the planet's ecological balance (Gentile, 2009), e.g., the intrinsic nature of multinational corporations, organizations' social and economic development, and the impact of the ecological footprint on societies worldwide. Consequently, the term sustainable development was created and defined as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (WCED, 1987, p. 43).

Another way of explaining sustainability is by examining it based on the context of the word itself. The Lexico dictionary (powered by Oxford dictionary) defines the word sustainability as the ability to be maintained at a certain rate or level, this could also be specified as a desired rate or level. The explanation supports a need for questioning. In other words, it leaves room to question the elements (knowledge, well-being, and perceived value) and approaches (goals, indicators, and values) needed in an environmental sustainability strategy that can enable organizations to differentiate and sustain themselves in relation to internal and external forces that can affect the institution's/organization's performance, while achieving a level that harmonically and holistically addresses sustainable development objectives of what to sustain, what to develop, and for how long (Kates et al., 2005), at a desirable level, both for now and for the future. Put differently, the desirable approach that coincides with the statement of "an affirmative corporate social agenda moves from mitigating harm to reinforcing corporate strategy through social progress" (Porter & Kramer, 2006, p. 6).

The triple bottom line agenda is not one that focuses on the economic value that an organization can add, but on the social and environmental value that an organization can either add or destroy (Elkington, 2013). The balancing act has gained more momentum in the corporate world over the past 25 years and has led organizations to focus more on how sustainability can benefit their triple bottom line (Wilson, 2003) rather than the traditional growth and profit maximization objective of upper management. For example, the concepts of sustainability held business responsible for global pollution (Rio Declaration, 1992). Thus, it became generally accepted that it is futile to talk about sustainable development without addressing and underlining the role of firms and their codependent relationship between sustainability and organizational activities and social interactions (Gentile, 2009). As a result, the concept caused the term corporate social responsibility to become more associated with a corporate sustainability notion.

2.3 The Impact of Organizational Sustainability

When it comes to sustainability and its nexus to our societal evolution and interpretation in an organization, the focus over the past two decades has been on the concept of “Eco-efficiency” as a guiding principle for management to follow (Dyllick & Hockerts, 2002). Such a one-sided way of thinking has led organizations to overlook the fact that eco-efficiency is only one part of the corporate sustainability criteria (Dyllick & Hockerts, 2002). Where does this leave us regarding corporate sustainability’s impact, its effects on employees, and how institutions and other business sectors interpret CS. In a nutshell, corporate sustainability reflects the ultimate goal of meeting human needs at a continuous satisfactory level. Meeting the needs of the firm's direct and indirect stakeholders (in my case employees) without compromising its ability to meet the needs of future employees can and should also be interpreted as an alternative that goes beyond the business-as-usual approach of traditional growth and profit-maximization. This simultaneously and strategically aligns the organization to pursue societal goals and objectives, specifically those relating to sustainable development — environmental protection, social justice, equity, and economic development (Wilson, 2003).

The cost of doing business will require an organization to maintain and vigorously grow or maintain their economic, environmental, and social capital base while actively contributing to sustainability from the political domain perspective (Dyllick & Hockerts, 2002). Such adaptation leads to the main three elements of corporate sustainability. 1) Integrating the economic, ecological, and social aspects in a triple-bottom-line reflects economic sustainability (Dyllick & Hockerts, 2002). None of the elements alone can be sufficient for the overall sustainability of an organization; the three dimensions must be addressed and satisfied simultaneously. 2) Integrating short and long-term aspects, emphasizing that short-term profits are not a good representation of the core principle of sustainability (Dyllick & Hockerts, 2002). Thus, an organization must meet the needs of its stakeholders today and for the future. 3) Lastly, the pillar of corporate sustainability is to consume income but not capital (Dyllick & Hockerts, 2002). Maintaining economic capital stability within a firm is a must for an organization, and is a commonly accepted precondition of successful, responsible sustainability management. Moreover, the economic building block of the CSR pyramid reinforces the other three blocks, meaning that all business responsibilities such as legal, ethical, economic, and philanthropic (Carroll, 1991) are heavily dependent and predicated upon the economic responsibility and stability of the organization. However, for long-term success, a business (institution) will have to not only manage their economic capital but also its social and natural capital.

The social capital of an organization consists of two types: human capital and societal capital (Dyllick & Hockerts, 2002). The skills, motivation, and loyalty of employees are aspects of human capital, whereas a good educational system, infrastructure, and supportive culture of entrepreneurship are aspects of societal capital (Dyllick & Hockerts, 2002). It is, without a doubt, difficult to achieve the above at a continuous desired level while meeting other stakeholders’ expectations simultaneously. Often, organizations will face trade-offs between the needs of different stakeholders (Dyllick & Hockerts, 2002). Thus, it is for an organization's best interest to be seen as fair and trustworthy by all stakeholders to achieve the status of a socially sustainable organization (Dyllick & Hockerts, 2002), which again is very difficult to achieve. However, when employees first understand and agree with why an organization is doing something rather than whether they think a particular act is a good thing, it can reflect a social sustainability development achievement that will enhance their short and long-term goals and objectives

(improve reputation & economic development), not only from a direct stakeholders' perspective but indirect stakeholders as well (Dyllick & Hockerts, 2002). Conversely, and from an organization's and employees' perspective, improving corporate reputation/image was proven to be the most anticipated benefit that will result if a company makes progress in sustainability (G.A.T.E Survey Report, 2018). Thus, it is key for institutions to balance both, human capital (motivation) and societal capital (supportive culture) to achieve the desired attitude and behavior from employees in CSR initiatives by questioning first, the social capital management approaches and their effect on employees' attitude and well-being in campus initiatives.

2.3.1 The Effect of Corporate Sustainability

Employees will give their best if they fully comprehend the decisions that will affect them, how and why these decisions arose, and how their contribution can and will make a difference (Yoxon, 2011). Thus, communication and training is the backbone of enhancing employees' well-being, knowledge, and perceived value (WB.K.PV) process, and its overall effect on employees' participation and engagement levels, because it will give room for creating a learning culture that fosters employee empowerment (Yoxon, 2011) and skills transfer through the organizational change needed before and during the implementation of environmental protection and stakeholder relations initiatives in an organization for a given period (Yoxon, 2011).

Corporate sustainability and its impact can affect employees in many ways. One possible positive effect of CS on employees is when employees can give back their time to society once meeting their expectations in the workplace, and that alone reflects a sustainability business development case that addresses not only the satisfaction level of the internal (employees) stakeholders but the external (community) stakeholders as well (Carroll, 1991). In addition, for a business to address sustainability in its operations, it must simultaneously fulfill its economic, legal, ethical, and philanthropic responsibilities accordingly (Carroll, 1991). It is key to acknowledge that philanthropic responsibility can be the added value, or "in a sense, philanthropy is icing on the cake" (Carroll, 1991, p. 42) if the other three components are met first. Regardless, certain factors such as higher workload and an increase in job expectations will always exist and ultimately affect employees' overall job satisfaction levels (Haq et al., 2017).

Employees are identified as legitimate stakeholders, and management should hold equal responsibility to satisfy their needs as they do with shareholders for the short and long-term stability of an organization (Carroll, 1991). Of the four pillars of the CSR pyramid perspective, the last two components (ethical and philanthropic responsibility) have only received attention in recent years, and as a result, led the focus to be primarily on the ethical behavior that inevitably encompasses all components of CSR and how it can affect the sustainable development of an institution (Carroll, 1991). It is the organization's responsibility to ensure that its primary internal (employees) stakeholders achieve their objectives while keeping other external stakeholders satisfied along the way (Carroll, 1991). Such a win-win (business case) approach may not always be possible; however, it does represent a legitimate and "desirable" goal for management to pursue to protect their short and long-term interests (Carroll, 1991). Therefore, it is key for an organization to set social practices and values that will strategically project positive outcomes for their employees and other primary and secondary (community, competitors, etc.) stakeholders (Hammann et al., 2009). Therefore, it is key for an organization to set social practices and values that will

strategically project positive outcomes for their employees and other primary and secondary (community, competitors, etc.) stakeholders (Hammann et al., 2009).

Employees can be a key factor in achieving the goals and objectives of an environmental sustainability strategy within an institution (Carroll, 1991). Equally important, the social indicators of employees' knowledge, well-being, and perceived value of corporate social responsibility practices can and will always play a major role in achieving the "desired" level of corporate expectation, e.g., regulation, reputation, community relations, revenue imperatives, and societal and moral obligations (Brinkhurst et al., 2011). Therefore, the mismanagement of sustainability and its relation to corporate, or campus sustainability of employees can be a significant and costly outcome in terms of reputational damage (social tension) and potential impacts to the bottom line (economic tension); this is a clear-cut business case for corporate sustainability of employees (Epstein & Buhovac, 2014). Hence, acknowledging the role of sustainability, and its relation to the corporate sustainability of employees, can be the goal to enhance sustainable development (social, economic, and environmental) of an environmental sustainability strategy for the short and long-term benefits of the organization in question.

The Interpretation of the Social and Economic Tension of Sustainable Development

The concept of sustainable development can be determined through the following approach: what to sustain, what to develop, and the desired period to achieve the objectives (Kates et al., 2005). Three crucial yet specific ideas of what should be developed are identified as people, economy, and society (Kates et al., 2005). In addition, development of society, which also emphasizes security and well-being of the national states, regions, and institutions, as well as the social capital of relationships and community ties within and outside of organizations, should resonate with a rich quality of life, strong human ties, and a reverberating connection to nature (Kates et al., 2005). Consequently, this reflects a world where the quality of human knowledge, creativity, and self-realization represent development (Kates et al., 2005). Another objective is to strengthen interdependence and mutually reinforce the pillars of sustainable development—economic development, social development, and environmental protection—at local, national, regional, and global levels (Kates et al., 2005).

The economic building block of the Corporate Social Responsibility pyramid (economic, legal, ethical, and philanthropic responsibility) reinforces the other three blocks (Carroll, 1991). Equally important, sustainable development and its role can be a pivotal concept that addresses the ever-challenging duality of the firm's economic orientation with its social orientation.

Donaldson and Walsh (201, 181) opened their article with a compelling question: "Law is to justice, as medicine is to health, as a business is to ___?" In other words, what is the purpose of business? The authors argued that since business works both in society and for society (Walsh, Meyer, & Schoonhoven, 2006), then the theoretical framework that can explain business and its unique position within a society should include both "empirical and normative elements" (Donaldson & Walsh, 2015, p. 182). However, the relationship and conversions between corporate responsibility and sustainability confused and led the common knowledge to perceive their interconnected yet distinctive relationship as if they are separate and not part of a total system (Bansal & Song, 2017). Therefore, if we clarify the association behind the statement of the undeniable confusion and unclear understanding of sustainable development (within the context of the term) which is attributed to its oxymoron disposition and association within the context of corporate responsibility and sustainability, we will arrive at: "a paradox

perspective that focuses on neither normative arguments nor empirical analysis but the inherent tensions and trade-offs in reconciling business with society” (Bansal & Song, 2017, p. 127).

To simplify the complexity of sustainability, and especially its unique association with the paradoxical disposition and the everlasting confusion of the term sustainable development (within the context of the term), it is a must to integrate sustainability to consider the complex interactions of social, environmental, and economic aspects simultaneously (Ashrafi et al., 2018), and that of varying degrees of temporal impact (short-term vs. long-term). Put differently, and in layman’s term, sustainability can be looked at as the desired destination while sustainable development is the journey to overcome the obstacles of balancing different (social, economic, and environmental) aspects that can lead to the desired destination. Therefore, to alleviate the convoluted relation between CSR and its role in corporate sustainability, it is key to realize that CSR strategy consists of two anticipated purposes at the time of implementing it in corporate sustainability (Ashrafi et al., 2018). It can be a transitional stage or the ultimate goal for a corporation when it comes to addressing the connection between CSR and corporate sustainability, or it is a process with intermediate phases that occur in a given situation (the spatial factor) and at a certain time (the temporal factor).

It is evident that the paradox of sustainable development (within the context of the term) and its unique relationship to economic development and societal values were and will always be in tension (Bansal & Song, 2017). As a result, this everlasting tension has evolved and manifested in business values, goals, and processes in society (Bansal & Song, 2017). Nevertheless, the justification for the business to operate in society has gained momentum and established the legendary win-win scenario (remains to be questioned) in many business cases over the years. However, a “paradox perspective argues that contradictory yet interrelated elements can exist simultaneously and persist over time” (Bansal & Song, 2017, p. 129) when it comes to relating sustainable development of an environmental sustainability strategy within an institution. If this is the case, and from a sustainability management perspective, this can invoke management to question the needed elements and values (social practice) that can affect corporate expectations and employees’ participation and engagement in a campus sustainability strategy.

Since employees work in a society and for a society, it establishes that regardless of the organizational structure (institution or firm), employees’ well-being, knowledge, and perceived value can be the contradicting elements that will always persist over time, play a crucial role in employees’ participation and engagement levels, and can impact the effectiveness and direction towards the desired economic and social objective of an environmental sustainability strategy in an institution. Therefore, it is key for an institution to question and assess the three social elements in their sustainability management efforts, and how these elements impact employees’ participation and engagement levels in achieving corporate or campus expectations.

2.4 Interpretation of Corporate Sustainability and Its Connection to Corporate Social Responsibility

“Corporate social responsibility and corporate sustainability are both voluntary business activities that aim to contribute to better performance of corporations in social, environmental, and economic spheres” (Ashrafi et al., 2018, p. 370). Corporate social responsibility obligation encompasses not only the human, social, and ecological environment but also seeks moral duty stretching beyond the business-as-usual

responsibility for a firm's shareholders and stakeholders. Corporate sustainability, on the other hand, is relatively a new and ever-evolving corporate management paradigm shift from the traditional economic growth of profit maximization that seeks not just the bottom line of business (Wilson, 2003), but also the inclusion of societal goals that are specifically associated with sustainable development and its three dimensions: environmental protection, social justice, and equity, and economic development for the short and long term simultaneously and continuously (Wilson, 2003).

From the social dimension perspective, on which this study is based, the process of sustainable development and its relation to corporate sustainability should enable social development based on inclusion, connection, equity, prudence, and security of employees (Gladwin et al., 1995) where inclusion is the possibility of growth for everyone, and the connection is the interdependence of the three dimensions of sustainable (environment, economic, and social) development, equity, which is related to the intergenerational and intragenerational perspective, prudence is where consciousness and humility must be assessed and addressed regularly, and finally, a safe and secure working environment (Gladwin et al., 1995). Thus, corporate sustainability is a corporate social responsibility where the three dimensions of sustainable development are not mutually inclusive but rather linked to one another to mutually influence themselves (Gentile, 2009). Put differently, corporate sustainability aims to balance economic prosperity, social integrity, and environmental responsibility simultaneously, regardless of whether environmental issues are conceptualized as a subset of social issues or as the third element of sustainability (Bansal & Song, 2017).

The five components (inclusion, connection, equity, prudence, security) can play a role in addressing employees' well-being, knowledge, perceived value, and their link to corporate sustainability. Corporate sustainability calls for a strategic and economic driven response to environmental, social, and economic issues that were caused through the organization's primary or secondary activities, and since in this thesis corporate sustainability is another word for CSR, it is imperative to relate the needed information that can aid in understanding the importance of the adoption and interpretation levels of corporate sustainability.

As mentioned, since all dimensions of sustainable development are intimately related, it is possible to consider CSR and CS as synonyms (Marrewijk, 2003), where CSR can identify and be associated with a CS notion. Therefore, CS is the ultimate goal with CSR as an intermediate stage where organizations try to balance their triple bottom line. The three aspects of sustainability (environment, social, economic) can be translated and identified as a corporate responsibility approach for companies to consider. Thus, "the one solution fits all definitions for CSR and CS should be abandoned, accepting more specific definitions which match the development, awareness, and ambition levels of an organization" (Marrewijk, 2003, p.1). Another way of viewing corporate sustainability is as a theory that reflects an evolution from a conceptual perspective of the stakeholder theory (Gentile, 2009).

2.4.1 Understanding the Importance of Adoption and Interpretation Levels of Organizational Sustainability

Adopting corporate sustainability can be viewed as involving a corporate social sustainability approach that seeks to align itself to a specific situation and challenges, and it cannot be a separate entity from the main organization's objective and daily operations (Marrewijk, 2003). The common knowledge and interpretation of corporate sustainability is referred to as "company activities - voluntary by definition -

demonstrating the inclusion of social and environmental concerns in business operations and interactions with stakeholders. This is broad - some would say ‘vague’ – definition of corporate sustainability/CSR” (Marrewijk, 2003, p. 8). To better clarify the explanation, five interpretations that better address the ambition level of corporate sustainability/CSR, their relation to a specific context, and the motives behind choosing a particular ambition are revealed below:

“1. Compliance-driven CS (Blue): CS at this level consists of providing welfare to society, within the limits of regulations from the rightful authorities. In addition, organizations might respond to charity and stewardship considerations. The motivation for CS is that it is perceived as a duty and obligation, or correct behavior.

2. Profit-driven CS (Orange): CS at this level consists of the integration of social, ethical, and ecological aspects into business operations and decision-making, provided it contributes to the financial bottom line. The motivation for CS is a business case: CS is promoted if profitable, for example, because of an improved reputation in various markets (customers/employees/shareholders).

3. Caring CS (Green): CS consists of balancing economic, social, and ecological concerns, which are all important in themselves. CS initiatives go beyond legal compliance and beyond profit considerations. The motivation for CS is that human potential, social responsibility, and care for the planet are of particular importance.

4. Synergistic CS (Yellow): CS consists of a search for well-balanced, functional solutions creating value in the economic, social and ecological realms of corporate performance, in a synergistic, win-together approach with all relevant stakeholders. The motivation for CS is that sustainability is important in itself, especially because it is recognized as being the inevitable direction progress takes.

5. Holistic CS (Turquoise): CS is fully integrated and embedded in every aspect of the organization, aimed at contributing to the quality and continuation of life of every being and entity, now and in the future. The motivation for CS is that sustainability is the only alternative since all beings and phenomena are mutually interdependent. Each person or organization, therefore, has a universal responsibility towards all other beings (Marrewijk, 2003, p. 8).

CS can be imperative to enhancing the overall value chain of an organization (Ashrafi et al., 2018). Yet, its initial initiative is predicated and predominantly influenced by one’s or the organization’s interest in that specific situation (Marrewijk, 2003). Therefore, to clarify the notion that holds that CSR is a custom-made process that incorporates the right concept and definition that supports a company’s strategy as a response to circumstances caused by their operations can be explained via the interpretation and ambition level process of adopting corporate sustainability/CSR in an organization. The desired levels of interpretation and ambition represent a holistic approach in which both corporate sustainability and CSR embrace all three pillars of sustainable development (social, environmental, and economic) simultaneously in an appropriate way of balancing harmony (Ashrafi et al., 2018) between the economic orientation and the social orientation. Lastly, it is important to understand the adoption and interpretation levels of corporate sustainability because it can be applied to different types of organizations. With this understanding before us, we will shift our focus from the big picture of sustainability, corporate sustainability, and sustainable development and narrow down the impact of corporate sustainability on campus sustainability, its justifiable effect on employees’ well-being, knowledge, perceived value, and its

association to their participation and engagement level in CSR practices (environmental protection and stakeholder relations). The importance of campus sustainability management is to relate, address, assess, and resolve the central yet broadest question of what is the impact of an environmental sustainability strategy on employees' performance in CSR practices?

2.4.2 Campus Sustainability and Its Relation to Organizational Sustainability

Now that we have identified the three major (sustainable development, CSR, and stakeholder theory) concepts that CS borrows its elements from, let us dig deeper and build a thorough understanding behind the main reason that organizations (such as institutions) adopt sustainability.

Corporate sustainability initiatives are usually adopted under three circumstances: companies either feel obligated to do it, are made to do it, or want to do it (Epstein & Buhovac, 2014). The motivation behind implementing sustainability as a strategy that integrates the social, economic, and environmental developments can be attributed and driven by internal and external factors such as management's commitment to sustainability as a core value, or by management's recognition that sustainability can create financial (business case for sustainability) values for an organization through an increase in revenue and lower costs (Epstein & Buhovac, 2014). However, and realistically speaking, adopting sustainability is mostly prompted by external (indirect stakeholders; the meaning can vary from company to company) pressure from competitor actions, government regulations, market demand, and NGOs; this alone should entice and lead organizations to perpetually utilize a proactive approach that evaluates their employees' participation and engagement in CSR initiatives. (Tanzil & Beloff, 2006). This is usually relative to the cause and effect scenario, which establishes and clarifies the reason why organizations apply corporate sustainability.

“It is integral for all organizations to partake the efforts to better current sustainable practices in higher education institutions, particularly universities are no exception” (Moganadas, Verdugo, & Ramanathan, 2013, p. 1446). Campus sustainability is becoming more and more of an issue of global concern for universities, policymakers, and planners, and this is mainly due to the impact campus activities and operations of the university have on the environment (Alshuwaikhat & Abubakar, 2008). The pressure caused by campus activities and operations was intensified by secondary stakeholders (government environmental protection agencies, student activism, and NGOs) wherein one case, in 2000, led the US Environmental Protection Agency to hold colleges and universities to the same standards as industries with regards to the issue of human health and environmental protection (Alshuwaikhat & Abubakar, 2008). To mitigate the impact and approach it through the lens of organizational sustainability, periodic public disclosures (RGI) of organizations' economic, social, and environmental performance were introduced to aid in addressing societies growing expectations of accountability from organizations' impact on their communities and external stakeholders (Fonseca, Macdonald, Dandy, & Valenti, 2011).

The common understanding in the literature “is that a sustainable university campus implies a better balance between economic, social, and environmental goals in policy formulation as well as a long-term perspective about the consequences of today's campus activities” (Alshuwaikhat & Abubakar, 2008, p. 1778). However, and to the contrary, university approaches regarding the implementation of sustainable development are more focused or inclined towards biophysical environmental aspects in comparison to other (i.e., economic) dimensions of sustainability (Fonseca et al., 2011). For example, based on the specific environmental situation facing the university, some may apply a master plan,

environmental guidelines, while other institutions believe that they have met the challenge of sustainability through the implementation of institutional policies by employing ISO 14001, green building initiatives, environmental protection, etc. as means of achieving campus sustainability (Alshuwaikhat & Abubakar, 2008). However, this traditional approach (practices and regulation) of addressing environmental issues in a reactive and ad hoc manner — have become highly inefficient and cannot guarantee sustainability (Alshuwaikhat & Abubakar, 2008). Moreover, their environmental protection regulations focus primarily on the operational components (control of air emissions and energy, water usage, and waste disposal) of sustainability initiatives within an institution (Alshuwaikhat & Abubakar, 2008). When it comes to adopting and implementing an environmental management system, e.g., ISO 19011, or ISO 14000, institutions primarily focus their reporting performance on the environmental aspect, while the economic and social issues are least addressed (Fonseca et al., 2011). Since a sustainable university campus implies a better balance between economic, social, and environmental goals, then it is key to acknowledge that “without a measure and value attached for the rates at which an economy consumes nature, the market cannot act in any other interest than economic. In other words, to get to the ‘bottom line’ of sustainability, institutions require a natural, social, and economic capital balance sheet” (Shriberg, 2002, p. 154).

Before developing a holistic approach, establishing a clear understanding of campus sustainability regarding whether the same principles of sustainable development are embraced within campus sustainability is a must. Campus sustainability is defined as “a higher educational institution, as a whole or as a part, that address, involves, or promotes, on a regional or a global level, the minimization of negative environmental economic, societal, and health effects generated in the use of their resources to fulfill its functions of teaching research, the outreach of partnership, and stewardship in ways to help society make the transition to sustainable lifestyle” (Velazquez, Munguia, Platt, & Taddei, 2006, p. 812). Conversely, sustainability can also be defined as “A sustainable campus community acts upon its local and global responsibilities to protect and enhance the health and well-being of humans and ecosystems. It actively engages the knowledge of the university community to address the ecological and social challenges that we face now and, in the future” (Cole, 2003, p. 30). Both campus sustainability and corporate sustainability share similar principles.

2.4.3 Similarities and Differences Between Campus Sustainability and Corporate Sustainability

Due to their size, higher education institutions (HEI) are often compared to corporations or small cities (Moudrak & Clarke, 2012). As a result, lead HEI to advance their sustainable development by integrating sustainability in their (CSR) operations to reduce their environmental footprint and enhance their stakeholder relations (Moudrak & Clarke, 2012). Since campus and corporate sustainability aim to mitigate the inherent tension of reconciling institutions or organizations activities and their impact on society (Bansal & Song, 2017), and since both are influenced by external and internal stakeholders, and both focus on the three dimensions of sustainable development for now and for future generations, such similarities and their ever interrelated objectives and competing issues facilitated for the research to assess the environmental sustainability strategy by asking the central yet broadest question of what is the impact of an environmental sustainability strategy on employees' performance in CSR practices?

It is imperative to understand that sustainability itself is a complicated concept, and its very nature requires and calls for an integrated and holistic approach to decision making, investment, and

management when it comes to addressing, adopting, and implementing environmental sustainability strategies in an institution. Moreover, the justification behind sustainability and its assurance must reflect that the full costs of a development proposal are identified, mitigated, compensated, or offset (Alshuwaikhat & Abubakar, 2008). Sustainability must align itself to a specific situation and challenges, and it should not be perceived as a separate entity from the main organization's objective and daily operations; this is a clear indication that campus sustainability and corporate sustainability share the same views and approaches to sustainability.

The current environmental sustainability strategy at the University of Waterloo and its sustainable development approach are focused on addressing education and research, operations that are related to energy, waste, water, and enhancing engagement by involving students, employees, and the community in their sustainable development effort (The University of Waterloo Environmental Sustainability Report, 2019). However, the economic dimension of sustainable development and its indicators such as cost savings from the environmental initiatives in place, how this money is allocated, and whether employees, students, and the community are rewarded by it are missing in their strategy and their reporting (The University of Waterloo Environmental Sustainability Report, 2019). To remedy this limitation, it is a campus responsibility to promote an integrated approach to achieve sustainability goals and objectives.

The figure illustrated in Habib's and Ismaila's article (an integrated approach of achieving campus sustainability: assessment of the current environmental management practices) addresses possible sustainability issues systemically and holistically as a way to remedy the possible limitations (Alshuwaikhat, & Abubakar, 2008, p. 1780). Moreover, the framework represents the outer shape, but the concrete form is adjustable according to the priority of each respective university (Alshuwaikhat & Abubakar, 2008).

The apparent difference between corporate sustainability and campus sustainability is that CS is a notion/concept that can take on the role of sustainable development, corporate citizenship, sustainable entrepreneurship, Triple Bottom Line, business ethics, or corporate social responsibility; all of which are masked under the philanthropic approach of doing what is right for the greater good (Marrewijk, 2003), while campus sustainability is represented as the location and the business characteristics of the organization in question (e.g., institution). In other words, is the organization in question (e.g., stadiums or hospital sustainability) and their response to their operations and its impact on the environment, economic, and social welfare in the organization and the society they operate in following the greater good approach as well. Another troubling similarity that both corporate and campus sustainability share is that the social and economic indicators are the least disclosed when it comes to campus sustainability (Fonseca et al., 2011, Alshuwaikhat, & Abubakar, 2008), and that does not reflect sustainable development principles.

Another main difference between campus sustainability and most organizations is the decision-making structure (Clarke & Kouri, 2009). Most organizations (businesses) have a hierarchical decision-making structure that simplifies the management position within the organization (Clarke & Kouri, 2009). However, and to the contrary, a simple flow-chart that can simplify the hierarchical structure of an organization does not exist in higher education institutions (Clarke & Kouri, 2009). Thus, to mitigate the decentralized decision-making structure, institutions incorporate different environmental management systems to accommodate the drivers and promote the development of their strategies, e.g., education,

research, outreach & partnership, and operations (Clarke & Kouri, 2009) in their campus sustainability management. Even though such approach can facilitate a better decision-making structure, interviewees from the Dalhousie University study “felt that a successful campus environmental system had to bring together the skills and expertise of all four stakeholder groups and bridge their varied decision-making and communication structures, ranging from horizontal, autonomous, and democratic to vertical and hierarchical” (Clarke & Kouri, p. 979, 2009).

Since both corporate and campus sustainability are influenced by external and internal stakeholders and both focus on the three dimensions of sustainable development, then it's it is key to understand the drivers for their environmental management, their relation to EMS drivers, and their similarities and differences in CSR practices (environmental protection and stakeholder relations). When it comes to adopting an environmental sustainability system (EMS), often business drivers differ in comparison to campus drivers (Clarke & Kouri, 2009). External forces such as market influence and diligence play a major part in adopting EMS in business, while campus drivers are internally driven responsibilities such as cost savings, employees, and the social environment of the campus (Clarke & Kouri, 2009). However, and based on the study done by KPMG on the drivers of environmental management in institutions, it identified compliance, employees, and cost savings as three environmental management drivers in the education sector. Even though these drivers are particular to environmental management and not environmental management system, they can still be assumed the same (Clarke & Kouri, 2009).

Based on the study done at Dalhousie University, where senior administrators, the board members, and senators were interviewed and found that good citizen (which can be associated with image/reputation), cost savings and long-term payoffs, and employees were identified as key drivers for environmental management (Clarke & Kouri, 2009). These drivers are also similar to EMS drivers (cost savings, employees, and compliance) as other studies indicated (Thompson & van Bakel, and Bakker). The above drivers fall strategically within the three categories (first, second, and third-generation) drivers for campus environmental management systems. Where the first generation focuses on cost and compliance (cost savings and long-term pay-offs, and due diligence), the next generation focuses internally on stakeholder engagement (employee morale and health/well-being and improve internal communication), and lastly, third-generation focuses (Clarke & Kouri, 2009) on stakeholder partnership (good citizen and community image/reputation). Therefore, understanding the relationship between similar practices used in business and campus sustainability, sustainability management approaches, and the difference in perception and behavior (social interaction) attached to them (Kechiche & Soparnot, 2012) can play a crucial role in an environmental campus sustainability management and its impact on employees' participation and engagement.

If the above drivers influence the goal of environmental management or EMS in campus sustainable development efforts, and since social interactions (value creation) can be interpreted as internal stakeholder engagement (Clarke & Kouri, 2009), then it is imperative to assess the key indicators (contradicting elements), well-being, knowledge, and perceived value from employees' perspective and its effect on their overall participation and engagement in a campus (or organization) environmental sustainability strategy. These are the elements and values (social practice) that can affect corporate expectations and employees' participation and engagement levels in a campus environmental sustainability strategy.

2.5 The Connection Between Corporate Sustainability and Employees in an Organization

Employees are situated within the natural environment of an organization. They should be treated as an integral part of the natural system that either contributed to or was affected by environmental and social issues (stakeholder theory) caused by the organization's activities (Carroll, 1991). It was stated that "the business model is a strategic asset to improve firm performance" (Schaltegger, Lüdeke, & Hansen, 2012). Therefore, whether it is stadium sustainability, campus sustainability, or whatever the characteristics of the business (size and type of business) may be, the environmental sustainability strategy should assess both employees' well-being, knowledge levels, perceived value, and their relation to their participation and engagement levels, and total input in the current or past environmental sustainability strategies (Schaltegger et al., 2012), this is a clear-cut business case of corporate sustainability and responsibility in motion and action simultaneously. It also can be looked at as an organizational function-level strategy that seeks to differentiate itself to achieve a competitive advantage over their competition.

2.5.1 Employees as a Business Case for Sustainability

"Work is a social activity that engages the same social needs and responses like any other part of life, such as the need for connection, cooperation, support, and trust" (Delmas & Pekovic, 2016, p. 1073). It is agreeable and acceptable to note that no sustainable development is possible without a holistic approach that addresses the three dimensions of sustainable development (economic, social, and environmental). Since employees' well-being (motivation and happiness) can be a legitimate reason to address the short and long-term benefits of an institutions' environmental sustainability strategy, it is futile to discuss corporate sustainability without aligning it with the economic goals and objectives of the organization in question first, while simultaneously and perpetually addressing employees' well-being, knowledge, perceived value, and their effect on employees' participation and engagement levels in CSR practices (Carroll, 1991). Thus, neglecting such a crucial social element (employees and their impact on environmental sustainability strategies) can impede the organization from improving in sustainability terms (Carroll, 1991). And since universities' existence (a charity and quasi-public institution) is predicated upon the economic and societal purpose, it is key for management to develop "first" societal engagement (employee relation, education, and research, etc.) and align it well with the economic and environmental goals and objectives of the institution (Schaltegger et al., 2012).

Corporate social performance can be analyzed and evaluated more effectively by using a framework based on managing relationships with its stakeholders in question (employees) rather than using "models and methodologies based on concepts concerning corporate social responsibilities and responsiveness" (Clarkson, 1995, p. 92). Equally important, it was stated that "the business model is a strategic asset to improve firm performance" (Schaltegger, et al., 2012, p. 108). Therefore, such an approach and integration affirm that employees' well-being, knowledge, perceived value, and their effect on employees' participation and engagement levels in CSR practices can and should be examined as a purpose for a business case for sustainability. As indicated in other research, (e.g., Hahn et al., 2018; Elkington et al., 2016; Delmas, & McPhee, 2014; Pekovic, 2018) a corporate sustainability innovation/radical change should be established as a model for the benefit of engaging employees to better enhance their knowledge and performance level. In addition, the desirable sustainable organizational model must reflect and set out new actions and behaviors that create change in how the firm interacts with employees (McPhee, 2014). Consequently, this can lead to increased economic success

while the organization is engaging in an internal and primary stakeholder social issue, i.e., employees' well-being (Schaltegger et al., 2012). As a result, for a business case for sustainability to be adopted, it must first meet these three requirements:

- “First, the organization (institution) must realize a voluntary or mainly voluntary activity to contribute to the solution to a societal or environmental problem, e.g., employees' well-being (motivated and happy employees).
- Secondly, the activity must create a positive business effect or a positive economic contribution to corporate success, which can be measured or argued for convincingly, e.g., a strategy.
- Thirdly, a clear and convincing argumentation must exist that a certain management activity has led or will lead to both the intended societal and the economic effect” (Schaltegger et al., 2012, p. 98).

The above requirements indicate that employees' well-being (motivated and happy employees) can be justified and adopted as part of a business case for sustainability. Moreover, employees' knowledge, perceived value, participation, and engagement level in corporate social responsibility initiatives as a business case for campus sustainability can lead to three arguments for the benefit of the organization's short and long-term goals and objectives: 1) when inclusivity is achieved and employees are aware, it can prevent companies from undesired future costs and risks; 2) it can also lead to a competitive advantage by retaining and hiring the right employees; moreover, companies can develop legitimacy and good reputation, and lastly; 3) it creates a win-win (business case) situation outcome through synergistic value creation, (Carroll & Shabana, 2010). Therefore, the three elements (well-being, knowledge, and perceived value) and the value creation attached to them, can affect corporate (or campus) expectations and employees' participation and engagement in a campus environmental sustainability strategy. Based on the above, and since an institution' organizational operations model can be looked at as a strategic asset to improve an institution' sustainability management and performance (Schaltegger et al., 2012), then it can be reasonable for management to question the university's organizational operations aspects (e.g., reports) and their relevance to employees behavior in an institution's environmental campus sustainability strategy.

2.5.2 The Reason for Sustainability Development of Employees

Porter indicated that companies that benefit the most from their corporate social responsibility have stopped looking at sustainability as a separate function, but rather have embedded their corporate social responsibilities initiatives in their everyday business (Porter & Kramer, 2011). One crucial benefit of such an approach leads employees to want to work for companies that reflect their environmental and societal values (Porter & Kramer, 2011). Therefore, an organization that implements a CSR strategy can realize improvements to staff recruitment, engagement, and retention (Porter & Kramer, 2011). But, before establishing what values can be shared, we need to decipher the term “stake” and its role in corporate sustainability, its impact on employees' WB. K. PV (well-being, knowledge, and perceived value), and the effect on employees' participation and engagement levels.

Regarding the term stake, it coincides with the element of risk harming or losing something important (Cambridge dictionary). Without the element of risk, there will be no stake. A stake is something that can be lost. Therefore, a stakeholder is a risk bearer, and this leaves us to ponder the question from an ontological assumption approach (Bansal & Song, 2017): what are the responsibilities of

an organization, and for whom are they responsible? The normative element plays a major role in the first question. Rather than believing the social responsibility of a business is to increase profit as Friedman stated in his 1970 article, there should be more than just economic responsibility to an organization (Wilson, 2003). Again, at what cost? The second question is self-explanatory. It can be tackled by identifying all key actors in and around the organization's environment (Mitchell, Agle, & Wood, 1997). Stakeholders' salience should be related to stakeholders' attributes, e.g., power, legitimacy, and urgency (Mitchell et al., 1997). Firstly, it is important to understand the instrumental approach of identifying as many stakeholders as possible solely for an organization centered purpose (Vos, 2003), such as economic development, damage control, and reputation. Secondly, organizations owe a moral obligation to those whose well-being and freedom are affected by their daily activities (Vos, 2003).

It was revealed in the case study of Dalhousie University (Clarke & Kouri, 2009) that the institution's leadership and authority can be shared among four distinct stakeholder groups: staff, faculty, students, and senior administrator who can take on certain roles and responsibilities (e.g., Green Office Ambassador network) at the time of adopting and implementing sustainability initiatives (Clarke & Kouri, 2009). As a result, this paper focuses on staff and faculty of the Green Office Ambassador Network (GOAN) and questions the current culture in place, its impact on their perceived value and its effect on their well-being, the extrinsic type of motivations and whether it enhances their participation and engagement, their perception of the drivers of campus sustainability, collaboration and communication, and their effect on employees' total input in the campus sustainability initiatives in an institution's environmental sustainability strategy. This approach aids in addressing the key stakeholders (faculty and staff) who hold power, legitimacy, and urgency for the central purpose (or drivers) of the environmental sustainability strategy (Mitchell et al., 1997), while relating, addressing, assessing, and resolving how someone is living within the organization reflects the owed moral obligation to those whose well-being is affected by the institutions' campus environmental sustainability strategy (Vos, 2003).

If SP (social performance) can lead to higher economic benefits, then it must be noted that failure to meet less explicit (employees' K.WB.PV) needs of stakeholders, generates market fears (i.e., affects the organizations' reputation), increases the organizations' risk premium, and can affect the potential economic benefits from the chosen environmental sustainability strategy (Salzmann, Somers, & Steger, 2005). Organizations should also realize that the actual cost of SP is minimal compared to the benefit an organization can reap from sustainability initiatives (Salzmann et al., 2005).

A corporate environmental/social responsibility leads to a managerial responsibility and reflects the fact that an organization should be responsible for its activities that involve human interactions (Guerci et al., 2015). Therefore, addressing it from the system approach, and determining which stakeholders are we willing to listen to, highlights the element of managerial choice and how it can impact the overall decisions and direction of an institution's environmental sustainability strategy (Hammann et al., 2009). In short, having a thorough understanding of employees' well-being, knowledge, their perceived value and their effect on employees' participation and engagement levels in an institutional environmental sustainability strategy is a part of a business case for sustainability that must be effectively addressed and assessed from a sustainable development perspective of what is to be sustained, what is to be developed, and for how long.

2.5.3 The Effect of Communication and Training on Employees

“Without this engagement - from shop floor to senior management - a positive outcome is extremely unlikely. Staff involvement is vital, and a sustainable change in individual behaviors can only effectively be achieved through developing individuals in a learning culture and providing appropriate training and communication” (Yoxon, 2011, p. 336).

In 2007, Richardson and Lynes, “identified the lack of communication and collaboration between faculty and operations staff as one of the primary obstacles for campus sustainability initiatives at the University of Waterloo” (Brinkhurst et al., 2011, p. 348). Communication is the foundation of any relationship working towards a specific goal (Yoxon, 2011). However, organizations usually tend to underestimate the impact employees have in promoting corporate responsibility within and outside an organization (Dawkins, 2005). It should be acknowledged and understood that employees are the primary interface with some stakeholder groups (community, customers, etc.) and that their words carry more weight than an organization’s spokesperson or glossy brochure (Dawkins, 2005), therefore, fostering such perspective and framework can have the potential to increase employees’ motivation and should be looked at as a crucial step that aims to bridge the gap “first” between corporate expectation and employees’ (faculty and staff) perceived value of the chosen CSR initiative, and should facilitate room for employees’ knowledge building, participation, engagement, and an enhanced sense of satisfaction level from the accomplished collaboration between employees and the institution in question (Yoxon, 2011). Thus, communication and collaboration can be a powerful tool to build consensus on actions taken by management (Daddi, Testa, Battaglia & Iraldo, 2011), which strengthens and legitimizes the intended purpose of the chosen CSR initiative, can become an environmental communication tool that defines a process of sharing information to build trust, credibility, and partnership, raise awareness, and can be used in the decision-making process; this is the core of environmental communication and what it should represent in sustainability management.

As mentioned earlier, employees (staff and faculty) will give their best if they fully comprehend the decisions that will affect them, how and why these decisions arose, and how their contributions can and will make a difference (Yoxon, 2011). Failure to acknowledge the importance of communication and collaboration can not only lead to costly errors, such as hours lost and fines, but also the loss of cooperation between staff and managers, and negative results in other internal and external stakeholder perception (Yoxon, 2011). Therefore, a sound understanding of the task at hand and how employees’ input can make a difference is crucial. Moreover, it is critical to instill in the mind of all staff that they have an essential role to play in the implementation of environmental initiatives (Yoxon, 2011). As such, this will create and nurture a learning culture by developing empowerment and skills transfer to staff (Yoxon, 2011). Nevertheless, it imperative for organizations to comprehend and ensure that if employees are to be effective in corporate sustainability initiatives, then the Learning Trinity of “do people have the knowledge and understanding to behave appropriately? do people have the skills to do it? do people have the right attitude?” (Yoxon, 2011, p. 336) are explicitly in unison in their daily interaction and business operations (Yoxon, 2011), and as a result, such an approach can reveal a positive or negative outcome from the relationship between CSR practices and employees’ attitudes and behavior in campus initiatives.

The impact of such a framework will lead to attitude change, motivation, and encourage employees to acquire a deeper understanding of the issues and tasks at hand (Yoxon, 2011). Besides,

training and communication are key components when implemented as a corporate responsibility principle; they can simultaneously aid in addressing and relating the desired outcome from the chosen CSR initiative (Yoxon, 2011). With such understanding before us, we can establish that “training and communication are vital inputs in the process of adopting and implementing CSR initiatives and can:

- Equip all employees with the skills to perform the CSR initiatives more effectively; (Hands)
- Provide and maintain knowledge to enable staff to understand why their actions matter; (Head)
- Increase employee (participation and engagement) commitment and motivation and promote identification within the organization; (Heart) and,
- Avoid failures and facilitate change” (Yoxon, 2011, p. 336).

It was established that failure to acknowledge the importance of communication can lead to loss of cooperation between staff and managers, loss of potential financial benefits, and can negatively impact internal and external stakeholder perception (Yoxon, 2011). Thus, “the organizations that excel in the future will be those that understand how to engage every member of the organization, gain their buy-in to new initiatives, and build capacity for learning at all levels of the organization” (Crews, 2010, p. 18). But, to achieve the above, the cross-departmental social partnership can encompass and project the following three fundamental aspects of sustainability, effective transparency, trust, and accountability. Equally important, the five components of sustainable development are interrelated and reflect the stakeholder aspects as follows:

Table 1: A symbiotic organizational learning culture, the conceptualization of the ethical-oriented practice, and its complementary value direction (Constructed by the author).

Cross-Departmental Social Partnership Implications		
Faculty & Staff		
Organizational Learning Culture		
The normative five elements of Sustainability	Descriptive categories	Instrumental approach
Security	<ul style="list-style-type: none"> • Employees will give their best if they fully comprehend the decision that will affect them, how and why these decisions arose and, how their contribution can and will make a difference (Yoxon, 2011) • “Increase employee (participation and engagement) commitment and motivation and promote identification within the organization” (Yoxon, 2011, p. 336). 	<ul style="list-style-type: none"> • “Support for innovative problem solving and intrapreneurship included in job descriptions” (Brinkhurst et al., p. 347). • “Encourage management staff to support low-risk innovation., e.g. talent-spotting and development” (Brinkhurst et al., p. 347).
Inclusion	<ul style="list-style-type: none"> • The possibility of growth for everyone (Gladwin et al., 1995). 	<ul style="list-style-type: none"> • “Promote and include staff ideas and contributions. Staff on decision-making bodies, not just consultation., e.g. Harvard University’s

	<ul style="list-style-type: none"> • The creation of a more inclusive environment that fosters and facilitates interpersonal contacts between employees can increase their creativity and can lead them to give more back to the organization. A strong sustainability-oriented corporate culture requires a consensus of environmental values and beliefs between individual employees and their organization (Linnenluecke & Griffiths, 2010). • When inclusivity is achieved and employees are aware, it can prevent companies from undesired future costs and risks (Carroll and Shabana, 2010). • A constellation of cooperative (which can reflect employees' knowledge of the different activities and their level of participation in the development of sustainability initiatives at the University of Waterloo) and, at times, competitive interests (Donaldson & Preston 1995). Without an inclusive policy (Carroll & Shabana, 2010), firms may be at a competitive disadvantage in recruiting and retaining employees, and investors equally. 	<p>'best practices exchange' Applied course projects that partner students and faculty with staff members" (Brinkhurst et al., p. 347).</p> <ul style="list-style-type: none"> • "Encouragement of organizations that mix students and faculty with staff., e.g. UBC's SEEDS program" (Brinkhurst et al., p. 347). • "Build institutional support for sustainability initiatives and intrapreneurship through promotion and celebration" (Brinkhurst et al., p. 348). • "Encourage institutional cohesion, networking, and loyalty. Communicate sustainability goals to the campus community, e.g., Sustainability Hero awards to faculty and staff, George Mason University" (Brinkhurst et al., p. 348).
<p>Connection</p>	<ul style="list-style-type: none"> • The possibility that the more employees can align and identify themselves with a specific situation within an institution, the more they will be inclined to participate and become engaged. • A well-structured reward system that projects clear connections between specific actions and rewards that must be fair, comprehensible to employees, and "indicates that the organization values: (1) the individual's contribution to the firm, (2) independent decision-making, (3) professional development activities, and (4) 	<ul style="list-style-type: none"> • "Encouragement of cross-disciplinary exchange. Campus-wide promotion of innovative research" (Brinkhurst et al., p. 347). • "Facilitation of interdisciplinary interaction through campus events, e.g., interdisciplinary water issues research symposium hosted by Guelph Institute for the Environment, the University of Guelph" (Brinkhurst et al., p. 347). • "Enable and encourage program committees and faculty to include updateable modules, in-course projects, and other innovative curriculum responses to sustainability concepts, e.g., Liverpool John Moores University's "curriculum greening officer" faculty member coordinating

	<p>professional behavior” (Casey, & Sieber, 2016, p. 74).</p> <ul style="list-style-type: none"> • A human resource management system that encompasses ability, motivation, and opportunity, will play a key role in 1) ability of employees “to perform as expected and achieve specific organizational goals, 2) motivation to perform as expected through contingent rewards and effective performance management, 3) opportunity to engage in specific behavior” (Guerci et al., 2015, p. 328). • Hands-on employee development, which provides encouragement and support by managerial staff for social or environmental initiatives, is a way to gain employees’ respective participation and involvement to achieve environmental or social initiative goals (Casey & Sieber, 2016). 	<p>campus-wide efforts to incorporate sustainability principles across disciplines” (Brinkhurst et al., p. 347).</p> <ul style="list-style-type: none"> • “Promote opportunities for academically credible research on aspects of campus sustainability” (Brinkhurst et al., p. 347).
Prudence	<ul style="list-style-type: none"> • A corporate sustainability innovation/radical change should be established as a model for the benefit of engaging employees to enhance their knowledge and performance level (e.g., Hahn et al., 2018; Elkington et al., 2016; Delmas, McPhee, 2014, & Pekovic, 2018). • The desirable sustainable organizational model must reflect and set out new actions and behaviors that create change in how the firm interacts with employees (McPhee, 2014). 	<ul style="list-style-type: none"> • “Encouragement of cross-disciplinary exchange. Campus-wide promotion of innovative research” (Brinkhurst et al., p. 347). • “Facilitation of interdisciplinary interaction through campus events., e.g. interdisciplinary water issues research symposium hosted by Guelph Institute for the Environment, the University of Guelph” (Brinkhurst et al., p. 347).
Equity	<ul style="list-style-type: none"> • The economic dimension of sustainable development and its indicators such as cost savings from the environmental initiatives in place, how this money is allocated, and whether employees, students, and the community are rewarded from it. 	<ul style="list-style-type: none"> • “Pay bonuses and awards for successful initiatives. Interest-free loan money provided for initiative start-up and implementation- e.g., Harvard University “environmental loan fund”, e.g. staff member dedicated to fundraising for sustainability initiatives, University of Toronto, e.g. UBC Sustainability Coordinators Program –

	<ul style="list-style-type: none"> • The desirable sustainable organizational model must reflect and set out new actions and behaviors that create change in how the firm interacts with employees (McPhee, 2014). • Sustainability development calls for a balancing act; a shared perception must be created based on the best-desired behavior expected from employees and management equally. • Investing in employees' development and permitting employees' higher participation in decision making can foster a higher level of commitment from employees and, in turn, will enhance employees' perceived value and behavior when adopting and implementing an environmental sustainability strategy in an institution. 	<p>staff-led initiatives with supervisor approval to dedicate two to four work hours per month to projects, campaigns" (Brinkhurst et al., p. 348).</p> <ul style="list-style-type: none"> • "Create a safe discussion space to explore ideas, possibilities, and build partnerships. Consistent, comprehensive assessment of progress. Communication of shared goals, and build motivation and cohesion" (Brinkhurst et al., p. 348). • "Harness energy, enthusiasm, and the political power of students. Build necessary groundswell and momentum" (Brinkhurst et al., p. 348). • "Supportive frameworks that do not demand strict implementation plans of structured models. Strength in networks and diversity in partnerships between faculty, staff, and students. Student projects are an opportunity to engage students in applied research and program design and assist with workload distribution" (Brinkhurst et al., p. 347).
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2.5.4 Organizational Culture and its Effect on Employees

To achieve the desired CSR initiative results, an organization will likely have to undergo a significant cultural change and transformation, and this entails a differentiating approach that will set them apart from the competition and lead the organization towards a sustainability-oriented organizational culture (Linnenluecke & Griffiths, 2010). There is often a need to change employees' values and their perceived value of CSR initiatives for institutions to achieve the desired campus sustainability outcome; this means the corporate sustainability principle will be heavily dependent and predicated upon "changes in employees values and beliefs towards more ethical and more responsible values" (Linnenluecke, & Griffiths, 2010, p. 358).

From an organizational perspective, CS should integrate the concern about economic activities with the internal organizational social environment of the organization first. Nevertheless, several studies (e.g., Wilkinson, Hill, & Gollan, 2001) have identified internal organizational pressures (staff turnover due to decreasing firm loyalty and workplace satisfaction) that lead to factors such as management support, human resource management, environmental training, employee empowerment, teamwork and reward systems to be important factors in achieving corporate sustainability. However, this conventional approach does not resolve well-being (motivation and happiness) as it is biased and only satisfies CS from one perspective, the corporate economic success perspective, and has no equally balanced added value (e.g., rewards) to employees from the chosen initiative (Linnenluecke & Griffiths, 2010).

The common approach stated above can also be relative to establishing a probable assumption that the failure of implementing organizational change programs in an institutional setting can be attributed to the organizational culture and how employees perceive it, and this may be due to the persistent amoral management practices (where management acts responsibly or supports long-term sustainability initiatives only when it is in their own or business interest), and the fundamental culture of their organization continues to remain the same, focused on “long-term – enlightened self-interest” (Schaltegger, et al., 2012, p. 97). Therefore, it is key for the firm to understand their organizational culture disposition and its impact on employees, or at least be cohesive and transparent to better achieve the firm’s CS goals and objectives, and this is relevant to the statement of a stakeholder engagement being achieved and likely improved once the realization of how someone is living within an organization is addressed and resolved. Moreover, attaining innovation and creativity will rely on addressing significant tensions, which are twofold and fundamental to creativity; first, the intrinsic (dependent on social interaction) and extrinsic (dependent on rewards and pay satisfaction) motivations (Delmas & Pekovic, 2018). Second, flexibility and constraints.

To achieve CS and enhanced employee loyalty and commitment, firms must steer towards the internal and flexible dynamic approach of the human relation model first. Thereby, flexibility is dependent on social coordination and control through internalization of beliefs (Linnenluecke & Griffiths, 2010), training, participation, commitment, socialization, and peer pressure to achieve desired outcomes and attitudes from employees. With this understanding, and based on the organizational culture (employees’ engagement activities and behavior in developing action plans) and their moral obligation towards employees’ well-being in an environmental sustainability strategy (Vos, 2003), should entice management to question employees’ perceived value of the social capital management of the campus environmental sustainability strategy, and whether the strategy affects employees’ overall job satisfaction levels.

2.5.5 Management and Their Effect on Employees Engagement

The ethical climate of a company has an impact on whether employees will voluntarily be motivated to practice and be a part of corporate sustainability initiatives (Guerci et al., 2015). The climate of an organization can reflect “the shared perceptions that employees hold regarding the policies, practices, and procedures that an organization rewards, supports, and expects” (Guerci et al., 2015, p. 326). The ethical climate’ can also influence employees’ decision-making about what constitutes appropriate behavior (Guerci et al., 2015). Since sustainable development calls for a balancing act; a shared perception must be created based on the best-desired behavior expected from employees and management equally (Guerci et al., 2015). With such ethical climate in play, the human resource management system that encompasses ability, motivation, and opportunity, will play a key role in 1) ability of employees “to perform as expected and achieve specific organizational goals, 2) motivation to perform as expected through contingent rewards and effective performance management, 3) opportunity to engage in specific behavior” (Guerci et al., 2015, p. 328). Nevertheless, ethical-oriented practices can be successful when they move “first” towards two complementary directions where one establishes new company values, and secondly, employees comply with these values regularly (Guerci et al., 2015).

Based on a study conducted by the Massachusetts Institute of Technology (MIT), it was found that “employee recruitment, retention, and engagement can be enhanced by organizational policies and practices that promote employee engagement in environmental behaviors” (Casey, & Sieber, 2016, p. 74).

However, this will be dependent on the support of top management. Top management, especially supervisors, plays a crucial role in environmental and social initiatives adoption, participation, and engagement by employees and can impact the overall employees' perceived value via keeping and expanding knowledge management of sustainability-related knowledge in the organization. As a result, it sets a precedent for management to increase awareness of the impact corporate social responsibility initiatives have on employees' participation and engagement in environmental sustainability strategies (Casey & Sieber, 2016). Besides, hands-on employee development, which provides encouragement and support by managerial staff for social or environmental initiatives, is a way to gain employees' respective participation and involvement to achieve environmental or social initiative goals (Casey & Sieber, 2016). Training can also play a role that demonstrates management interventions for organizational support and awareness of sustainability impacts.

It was stated by an employee in Richardson and Lynes's case study on the University of Waterloo Green Building initiative: "it's hard for us to prioritize energy savings, to use our resources to accomplish them, when the benefit from those savings go elsewhere. You need to see that there isn't an incentive there" (Richardson & Lynes 2007, p. 347). The value of the extrinsic motivation is in question here. In other words, the statement questions the needed type of motivation from the motivation of `aspect, and the effects it can have on employees' participation and engagement in an institution's environmental campus sustainability strategy.

Training can facilitate and allow companies to acquire and develop their human capital, which in turn can lead to enhanced productivity and profitability. Rewards can also have an impact on employees' behavior. A well-structured reward system that projects clear connections between specific actions and rewards that must be fair, comprehensible to employees, and "indicates that the organization values: (1) the individual's contribution to the firm, (2) independent decision-making, (3) professional development activities, and (4) professional behavior" (Casey, & Sieber, 2016, p. 74). All the above must be addressed and performed regularly to achieve sustainability and corporate social responsibility objectives from both an environmental and social perspective, and a corporate economic development perspective (Gladwin et al., 1995). Such a notion will be received as a corporate accountability initiative rather than just a responsibility that projects corporate sustainability of employees' orientation approach. In addition, the notion coincides and strategically aligns itself with any form of a business (be it an institution's, a corporation's, or SME's) specific situation concerning their sustainable development initiatives goals and objectives (Wilson, 2003).

2.5.6 Values and Their Role for Employees

It is commonly noted that values and motivation go hand in hand. As mentioned, personal values of employees can play a role in their motivation level in relation to adopting the sustainability concept and ultimately practicing pro-environmental behavior (PEB) regularly (Graves & Sarkis, 2018). Equally important, "values are a key aspect of the self and are typically reflected in motivation" (Graves, & Sarkis, 2018, p. 579). Conversely, "motivation may be a key mechanism for transforming values into PEBs" (Graves & Sarkis, 2018, p. 579). It is key for corporate values to be in line with employees' values (Guerci et al., 2015), and such synergy is imperative for an institution to establish and foster as a fundamental step for employees' motivation (Guerci et al., 2015). After all, based on the recruitment, development, and retaining of staff, employees want to work for companies that reflect their values on the environment and society (Porter, Kramer, 2011). In addition, employees will feel more satisfied with their

job when they realize that their organization is recognized in their society, and this can be justified based on the social identity theory and identity theory where “the self is reflexive in that it can take itself as an object and can categorize, classify, or name itself in particular ways in relation to other social categories or classifications” (Stets, & Burke, 2000, p. 224). Thus, the perception of the organization’s values, ethics, and social responsiveness will play a major role in retaining and attracting the desired employees (Haq et al., 2017).

A study in 2002 by the UK Work Foundation was conducted from an employees’ point of view values (Mozes, Josman, & Yaniv, 2011). The study revealed that 82 percent of UK professionals would decline to work for an organization whose values did not align well with their values, and 73 percent considered social and ethical values when selecting a job (Mozes et al., 2011). Thus, an organization must realize and understand how their current corporate sustainability initiatives are aligned with their employees’ values and their overall motivation levels within their environment. As a result, a firm must analyze three crucial factors that can impact employees from the workplace environment perspective, and they are: 1) employees’ perceived value of the current culture and its effect on their attitude and behavior in the institution’s or organization’s CSR initiatives; 2) well-being and the effect of the intrinsic and extrinsic motivations type on employees’ participation and engagement in the current CSR initiatives; 3) knowledge and its effect on employees’ input in the development of an environmental sustainability strategy, and this again can expose the relationship between CSR practices and employees’ attitudes and behavior in campus initiatives and its activities.

Employee values towards pro-environmental behavior can be highly dependent on their attitude towards their firm’s intentions and objectives from the chosen CSR initiatives (Guerci et al., 2015). The environment created by leadership can also have an impact on employees’ participation level (Graves, & Sarkis, 2018). Thus, understanding employees’ motivation levels and perceived value from the chosen CSR initiative, can give an organization a better picture of employees’ citizenship levels towards embracing pro-environmental behavior and the associated level of participation and engagement.

Social and personality attributes, stock of knowledge, and habits are what constitute human capital (Lepack & Snell, 1999). Thus, the approach of managing human capital will always play a role in achieving corporate expectations. Moreover, it can also enhance employees’ relationships with one another within their work environment (Lepack & Snell, 1999). One must always keep in mind that attaining a competitive advantage is what many organization desire to achieve (Carroll & Shabana, 2010); however, this is dependent on how an organization values its human capital; likewise, the value of human capital is inherently reliant on its potential to contribute to the competitive advantage or competence of the organization (Lepack & Snell, 1999).

Human capital can also be influenced by other factors such as human behavior and corporate culture, innovations, and technologies (Lepack & Snell, 1999). Therefore, understanding the role of employees (faculty, staff, and their role as the Green Office Ambassador network members) in an environmental sustainability strategy, and their perceived value of the strategy, will aid in painting a better picture of how to communicate the goals and objectives of the organization effectively and efficiently so that employees will ultimately contribute their best when adopting new strategies towards CSR initiatives. The approach of investing in employees’ development and permitting employees’ higher participation in decision making can foster a higher level of commitment from employees and, in turn, will enhance employees’ perceived value and behavior when adopting and implementing an

environmental sustainability strategy in an institution (Graves & Sarkis, 2018). After all, and as it was stated in the case study by Richardson and Lynes, “If the leadership of the University doesn't think it's important enough to talk about it and to emphasize it on say a quarterly basis, then I can't imagine how anybody in the whole chain of command should be caring” (Richardson & Lynes 2007, p. 349).

2.5.7 Perception and Its Impact on Employees' Perceived Value

It can be established that employees' perceptions of corporate sustainability and “the rapid diffusion of its practices can be attributed to the positive influence of corporate social responsibility on business performance, such as improved reputation and profits” (Choi & Yu, 2014, p. 349). However, how to shift employees' perceived value from the business-as-usual one-sided view to one that enhances employees' morale, participation, and engagement remains the question and a challenge for many universities when adopting and implementing CSR practices, especially in environmental protection and stakeholder (employees) relations (Alshuwaikhat & Abubakar, 2008). Thus, it is key to understand employees' perceived value of corporate actions so that the role of employees' and their citizenship can be evaluated and addressed accordingly for the betterment of the organization's environmental sustainability strategy.

A shift in paradigm must take place when it comes to adopting and implementing corporate sustainability and its CSR strategy in the workplace (Wilson, 2003). Employees are a key element when it comes to addressing sustainability and how it can impact both the organization in question and employees (Brinkhurst et al., 2011). All employees should be in sync and work in unison towards the goals and objectives that are set in place (Yoxon, 2011). After all, people tend to behave according to their perceptions of what reality is rather than reality itself (Shin, Hur, & Kang, 2016). But what is perceived value and what's its relationship to employees? “perceived value can be regarded as a consumer's overall assessment of the utility of a product (or service) based on perceptions of what is received and what is given.” (Sweeney & Soutar, 2001). Such an assessment can also be referred to as “a comparison of a product or service's 'get' and 'give' components. The most common such definition of value is the ratio or trade-off between quality and price” (Sweeney & Soutar, 2001). Thus, it is key to question the services or products that institutions seek to address and alleviate the inherent issues caused by their actions (Alshuwaikhat & Abubakar, 2008). Service can be the teaching of the environmental sustainability strategy and the approach used to deliver the information, while waste, bike use, and green office management initiative can all be looked at as the products and challenges the University of Waterloo is trying to address (Alshuwaikhat & Abubakar, 2008). Thus, the term perceived value, a marketing term that refers to the customers' evaluation of the merits of a product or service and its ability to meet their needs and expectations, especially in comparison with its peers” (Kopp, 2020). Peers in this context can be translated as employees value companies that share their values. Therefore, there is a need to change and align employees' values and their perceived value of CSR initiatives for institutions accordingly to achieve the desired campus sustainability outcome (Linnenluecke & Griffiths, 2010). Thus, it is crucial to understand employees' perceived value when it comes to addressing corporate sustainability approaches and their impact on CSR practices, especially those relating to stakeholder relations (management and employees social interactions) and its effect on employees' overall job satisfaction. (Wilson, 2003). With this understanding, organizational culture, management and their effect on employees' engagement, values and their role, and lastly, the impact of the perceived value, all can reflect the relationship between CSR practices and employees' attitudes and behavior in campus initiatives and its activities.

2.6 Desired Corporate Sustainability Model and Its Impact on Employees' Intrinsic and Extrinsic Value Approach

The desired human relations model will reflect cohesion, participation, and morale among employees. It is also a prerequisite and segue for other models to be adopted effectively and accordingly as time progresses (Linnenluecke & Griffiths, 2010). However, when it comes to addressing sustainability and corporate sustainability, the rational and open system goal models seem to dominate organizations' cultures (Linnenluecke & Griffiths, 2010).

The open system main objective is growth and resource acquisition, (emphasis on adaptability, change, and readiness) and the main rationale objective is efficiency and productivity, where often employees are motivated by the belief that they will be rewarded for competent performance that is aligned well with the organizations' goals and objectives (Linnenluecke & Griffiths, 2010). A classical assumption and employees' perception of CSR initiatives does not imply that the other two (human relation models – cohesion and morale ends and internal process model) ends and their totality is not important; but rather their inclusion can be justified by the intrinsic value to balance the interrelated yet competing elements of sustainability objectives and campus sustainability issue (Hahn et al., 2018). Their normative position has two implications: 1) sustainability objectives are each ends in themselves and none should be systematically subordinated to any; 2) the intrinsic value of the plurality of sustainability objectives, even if these are competing (Hahn et al., 2018). Even though this approach is beneficial, and can be accomplished via training, development of human resources, open communication, employee involvement, and participative decision-making, it does not bring about or call for a new innovative break-through model of organizational behavior to be admired and emulated by other management schools. Achieving or at least operationalizing the desired model will require an economic balance creation towards internal stakeholders (e.g., employees) from any CSR initiative taken. Notably, the following “extrinsic motivation through pay satisfaction might be effective when social interactions are present but is otherwise insufficient to drive sustainable innovation” (Delmas, & Pekovic, 2018, p. 1072).

Every problem has an inevitable issue (barrier/s) associated with it. Thus, it is clear yet crucial to bring about some understanding of how an organization can deliver a message that can effectively (extrinsic approach), and collectively (intrinsic approach) impact employees to achieve sustainable innovations or the desired performance level in environmental sustainability strategies. It is imperative for organizations to understand and realize that work is a social activity that engages the same social needs and responses like any other part of life and calls for connection, co-operation, support, and trust from all members within the organization (Delmas & Pekovic, 2018). But before this can be achieved, a strong sustainability-oriented corporate culture requires consensus of environmental values and beliefs between individual employees and their organization (Linnenluecke & Griffiths, 2010), and also economic and social values and beliefs between individual employees and their organization. The economic (revenue and reduce cost), social (employee well-being/happy and motivated), and the environmental dimension should be addressed collectively when corporate sustainability is in motion. Put differently, it should not be adopted and implemented from the individualistic approach, but rather from the harmonic and holistic approach that addresses the triple bottom line at a desirable level for now and “simultaneously” for generations to come. This constitutes the need for a continuous action that justifies a CS/CSR ambition level of, “A fully integrated and embedded in every aspect of the organization, aimed at contributing to the quality and continuation of the life of every being and entity for now and in the future. The motivation

for CS is that sustainability is the only alternative since all beings and phenomena are mutually interdependent. Each person or organization, therefore, has a universal responsibility towards all other beings” (Marrewijk, 2003, p. 9). Thus, the creation of a more inclusive environment that fosters and facilitates interpersonal contacts between employees can increase their creativity and can lead them to give more back to the organization. A strong sustainability-oriented corporate culture requires a consensus of environmental, social, and economic values and beliefs between individual employees and their organizations (Linnenluecke & Griffiths, 2010). Since campus sustainability calls for a strategy, there is an apparent need for a motivational tactic to help bridge the gap between corporate expectations and employees’ desired performance levels in an institution’s environmental campus sustainability strategy.

The operationalization of the intrinsic conceptual framework approach of the four (sustainability, corporate sustainability, sustainable development, and CSR) notions, their relevant components, and their concepts process are illustrated below.

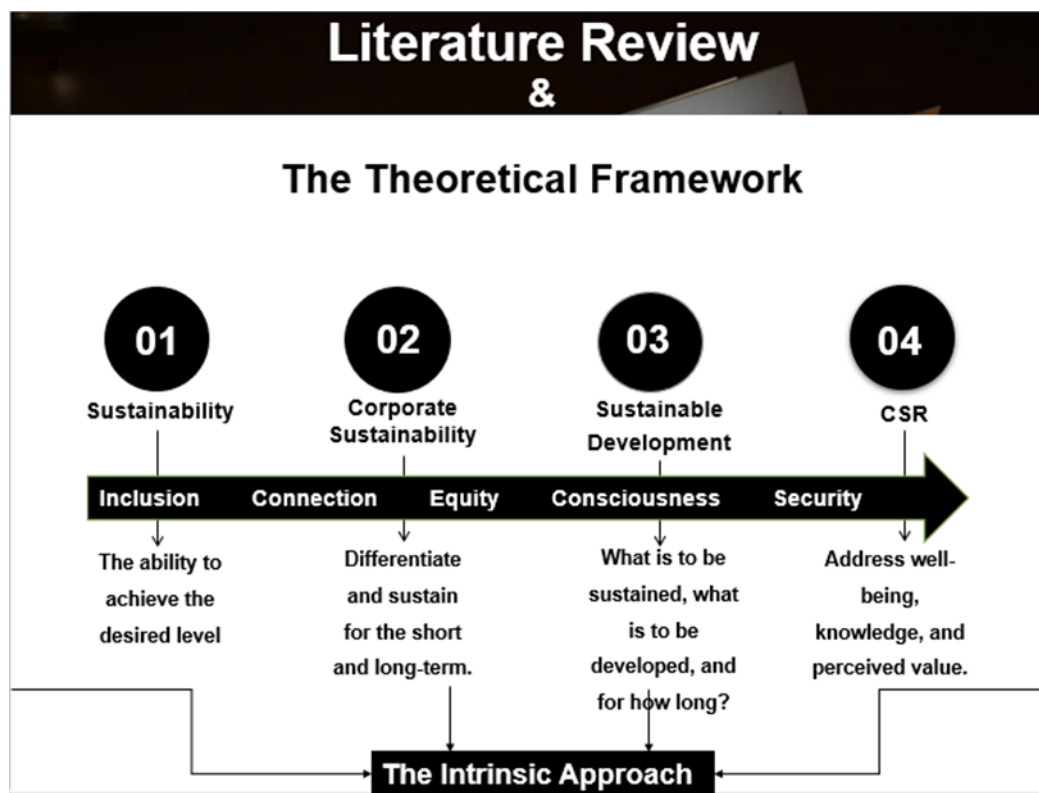


Figure 1: The intrinsic conceptual campus sustainability approach of the four notions, the relevant components, and the concepts process (constructed by the author).

As stated, all business responsibilities such as legal, ethical, and philanthropic (Carroll, 1991), are heavily dependent and predicated upon the economic responsibility and stability of the organization. Thus, it is a clear-cut case that first, an organization must develop most of its societal engagement concerning the economic goals of the organization. With such understanding and establishment of the economic importance and its impact on an organization (or institution), only then would it be viable to pursue and recognize both economic sustainability as well as social and environmental sustainability equally (Schaltegger et al., 2012), and that alone can be looked at as a business case “of” sustainability because the interrelated yet competing objectives of sustainable development and campus sustainability has become equally connected not only by financial gains but by establishing the balancing act of the triple bottom line objectives of contributing to the solution of societal or environmental problems

simultaneously (Schaltegger et al., 2012). Conversely, the above coincides well with the statement of “a paradox perspective on corporate sustainability accommodates interrelated yet conflicting economic, environmental, and social concerns with the objective of achieving superior business contributions to sustainable development” (Hahn et al., 2018, p. 237). Hence, the call for a business case to address employees’ well-being, knowledge, perceived value, and their effect on employees’ participation and engagement level in CSR initiatives is needed more now than ever to bring about some understanding behind the relation between campus sustainability and employees’ overall performance in an institution’s CSR initiatives.

The intrinsic and extrinsic factors are the two human motivation-based factors (Linden, Maibach, & Leiserowitz, 2015). Intrinsic motivations can add value by relating and addressing the issue from a personal and internal process perspective rather than the inherited assumption that people are automatically driven by monetary rewards, e.g., extrinsic motivation/short-term (Linden et al., 2015). Thus, and as a tactic, addressing the intrinsic needs can be an effective driver for the adaptation process of pro-environmental behavior while simultaneously addressing and relating the extrinsic financial gain that can be achieved from the chosen CSR initiative (Linden et al., 2015). Furthermore, the relationship between the perceived corporate sustainability policy and employees’ eco-initiatives are mediated by perceived organizational support (Guerci et al., 2015).

The three contradictory yet interrelated elements (knowledge, perceived value, and well-being) can be associate with the five key components of sustainability (Gladwin et al., 1995). After all, secured and equity can be related to well-being, and being conscious (prudence) is related to knowledge and being aware, while connectedness and inclusion can be associated with the perceived value factor (Gladwin et al., 1995).

Pay satisfaction, which is the negative or positive attitude a person has towards their pay, was identified by other research (Williams, McDaniel, & Nguyen, 2006) to be one of the most important factors to consider when it comes to human resource management. Pay satisfaction can have an impact on employee turnover, absenteeism, and increased job performance (Delmas & Pekovic, 2018), and may influence employees’ input in environmental sustainability initiatives. However, the main purpose here is to create a balance that can lead to an increase in participation and engagement, enhanced economic and social success for both the business (the institution) and employees while causing no added cost to the organization in question from the chosen CSR initiative; a business case “of” corporate sustainability.

The chosen social (intrinsic impact) activity should address and bring about some understanding of its effect on employees’ perceived value, knowledge, well-being (motivation and happiness), and corporate future economic and social sustainability. In essence, and as was mentioned, the activity should be a voluntary or mainly voluntary activity to contribute to the solution of societal problems, e.g., motivate employees to support the firm’s initiatives and implement sustainable activities effectively; can be measured or argued for convincingly; and lastly, should lead to both, the intended societal and economic success for both the organization and society (community, employees, students) from the chosen CSR initiative (a Win-win situation). “Principally, the major prescription for organizational leaders is to develop a strong and highly integrative sustainability-oriented organizational culture, which permeates and unites corporate members and fosters a sense of identity and commitment to common corporate environmental goals and aspirations (e.g., Dodge, 1997). A strong sustainability-oriented corporate culture requires the consensus of environmental values and beliefs between individual

employees and their organization” (Linnenluecke, & Griffiths, p. 262, 2010). Therefore, it is key for management to question the current intrinsic values in place, and how these values affect employees’ input in the development of sustainability initiatives in an institution’s environmental campus sustainability strategy.

2.7 Literature Gap and Research Opportunity

“If an organization wants to promote the development of OCB (organizational citizenship behaviors), it must promote a culture in which the values and characteristics of cooperation, mutual help, respect, and loyalty are present” (Pérez, Salinero, & Topa, 2018, p. 336). Put differently, for the success of sustainability management from implementing a campus environmental sustainability strategy, the three contradictory yet interrelated elements (knowledge, perceived value, and well-being) ought to be regularly assessed from the basis of sustainable development components (principles, inclusion, connection, equity, prudence, and security), and must be adhered to and practiced continuously as an integral part of sustainability for both the current and future success of corporate social responsibility. Moreover, and for the objective of the study (bridging the gap between corporate expectations and employees’ performance), employees and students (customers), are key stakeholders in the development of sustainability initiatives. Without focusing on any of the stakeholders mentioned, universities cannot sustain and achieve their CSR goals and objectives. Equally important, it can be assumed that universities that do not focus on employees first may not be able to implement CSR activities, policies, and practices for other stakeholders effectively (Haq et al., 2017).

The study calls for an internal assessment of employees’ well-being, perceived value, and knowledge of current CSR initiatives, and their effect on employees’ participation and engagement levels in CSR practices and its activities. It is key to assess the culture of an organization, because the climate of an organization can reflect “the shared perceptions that employees hold regarding the policies, practices, and procedures that an organization rewards, supports, and expects” (Guerci et al., 2015, p. 326). The internal assessment will analyze and measure the sustainable development of the campus environmental sustainability strategy, and in turn can reveal a better picture of where we are, where we desire to be (destination), and the gap (or sustainable development) that needs to be filled to get us there. From a theoretical framework approach, it is imperative to keep in mind that the proposed value of corporate social responsibility, its delivery, and how employees perceive it, will play a major role in employees’ attitudes and behavior. This was identified and clarified by the “organizational behavior theory, which suggests that employees’ perceptions of events or activities influence the employees’ attitudes and behaviors even more than the events themselves” (Choi & Yu, 2014, p. 350). As was stressed, organizations often adopt CSR due to growing pressure from a variety of stakeholders to pursue CSR efforts actively, and that alone has caused the everlasting desire to understand employees’ perceptions of their organizations’ CSR initiative (Kechiche & Soparnot, 2012). The pressure has led organizations to focus more on how they can improve their image and cost reduction (both are functional, business, and corporate level strategies) and less on their most crucial internal stakeholders, their employees (Hamman et al., 2009). As a result, it led organizations not to engage in CSR activities to facilitate the performance of their employees (e.g., human resource management practices, and leadership styles). This is the main reason why it is “intuitively difficult to believe that employees’ perception of CSR is likely to directly influence their job performance. Rather, it is reasonable to anticipate that employees’ perception of CSR would affect their psychological states or work attitudes, which in turn would influence their job

performance” (Shin et al., 2016, p. 493). Therefore, it is imperative to acknowledge that faculty and staff will give their best if they fully comprehend the decisions that will affect them, how and why these decisions arose and how their contribution can and will make a difference (Yoxon, 2011).

It time to shift our focus from the big picture of sustainability, corporate sustainability, and sustainable development and narrow down the impact of corporate sustainability on campus sustainability, its justifiable effect on employees’ well-being, knowledge, perceived value, and its association to their participation and engagement level in CSR practices (environmental protection and stakeholder relations). To conceptualize the literature from the intrinsic approach of sustainability, campus sustainability, CSR practices (environmental protections and stakeholder relations), and their relation to the interrelated yet contradicting elements (knowledge, well-being, and perceived value), their association with sustainable development attributes (Goals, indicators, and values), and management role (social interactions) and their impact on the type of motivation needed at time of bridging the gap between employees’ participation and engagement levels, and campus expectations in an institution’s environmental campus sustainability strategy, a theoretical structural holistic framework of a campus environmental sustainability strategy is illustrated below to achieve a comprehensive picture of the literature.

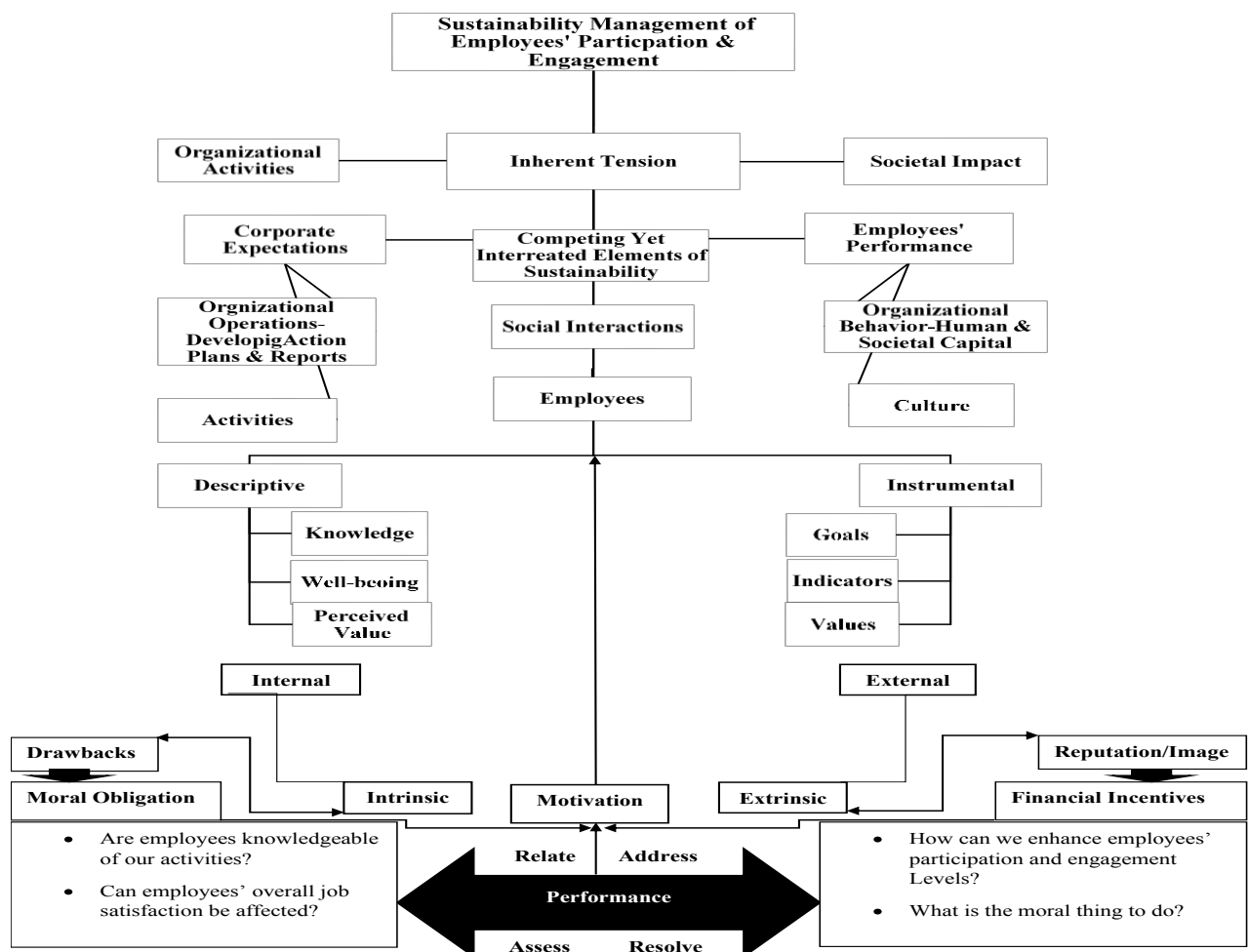


Figure 2: Operationalization of a campus environmental sustainability strategy framework and its impact on employees (constructed by the author).

Chapter 3

Theoretical Framework

As mentioned, another way of viewing corporate sustainability is as a theory that reflects an evolution from a conceptual perspective of the stakeholder theory (Gentile, 2009). It was stated that “we see “stakeholder theory” as a framework”, a set of ideas from which a number of theories can be derived.” (Parmar, Freeman, Harrison, Wicks, Purnell, & De Colle, p. 2010). As result, the stakeholder theory and its connection to the self-determination theory, contingency theory and its relation to the social identity and identity theory, will primarily be used as an extension of the literature review, and this can aid in grounding the present central question and help in building the needed analysis, provide a transformative and explorative perspective (Creswell, 2014), and call for or lead to action, or a change-based approach towards operationalizing the following theories, their role, their influence on the sub-questions building process, and lastly, their impact on the sustainability management.

The theories will also aid in explaining the results by relating: 1) the effect of employees’ perceived value of the culture and its effect on their attitude and overall job satisfaction levels; 2) the aspects of organizational operations within an institution’s sustainability strategy and their relevance to employees’ behavior; 3) the influence of financial incentives (a type of motivation) and their effects on employees’ participation and engagement; 4) the intrinsic values that lead to strong sustainability-oriented corporate culture, and how these values affect employees’ total input in into the development of sustainability initiatives at the University of Waterloo. Lastly, the theories will justify the use of the three key elements as indicators to reveal a better-generalized picture of the current status quo of employees’ participation and engagement levels in the campus initiative and its relevant activities from the descriptive, instrumental, and normative aspects of the stakeholder theory approach.

3.1 Stakeholder Theory

The stakeholder theory is a theory that represents organizational management and ethics (Phillips, Freeman, & Wicks, 2003) where “it addresses the morals and values explicitly as a central feature of managing organizations” (Phillips et al., 2003, 481), and not only managing the wealth of the shareholders but also managing the well-being (motivated and happy) of those who can either assist or hinder the desired achievement of the institution’s (or organization’s) goals and objectives, which is the central admonition of the theory (Phillips et al., 2003). Moreover, organizations (or institutions) can be understood as a “set of relationships among groups that have a stake in the activities that make up the business” (Freeman, 1984; Jones, 1995; Walsh, 2005). “It is about how customers, suppliers, employees, communities, and managers interact to jointly create and trade value.” (Parmar et al., 2010). Therefore, it is crucial for management to explore and assess their relationship with their employees to better develop their campus environmental sustainability strategy (Freeman & McVea, 2001). Equally important, it is key for the interests of employees to be integrated into the very purpose of the firm and assessed regularly. Also, it is imperative for stakeholder relationships (between employees and management) to be managed strategically and coherently (Freeman & McVea, 2001). This is why it is critical for management to question whether the current organizational operations aspects (e.g., developing action plans and reports), management social (social interaction) practices, the motivation of human capital management (intrinsic/extrinsic) aspects and their impact on employees’ attitudes and behavior are in line with the goals and objectives of the institution (or organization). The core of the theory is about

management and their role in making trade-offs, and how to improve the trade-offs for all those who may be affected (Parmar et al., 2010). Such outlook of the stakeholder theory is not solely for an institution to survive and thrive, but also as “a moral endeavor because it concerns questions of values, choice, and potential harms and benefits for a large group of groups and individuals” (Parmar et al., p. 6, 2010), and this coincides well with the socio-demographic and organizational characteristics of an institution.

There are three aspects associated with the stakeholder theory (Donaldson & Preston, 1995). First, the descriptive aspects aim to describe and often explain the specific characteristics and behavior of an organization (Donaldson & Preston, 1995). For example, they can describe the nature of the organization, how organizations and their primary and secondary stakeholders are managed, and describe the organization as a constellation of cooperative (which can reflect employees’ knowledge of the different activities and their level of participation in the development of sustainability initiatives at the University of Waterloo) and, at times, competitive interests (Donaldson & Preston, 1995). Such descriptive aspects also reflect and explain the past, present, and future states of activities or affairs of an organization and their stakeholders, and how the interests of different stakeholders are represented (Donaldson & Preston, 1995).

The instrumental aspect seeks to establish a framework for examining the connection, or at times, a lack of connection between employee management, and corporate expectations, e.g., economic benefits, reputational growth, and compliance (Donaldson & Preston, 1995). Also, and from the instrumental aspect, the organizational operations aspects (reports and developing action plans) can play a crucial role in examining and relating past or current organizational performance, and whether the institutions in question is in the right direction of achieving the desired campus (or corporate) expectations. Lastly, the normative aspect interprets and reflects the function of an organization (institution), which includes moral and philosophical guidelines for operating and managing an organization (Donaldson & Preston, 1995). However, it is key to note that “the normative base serves as the critical underpinning for the theory in all its forms” (Donaldson and Preston, 1995, p. 66), and that the stakeholder theory is most fundamentally a moral based theory “that specifies the obligations that companies have to their stakeholders” (Parmar et al., 2010). The connection between all three aspects of the stakeholder theory can help in describing, evaluating, and managing corporate social performance in a campus environmental sustainability strategy, and that is what this study aims to address.

The two key purposes of stakeholder theory offered by Brenner and Cochran (1991, p. 452) are: “to describe how an organization operates and to help predict organizational behavior,” while the focus of the stakeholder theory is to “enable people to cooperate and create more value through their activities at the corporation” (Parmar et al., p. 14, 2010) or an institution and its aim is “to connect a concern for moral conduct with the process of value creation (Parmar et al., p. 19, 2010).” With such understanding, and since the study intends to analyze an environmental sustainability strategy and employees’ overall participation and engagement levels, it is important to incorporate other theories to better relate the three aspects of the stakeholder theory (descriptive, instrumental, and normative) and their approaches with the relative questions and results of the study.

3.1.1 Relevance to Employee Management

From the descriptive perspective, the theoretical approach behind the argument in which the environment/social performance and their relation to corporate performance (or economic gains) share a

positive and synergetic link can be examined from a different perspective, the business case for sustainability angle (Schaltegger et al., 2012). Employees can be key elements for the short and long term success of an institution's environmental sustainability strategy, and their salience is legitimate due to their presence within a company aligning input and implementation roles with stakeholders in an organization, which is defined as: "any group or individual who can affect or is affected by the achievement of the organization's objectives" (Freeman, 1984, p. 5), or a "group that the firm needs in order to exist" (Parmar et al., 2010). Many theorists agree that such a notion reflects the importance of respecting other issues besides economic ones (Salzmann et al., 2005), such as the effect of the perceived value that an environmental sustainability strategy has on employees' attitude and behavior, i.e., participation and engagement (Graves & Sarkis, 2018).

Employees' fundamental disposition can be attributed as the main element in business activities and can be the main factor (all employees) for the success of these activities, and as a result, and from an organizational behavior approach, it is key to address the key dimensions of stakeholder relationship in an environmental sustainability strategy (Parmar et al., 2010), e.g., social practices/social interactions. Thus, addressing employees' well-being, knowledge, perceived value and their effect on employees' participation and engagement level in CSR practices can be justified as a part of a business case for corporate sustainability (Guerci et al., 2015).

Most of the recent research on the link between voluntary sustainability measures and corporate economic success stresses the possibility of a win-win (business case) or triple-win potential (Schaltegger et al., 2012). This falls under and can be justified by the classical belief that it is in a firm's long-term, enlightened self-interest (as generally known) to be socially responsible (Carroll & Shaban, 2010). In addition, by addressing environmental and stakeholder relations, a proactive notion (anticipating, planning, and initiating) will be projected that is practical and less costly than simply reacting to a social problem once it has surfaced (Tanzil & Beloff, 2006). Conversely, it will reflect an ethical responsibility where the institution voluntarily took action to promote and pursue social (balancing) goals that extend and go beyond their legal responsibility. This is a good example of corporate (or campus) sustainability and responsibility in action simultaneously where employees' perceived value of the environmental sustainability strategy and its connection to their overall job satisfaction levels are addressed and evaluated from the normative aspect of the stakeholder theory.

It is imperative for the institution in question to establish the need to see value creation and trade, first and foremost, as creating value for employees (Parmar et al., 2010). The balancing act can be examined using a moral (normative) approach as an added value and value-added proposition for the institution and employees simultaneously. Three possible benefits can emerge successively by addressing and evaluating the connection between employees' perceived value and job satisfaction (Choi & Yu, 2014): an immediate positive understanding of the environmental sustainability strategy impact on employees' perceived value and its connection to their job satisfaction level, a possible overall increase in productivity and economic success (added value, instrumental aspect), and a possible enhanced image of value chain operations that are cohesive and collaborative in action (value-added). Such an approach demonstrates a good corporate citizenship example whereby employees' welfare and relations are addressed, and the firm's economic success is maintained or at times is increased, resulting in a win-win situation at its best where corporate social performance and corporate financial performance is achieved (Schaltegger et al., 2012). The approach will project voluntary actions taken by the organization to

promote and pursue social goals that extend beyond their legal responsibilities, a moral approach from the normative aspect perspective of the stakeholder theory of addressing the role of social capital management and its effect on employees' attitude and overall job satisfaction in a campus environmental sustainability strategy.

The intention is to seek a competitive advantage, which is mainly understood and perceived in the context of a differentiation strategy, where the institution in question will set itself apart from the competition. To achieve the desired level of competitive advantage, the firm must acknowledge that the social responsibility strategy chosen should be followed with a genuine and carefully conceived notion that it is voluntary in action first, and must be unique (Carroll & Shabana, 2010) in its delivery and intent towards positively impacting employees' well-being, knowledge, their perceived value, and its effect on employees participation and engagement in the environmental sustainability strategy in question.

But again, at what cost? Both this question and our understanding behind the elements needed to bridge (the balancing act), or at least minimize the gap between corporate expectations (desired cost reduction, and reputation) from past, current, and future (descriptive aspect) initiatives and employees' performance levels in environmental sustainability strategies, will be addressed throughout this paper. After all, without an inclusive policy (Carroll & Shabana, 2010), firms may be at a competitive disadvantage in recruiting and retaining employees, and investors equally. Such an approach can be viewed as an integral part of a corporate social responsibility strategy that aims to enhance the institutions' overall social (normative aspect) performance (Porter, & Kramer, 2011) and economic (instrumental aspect) success simultaneously.

3.2 Self-determination Theory

The concept of intrinsic and extrinsic motivation plays an important role in self-determination theory (Gagné & Deci, 2005). The framework of the self-determination theory (SDT) is constructed around human motivation and personality, and how social and cultural factors can play a role on employees' sense of volition and freedom (Gagné & Deci, 2005). As a result, the need for these human inner relations can be defined differently when it comes to SDT. "SDT defines needs as universal necessities, as the nutriments that are essential for optimal human development and integrity (Ryan, Sheldon, Kasser, & Deci, 1996). According to this definition, something is a need only to the extent that its satisfaction promotes psychological health and its thwarting undermines psychological health. Using this definition, the needs for competence, autonomy, and relatedness are considered important for all individuals so SDT research focuses not on the consequences of the strength of those needs for different individuals, but rather on the consequences of the extent to which individuals are able to satisfy the needs within social environments" (Gagné & Deci, 2005, p. 337).

3.2.1 The Effect of SDT on Employees' Participation and Engagement

When it comes to motivating employees, management must first put themselves in their employees' positions and ask the main question, "why am I doing this? and what do I hope to achieve?" (Mozes, et al., 2011, p. 314). These two questions serve as the foundation behind motivation and "are the extent to which individuals are able to satisfy the needs within social environments" (Gagné & Deci, 2005, p. 337). They must also realize the two types of motivation. First, the external, where employees pursue pro-environmental (PEBs) behaviors because of factors outside of themselves, where rewards, approval, or avoidance of punishment are possible objectives. Second, the internal, where employees believe they

should perform PEBs otherwise they will feel guilty, the identified motivation, where employees practice PEBs to fulfill their values and fully embrace sustainability, and the intrinsically motivated employees that carry on PEBs because they view it as a fun, interesting, or challenging endeavor, e.g., “they find pleasure by streamlining the process to reduce waste” (Graves, & Sarkis, 2018, p. 577). These subjective influences can be attributed to the self-determination theory (Deci & Ryan, 2008). The self-determination theory (SDT) is an empirically based theory that relates to human motivation, development, and wellness (Deci & Ryan, 2008).

The theory focuses on types (the motivation of human capital management aspects), rather than just the level of motivation that addresses the basic issues such as “personality development, self-regulation, universal psychological needs, life goals and aspirations, energy and vitality, nonconscious processes, the relations of culture to motivation, and the impact of social environments on motivation, affect, behavior, and well-being” (Deci & Ryan, 2008, p. 182). The theory presented coincides well with the descriptive aspect of the stakeholder theory, where characteristics and behavior are assessed.

Without a doubt, motivation is an energizing force that induces actions, and although this approach seems to be promising, institutions still find it challenging to increase their employees’ participation in their environmental sustainability strategies, and this can be primarily due to the lack of addressing and ensuring that a reciprocal effect will be established from the chosen initiative. In other words, “employee behavior in CSR organizational initiatives must underline a specific motivation to participate and contribute to these activities” (Mozes et al., 2011, p. 314). Conversely, the self-determination theory argues that behavior depends on the type of motivation, not just the level of motivation (Deci & Ryan, 2008). Such an approach can remedy the ever-lingering question that employees may ask themselves: what’s in it for me? And since rewards are seen as an external type of motivation, and based on the literature, pay satisfaction, which is the negative or positive attitude a person has towards their pay, was identified by other research (Williams et al., 2006) to be one of the most important factors to consider to increase employees’ job performance, (Delmas, & Pekovic, 2018) or perhaps increase employees’ input in environmental sustainability initiatives, then this begs the question of whether financial incentives (the motivation of human capital management extrinsic aspect) would increase employees’ participation and engagement levels in environmental sustainability activities. Therefore, addressing and understanding the two factors (external and internal motivation), and how they can impact employees’ participation and engagement, can be a key indicator in identifying the needed strategies to enhance employees’ performance levels in campus sustainability activities. Hence, the relations of culture to motivation, and the impact of social environments on motivation, affect, behavior, and well-being should be assessed and analyzed to provide a better picture of the relationship between corporate expectation and employees’ participation in an institution's environmental sustainability strategy. Equally important, and from an internal stakeholder management approach, it is imperative to balance both, human capital (motivation) and societal capital (supportive culture) to achieve the desired attitude and behavior from employees in CSR initiatives, and ultimately achieve the desired competitive positioning for the instituting in question.

3.3 Contingency Theory and Its Relation to the Social Identity Theory and Identity Theory

3.3.1 The Impact on Employees' Perception

The basis of the contingency theory and its paradigm reveals that organizational effectiveness results from the chosen leadership and motivation approach (organization's characteristics) that fit with contingencies (environmental sustainability strategy) that reflect the situation of the institution in question (Donaldson, 2001).

From an organizational behavior perspective, it can be suggested that employees' perceptions of events or activities influence employees' attitudes and behaviors even more than the events themselves (Choi & Yu, 2014), and this can be relative when it comes to questioning whether the drivers of campus sustainability (financial benefits, and reputation) are the main reason for adopting and implementing CSR practices and its activities in an institution. Conversely, Organizational Citizenship Behaviors refers to "individual discretionary behavior that goes beyond the formal reward system and promotes organizational effectiveness" (Choi & Yu, 2014, p. 354). Thus, clarifying the environmental sustainability strategy (the contingency) for employees through collaboration and communication can play a vital role in enhancing employees' perception of CSR practices and their citizenship towards their working environment regarding that external situation. Moreover, it will also reflect the desired intrinsic values of a strong sustainability-oriented corporate culture, and their positive effect on employees' input in the development of sustainability initiatives. After all, institutions desire employees who will do more than their usual job duties and provide performance beyond expectations (Choi & Yu, 2014).

Employees feel more satisfied with their job when they realize their institution is contributing to society and the institution values their input as a crucial factor for the overall success of the environmental sustainability strategy and the organization (Porter, Kramer, 2011). This can be justified based on the social identity theory and identity theory where "the self is reflexive in that it can take itself as an object and can categorize, classify, or name itself in particular ways in relation to other social categories or classifications" (Stets, & Burke, 2000, p. 224). Thus, the more employees can align and identify themselves with a specific (environmental sustainability strategy) situation within an institution (descriptive aspect), the more they will be inclined to participate and become engaged. Equally important, the perception of the organization's values, ethics, and social responsiveness will play a major role in retaining and attracting employees, and achieving the desired (i.e., instrumental aspect) participation and engagement levels in an environmental sustainability strategy (Haq et al., 2017). Therefore, it is important to assess organizational operations aspects (e.g., reports) and their relevance to the institution in question current disposition of where they are, and where they desire to be for now and for generations to come.

3.4 The Relative Connection to the Stakeholder Theory Approach

It was stated by Donaldson and Preston in their 1995 (The Stakeholder theory of the Corporation: Concepts, Evidence, and Implication) article that "unfortunately, the large body of literature dealing with the connections, if any, between various aspects of corporate social performance or ethics, on one hand, and conventional financial and market performance indicators, on the other, does not translate easily into a stakeholder theory context. Whatever value the social/financial performance studies may have on their own merits, most of them do not include reliable indicators of the stakeholder management (i.e., the independent variables) side of the relationship" (Donaldson & Preston 1995, p. 78). Even though many

assessment tools have been used by organizations since 1995, e.g., The Auditing Instrument for Sustainability in Higher Education (AISHE), EMS Self-Assessment Checklist, etc. the three key indicators, well-being, knowledge, perceived value, and their independent variables in question, can serve as a crucial fundamental step in relating a campus (or an organization) performance and employees' performance in an environmental sustainability strategy (Delmas, & Pekovic, 2018). Moreover, the three key indicators and their relevant independent variables can aid in filling the void by relating their results from the descriptive, instrumental, and normative approach of the stakeholder theory. Therefore, and from a sustainability management perspective, it is key for an institution to question, relate, address, assess, and resolve the three social elements in their sustainability management efforts, and how these elements impact employees' participation and engagement levels in achieving corporate or campus expectations. Key variables, items, and relevant references are illustrated in the figure below.

Theory	Variables	Items	References
Stakeholder	Descriptive	Knowledge, Well-being, Perceived Value.	<p>Explains the specific characteristics and behavior of an organization (Donaldson & Preston, 1995).</p> <p>Describes the nature of the organization, how organizations and their primary and secondary stakeholders are managed, and describes the organization as a constellation of cooperative (which can reflect employees' knowledge of the different activities and their level of participation in the development of sustainability initiatives (Donaldson & Preston, 1995).</p> <p>Descriptive aspects also reflect and explain the past, present, and future states of activities or affairs of an organization and their stakeholders, and how the interests of different stakeholders are represented (Donaldson & Preston, 1995).</p>
	Instrumental	Economic Benefits, Reputational Growth, Compliance	<p>The instrumental aspect seeks to establish a framework for examining the connection, or at times, a lack of connection between employee management, and corporate expectations (the desired results), e.g., economic benefits, reputational growth, and compliance (Donaldson & Preston, 1995).</p> <p>Can lead to a positive understanding of the environmental sustainability strategy impact on employees' perceived value and its connection to their job satisfaction level, a possible overall increase in productivity and economic success and a possible enhanced image of value chain operations that are cohesive and collaborative in action (Choi & Yu, 2014).</p> <p>Organization's values, ethics, and social responsiveness will play a major role in retaining and attracting employees, and achieving the desired (i.e., instrumental aspect) participation and engagement levels in an environmental sustainability strategy (Haq et al., 2017).</p>
	Normative	Values, Ethics, And Social Capital management,	<p>Moral and philosophical guidelines for operating and managing an organization (Donaldson & Preston, 1995).</p> <p>Stakeholder theory is most fundamentally a moral based theory "that specifies the obligations that companies have to their stakeholders" (Parmar et al., 2010).</p>

Figure 3: The key variables, items, and relevant references (constructed by the author).

The conceptualized theoretical framework can be justified because it explicitly reflects and grounds that the stakeholder theory is managerial in the broad sense of the term (Donaldson & Preston, 1995) in which recommends understanding of employees' attitudes, characteristics, organizational structure, and human capital management practices where when taken together, constitutes the

philosophical employees' management approach presented (Donaldson & Preston, 1995). The descriptive approach showed that the concepts embedded in the theory correspond to the current observed reality (Donaldson & Preston, 1995), and the instrumental identified and related the evidence of the connection between employees' management and campus performance. Lastly, and as was indicated, the normative aspect is justified as it does "appeal to underlying concepts such as individual or group "rights," "social contract," or utilitarianism. (Brummer's recent survey of this literature ignores descriptive issues but emphasizes "power and performance," i.e., instrumental, and "deontological," i.e., normative, arguments" (Donaldson & Preston, p. 74, 1995)

3.4.1 Research Purpose and Objectives

The purpose of this study is to address the (gap) disconnect by examining the University of Waterloo campus environmental sustainability strategy and its impact on employees' well-being, knowledge, and perceived value; additionally, the objective is to analyze and describe the relationship between the variables of drawbacks, financial incentives, employees' perception of the strategy, and their effect on employees' overall job satisfaction, participation, engagement, and total input in the campus sustainability initiatives.

Chapter 4

Methods

4.1 The Paradigm Shift Makeup

The intrinsic nature of the phenomenon and its concept calls for the quantitative research approach to be used in the study. The inevitable consequences from campus activities and operations, and the implemented initiatives to mitigate and balance the dimensions of sustainable (the economic, social, and environmental) development, lead me to focus primarily on the research problem and address it holistically to derive knowledge about the problem, “draw liberally from both quantitative and qualitative assumptions” (Creswell, 2014. p. 36) and relate (with the aim to generalize) the findings of institutional campus CSR practices, e.g., environmental protection and stakeholder relations.

4.1.2 Process of Building the Questions

The main concept behind choosing questions is to understand the phenomenon from someone else’s lens: what is the main point they are trying to address? And what is the gap they are trying to fill? Or perhaps, problematize (defamiliarize) the common knowledge, which in turn, can give a better approach to build reasoning to clarify where one stands in the problem from a reflection point of view (Creswell, 2014). With such understanding, it is imperative, and as was mentioned, understanding the totality of stakeholder engagement will be achieved and likely improved once the realization of how someone is living within an organization is addressed and resolved. The utilized approach enabled the questions to be derived and formulated from the chosen literature review, and they are:

- 1) What is the connection between organizational operations aspects (reports and developing action plans) of an institution’s environmental campus sustainability strategy and employees’ behavior?
- 2) What is the role of social capital management, and what effect does it have on employees’ attitudes and well-being in campus initiatives?
- 3) How does the motivation of human capital management aspect affect employees’ participation and engagement in an institution’s environmental campus sustainability strategy?
- 4) What are the intrinsic values that can lead to strong sustainability-oriented corporate culture, and how these values affect employees' input in the development of sustainability initiatives?

These questions need to be analyzed to clarify the relationship between campus (or corporate) expectations and employees’ participation, engagement, and overall input into the development of the environmental sustainability initiatives. The questions variables, items, and relevant references are illustrated in the table below.

4.2 Research Design

The lack of research of addressing the presented phenomenon facilitated for the broad research question to be developed, and as a result, became the catalyst of enacting the correlational quantitative research design that measures the degree of association (or relationship) between the independent variables (e.g., increase in job expectations, and financial incentives) and dependent variables (e.g., overall job satisfaction and participation and engagement), and their overall effect on employees’ input in the campus environmental sustainability strategy at the University of Waterloo.

4.2.1 Rationale Behind the Methodology Approach

This research addressed the phenomenon of corporate sustainability from sustainable development components (inclusion, connection, equity, prudence, and security (Gladwin et al., 1995), their significant relationship with the three main elements (employees' well-being, perceived value, and knowledge level), and their effect on employees' participation and engagement levels from a pluralistic lens approach. Consequently, an empirical study was conducted on an institution (the University of Waterloo) by assessing and measuring the relationship between the variables mentioned and their association with employees' performance. This was done to derive a better understanding of the research problem, objectively generate inferences and systematically contextualize the gap between corporate expectations, and employees' input levels in the campus environmental sustainability strategy at the University of Waterloo. The different ends of the compendium above (quantitative and qualitative approaches, Creswell, 2014) is the core reason behind the quantitative research approach.

4.2.2 The University of Waterloo

Home to 41,000 full and part-time students, the University of Waterloo is known for being at the forefront of innovation, transformational research, and inspired learning (University of Waterloo, 2019). The University leads in cooperative education and is constantly ranked as Canada's most innovative university (University of Waterloo, 2019). The notion of adopting sustainability was established back in 1990 when the university accepted a proposal for Greening the Campus initiatives. The strategy was developed between 2016 and 2017 and was released in 2017 with three interdependent goals:

- 1) Be a leader in sustainability education and research
- 2) Operate the campus sustainably
- 3) Imbed sustainability practices into campus culture

The University of Waterloo embedded (direct environmental interactions) climate change, energy, waste, water, transportation, ground, food, and procurement as eight major plans to help operate the campus more sustainably (University of Waterloo, 2019). From the organizational operations perspective approach, the university's strategy focuses on continual reporting (annual sustainability report that focuses on tracking the progress of the desired objectives), reinforcing the positioning of the Sustainability Office within the university, and implementing action plans such as the Climate Change Plan, Zero Waste Action Plan, etc. and their relevant activities, e.g., Earth Month, Bike Month Campaign, the Green Office Challenge, and Sustainability Training (seven-part certificate) program, and Sustainability Report, etc. The Sustainability Training program consists of seven sessions that aim to build on the university's sustainability goals and objectives of integrating sustainability action plans into the campus culture (University of Waterloo, 2019) In 2016, the Green Office program was piloted to address challenges, evaluate success, and obtain the resources required to maintain the goals and objectives of the strategy (University of Waterloo, 2019). The Green Office program is grassroots-driven and consists of staff and faculty. An ambassador from each participating department is supported by the following five steps to better improve sustainability in their current office space (University of Waterloo, 2019):

- 1) GO Ambassador: this step empowers department champions
- 2) GO Check: ambassadors evaluate current practices

- 3) GO Pledge: members of the department complete a participation pledge
- 4) GO Action: ambassadors implement new practices in their department
- 5) GO Awesome: departments receive recognition for their efforts

The four key (stakeholder relations) practices embedded in the environmental sustainability strategy are communication, student engagement, employee engagement, and community engagement (University of Waterloo, 2019). Although the other two stakeholders and their impact are important in campus sustainability, the study focused on the most important stakeholders (faculty and staff) that can be affected first and directly by practices and values implemented by organizations with respect to socially responsible behavior (Hamman et al., 2009).

4.2.3 The Organizational Structure

The current sustainability management organizational structure at the University of Waterloo consists of the President's Advisory Committee on Environmental Sustainability (PACES), where it represents a cross-section of stakeholders, including students, faculty, staff, and administration, to provide advice to the president on-campus sustainability programs and policies (University of Waterloo, President's Advisory Committee on Environmental Sustainability, 2020). The current core objectives of the committee are to:

- 1) Monitor compliance of and maintain Policy 53: Environmental Sustainability
- 2) Coordinate implementation of and ongoing updates to the University's Environmental Sustainability Strategy and climate action plan
- 3) Coordinate the preparation and distribution of the University's annual sustainability report
- 4) Monitor the implementation of the Council of Ontario Universities sustainability pledge and any other future commitments
- 5) Form working groups to develop, exchange information on, and coordinate implementation of specific plans, including communication and education plans for the university community, and monitor the progress of such working groups
- 6) Provide advice to the President, or to such other persons or bodies as the President may direct, related to sustainability opportunities and initiatives at the university
- 7) Identify key stakeholders and resources to support objectives and commitments
- 8) Take part in new external collaborations, initiatives, surveys and other projects as the President may approve
- 9) Select projects to be funded through the Sustainability Action Fund and review completion of selected projects

The current committee members roles consist of the following:

- 1) Attend regular meetings and participate in the fulfilment of Committee mandate
- 2) Join working groups of the Committee as appropriate to support specific objectives

- 3) Liaise with other stakeholder groups on campus to advance implementation of sustainability objectives
- 4) Review and provide comment on draft documents in person and over email
- 5) Vote on decisions which fulfil the Committee's mandate, including recommendations, reports, and proposed plans (University of Waterloo, President's Advisory Committee on Environmental Sustainability, 2020)

The President's Advisory Committee on Environmental Sustainability currently consist of one senior administrator and one faculty member from the Faculty of Engineering.

4.3 Sample

The role of employees and their relation to the generalized questions, facilitated for the case study to focus, relate, address, assess, and resolve the impact of the environmental sustainability, and its effect on the Green Office Ambassador Network. The cluster sampling approach of the chosen sample reflects the commonality between the groups within the sample, also, the entire cluster is more or less a representative of the entire population as a whole (excluding students). Out of the 75 Green Ambassador members who represent 1,700 employees on campus, the sample consisted of 60 participants from the Green Ambassador Network. Out of the 60 participants, 38 participants fully completed the survey. As a result, the most relevant yet completed questions were analyzed to enable better construction of descriptive research questions. Moreover, and based on the categorical nature of the questions, the mean was calculated from the basis of the coded values (the field column) instead of how it is conventionally calculated.

The population was the University of Waterloo, and the survey was distributed to the faculty and staff members of the Green Office Ambassador Network via the sustainability office. Bias in the responses was not a factor as 23 (62.16 percent) respondents were from the offices and services not belonging to one of the faculties included in the survey, and only one respondent, 2.70 percent, was from the Faculty of Environment. Due to the difficulties of obtaining a wider sample, a total of 60 participants from the Green Office Ambassador network, and their responses were analyzed (GOAN).

4.4 Data Collection Approach

The lack of available studies on comparing campus sustainability, corporate sustainability, and the relation to their impact on employees' participation and engagement levels in CSR practices is lacking. Consequently, their similarities of mitigating the inherent tension of reconciling institutions or organizations activities and their impact on society (Bansal & Song, 2017), and the inevitable effect of which both are influenced by external and internal stakeholders, and that both focus on the three dimensions of sustainable development for now and for future generations (Carroll, 1991), such similarities, and their ever interrelated objectives and competing issues (corporate/campus expectations and employees' performance) facilitated for the research to assess the environmental sustainability strategy at the University of Waterloo (Hahn et al., 2018), and paved the way for the central yet broadest question to be developed of what is the impact of an environmental sustainability strategy on employees' performance in CSR practices?

A survey approach was utilized to capture a wide response from the chosen population. The survey questions were constructed and organized using the descriptive-inferential approach, where the variables were used to describe as well as relate (Creswell, 2014) the research problem before you (see Annex 1 showing the survey questions). The survey was systematically derived from the basis of the current environmental sustainability strategy and its activities, and the questions were constructed from the well-being, perceived value, and knowledge approach. The questionnaire was developed to connect and relate the questions to the research problem. It embodied categorical questions that were specifically directed towards the current strategy and its impact on employees' performance at the University of Waterloo. Moreover, the survey (qualitative data) was analyzed by using the Qualtrics survey developer and consisted of 27 questions that offered the respondents a reasonable range of answers to choose from. Lastly, the questionnaire had a mixture of measurement scales including ordinal, Likert scale, nominal, and closed and open-ended questions to capture better results from the sample that was selected.

Since the questionnaire involved categorical variables, an overall Stat Test of Percentages, which acts as a χ^2 test, was used to test the significance of the relationship between two categorical variables. The test produced a p-value to determine whether the relationship was significant or not. In addition, Cramer's V, which measures the strength of the association of two categorical variables, was also utilized; both tests define the constructed contingency tables. The objective of such an approach was to relate corporate expectations and employees' performance in an institution's environmental sustainability strategy (the gap).

4.5 Data Analysis

As an integral element of the data collection process, offices and services not belonging to one of the faculties were chosen to avoid the possible bias in responses. This was done to counter the assumption that faculty members will characteristically be more aware and participate more in environmental sustainability initiatives than their counterparts. Measurements of central tendency and spread were used to give us a better description of the central position of the frequency distribution for a group of data and help us interpret it in a simple form via the mode and the mean. Moreover, a standard of deviation was utilized to relate how spread out the results were from the mean. The chosen central tendency to describe the statistics (demographics) of participants is the mode, cross-tabulation, and the statistical significance of the relationship. A Cramer's V was used to measure the strength of the association between two categorical variables.

The questionnaire involved categorical variables. A χ^2 test was utilized, and an overall Stat Test of Percentages approach revealed whether the relationship was significant or not through the p-value that was produced. Both tests define the constructed contingency tables.

4.6 The Legitimacy of the Research Methods

Regarding the thesis and its validity, the study received ethics (official endorsement and adequate informed consent) clearance through a University of Waterloo Research Ethics Committee, which indicates a clear assessment and minimization of risks to participants and the university.

4.7 Limitation of Data Collection and its Justifiable Status Quo

Due to the rigorous formal procedures required to attain a large sample from the University of Waterloo and the time constraint, a smaller sample was obtained instead of the desired larger sample needed to

better generalize the findings. However, the survey was distributed to 75 members of the GOAN and the study received 60 responses, and only 38 participants fully completed the survey. The study could have benefited more if a larger sample of faculty and staff was obtained and its data was analyzed. Conversely, obtaining an approximately equal number of females and males would have led the research to have a better understanding of their perception of the environmental sustainability strategy at the University of Waterloo, and can be compared with other empirical research results. Applying the same building questions and survey construction approach in a corporation, other institutions, or SME setting, could have completed the big picture of corporate sustainability, and its impact on employees' performance in environmental sustainability practices (environmental protection and stakeholder relation).

4.8 Reliability and Validity

Chatterji and Levine stated that “a measure is reliable if it provides the same answer when applied more than one time” (Chatterji & Levine, 2006, p. 32). Also, reliability can be achieved through the collection and analysis of scientific data or financial data. However, due to the explorative nature of the central question, the sub-questions, the categorical survey questions presented, the lack of research that addresses the same variables in an institution's campus sustainability strategy, the context (corporate expectations and employees performance) and the different roles employees (GOAN) can play in an institution's campus sustainability strategy, and the unique approach of this thesis and its generalized questions makes it difficult to reproduce the results when the performance measures are based on the conditions mentioned and the categorical (qualitative data) questions that designate quality and not a measure of quantity, e.g., non-financial data analysis (Chatterji & Levine, 2006). Put differently, “if a questionnaire is filled out at different times, by different people, in different divisions of the same firm, the answers can vary widely. In addition, because many non-financial performance surveys cover a wide range of topics, it is unlikely that one individual in an organization will have all the necessary information at their disposal. Thus, in many cases, the quality of survey responses depends on organizational efforts to coordinate information from many different sources” (Chatterji & Levine, 2006, p. 32). Thus, reliability cannot be achieved based on the current disposition and explorative nature of the thesis.

The quantitative method facilitated the validity of the thesis to be achieved. Namely, the categorical quality of the developed survey questions, their relevance to the research questions, and the tested variables led the results to be established by questioning other empirical research results, the literature review, and their impact on the research purpose and its objectives. One of the challenges of the research validity was to address the study, not based on the common knowledge of questioning whether the test measures what it should measure (Borsboom, Mellenbergh, & Van Heerden, 2004), but rather questioning whether the empirical relations between the theoretical and literature findings and their interpretations are justified (Borsboom et al, 2019). As a result, the inductive approach to address the validity of the research was justified because “validity is an inductive summary of both the existing evidence for and the potential consequences of test interpretation and use. Hence, what is to be validated is not the test as such, but the inferences derived from test scores -- inferences about score meaning or interpretation and about the implications for action that the interpretation entails” (Messick, 1987).

Chapter 5

Results

5.1 Introduction

It is important to study the socio-demographic characteristics of the participants to show the extent to which the study can be generalized and viewed from one's perspective for a given situation in time. Equally important, such characteristics can paint a picture of the (GOAN) sample disposition, their role, and their overall impact on the results based on the analysis. In addition, the method was chosen not based on helping the thesis make conclusions beyond the data analyzed or the conclusion of the questions made, but rather, to aid in describing the data from the designate quality approach in a meaningful way (Lund & Lund, 2018). Thus, the structural approach of relating the findings to the problems is through the process of descriptive statistics and testing the variables,

5.1.1 Descriptive Statistics

The study analyzed the proportion of participants and their current demographic disposition in the development of the sustainability initiatives at the University of Waterloo. The study also analyzed two simple category scale questions (Yes/No) to understand employees' participation in the sustainability training program. Due to the categorical nature of the variables, the coded values ranged from one to four and contained the following four possible answers: (Yes, Maybe, No, and participant of the program). Employees' general knowledge of sustainability, their awareness level of the current environmental sustainability strategy, and their impact were assessed.

Employees of Offices and Services held the highest percentage of participants in the development of the sustainability initiatives at the University of Waterloo, totaling 62.16 percent. In comparison, the Faculty of Science and Faculty of Applied Health Science tied at 13.51 percent. Interestingly, and for the benefit of the research regarding bias inference, the Faculty of Environment had a response of only 2.70 percent, which represents one respondent. Both faculties, Engineering and Mathematics, were omitted due to their zero-response nature.

Most of the respondents consisted of 97.30 percent full-time employees, where females made up the greatest proportion (83.78 percent), a staggering number in comparison to 13.51 percent for male participants (see Appendix B – Description of Frequencies, Percentages, and Differences Between Groups of Employees). Most of the respondents were between the ages of 20 - 30, with a total percentage of 37.84 percent, followed by ages between 31 - 40 with a percentage of 29.73 percent. When it comes to years of employment, more than five years of employment held the highest percentage (40.54 percent), while 2 - 4 years was second in line at 21.62 percent. The surveys' questions and the relevant data are explained in the following table, where questions one to four were constructed to provide a picture of employees' perceptions and their participation level.

Table 2. Employees' Perception and Their Participation Level. Questions 1 – 4.

Survey Questions	Relevance to Employees	Distinct Categories	n	Count	% Responses to the Highest Chosen Category
Q1 How important are the different aspects of sustainability to you?	Most Important to You	Waste Management & Employee well-being	36	21 for both	58.3%
Q2 How aware are you of each of the following?	Most Aware of	Sustainability Office	37	28	75.7%
Q3 How important is it for you that you participate in sustainability initiatives?	How Important to Participate	Personally (intrinsic)	37	17	45.9%
Q4 What is your level of input into the development of sustainability initiatives at the University of Waterloo?	Level of Input	Sustainability Training Program	37	12	32.4%

5.1.2 Testing the Variables

A table representing questions 21, 23-26 was constructed below to analyze differences between the group of employees and their level of input.

Table 3. Differences (Significant Value) between groups of employees and their level of input for Climate Change Plan, Sustainability Training Program, and Zero Waste Action Plan.

Survey Questions	Factors	P-Value		
		C.C.P	S.T.P	Z.W.A.P
Q21) What is your gender?	Gender	0.634	0.703	0.421
Q23) How long have you been employed with the University of Waterloo?	Length of Employment	0.343	0.453	0.748
Q24) What is your current job status?	Job Status Not enough data to cross-tabulate the variables			
Q25) What is your age group	Age	0.841	0.260	0.232
Q26) What is your primary affiliation?	Primary Affiliation	0.00749	0.100	0.0159

Age, length of employment, and gender have no significant relationship with employees' input in environmental sustainability initiatives. However, the overall stats test indicated a significant statistical relationship (PV = 0.00) between employees' affiliation and their level of input variables. It was

established from the cross-tabulated table (see Appendix B showing Description of Frequencies, Percentages of Employees, and level of Input) that the Faculty of Arts held the highest frequency of the sample that always participate in the Climate Change Plan and Zero Waste Action Plan, while the Faculty of Applied Science held the highest frequency of the sample that never participated in the Climate Change Plan or Zero Waste Action Plan, followed by the Faculty of Health Science. In addition, groups were compared, and the significance of the relationship was analyzed. It was found that 66.7 percent of the Faculty of Arts always participated in the Climate Change Plan and Zero Waste Action Plan, in comparison to the entire number of respondents of which only 10.8 percent always participated in the Climate Change Plan, and 21.6 percent always participated in the Zero Waste Action Plan.

Regarding the latest Annual Sustainability report, and whether employees have read it or not, 28 of 37, amounting to 75.7 percent of respondents, have read the report. The values of the mean accumulated to 1.32 of the coded fields (yes, no, I don't know) and a low standard deviation of 0.62 indicates most of the values are close to the average.

The latest annual report and employees' level of input into the development of sustainability initiatives variables were cross-tabulated to see whether reading the report affects employees' input. The results showed a significant ($PV = 0.02$) statistical relationship between the variables of the latest annual report and employees' levels of input in the sustainability training program. A significant ($PV = 0.00$) statistical relationship was established between the annual report variable and Zero Waste Action Plan variable (see Appendix C showing employees who read the latest report and its relation to their input levels). When comparing the groups, 42.9 percent of those who read the report always participated in the Sustainability Training Program in comparison to 32.4 percent of the total respondents who always participated. 100 percent of those who are not aware of the report never participated in the training program, in comparison to 43.2 percent of the total respondents.

Conversely, only 17.9 percent of the group who read the report never participated in the Zero Waste Action Plan, while 100 percent of those not aware of the report never participated in the Zero Waste Action Plan, in comparison to 31.5 percent of the total respondents. The statistical data reveals that those who read the report are more likely to participate than those who are not aware of the report.

A Chi²-test of independence was conducted to determine whether there is a significant relationship between employees' perceived value of environmental sustainability initiatives and how it affects their overall job satisfaction levels (see Appendix D showing employees' overall job satisfaction levels).

Employees' perceived value of the strategy i.e., employees' engagement activities and behavior in developing action plans (Q12, Q13, Q14, Q15, Q17, Q18, Q19, and Q20), and its effect on employees' overall job satisfaction level were crossed-tabulated. The results showed that there is no statistically significant relationship between the variables, as the p-value of the results was higher than 0.05 (see Table 4 showing employees' perception of the environmental sustainability strategy and its effect on their overall job satisfaction level).

Table 4: Employees perception of the environmental sustainability strategy and its effect on their overall job satisfaction level

IV The input variable	DV The output variable	P-value	Cramer's V, which measures the strength of the association of two categorical variables	N
Q10 What are the drawbacks of the environmental sustainability strategy to you? "Increase in Job expectation."	Q22 Overall, how satisfied are you with your job?	0.00	0.54	37
Q12 I feel engaged in the environmental sustainability strategy	Q22 Overall, how satisfied are you with your job?	0.892	0.206	27
Q13 I feel a sense of happiness by engaging in sustainability initiatives at the University of Waterloo	Q22 Overall, how satisfied are you with your job?	0.802	0.220	37
Q14 If you have made suggestions within your department to improve sustainability, how satisfied are you with your department's responses?	Q22 Overall, how satisfied are you with your job?	0.544	0.352	37
Q15 Please let us know how you agree with the following general statement: It is important that sustainability activities foster employees' well-being, (happy and motivated)	Q22 Overall, how satisfied are you with your job?	0.0826	0.389	37

Q17 I feel valued by participating in the University of Waterloo sustainability initiatives.	Q22 Overall, how satisfied are you with your job?	0.745	0.231	37
Q18 The opportunity to engage in the university's sustainability initiatives can enhance or have enhanced my view of the University of Waterloo as a workplace.	Q22 Overall, how satisfied are you with your job?	0.429	0.332	37
Q19 Before my employment at the University of Waterloo, I always checked and sought employment in companies that engage in sustainability initiatives.	Q22 Overall, how satisfied are you with your job?	0.793	0.287	37
Q20 I receive recognition when I perform beyond my manager's/supervisor's expectations in sustainability activities.	Q22 Overall, how satisfied are you with your job?	0.877	0.246	37

In contrast, the drawback (Q10) independent variable (increased job expectation variables) of the environmental sustainability strategy and its effect on employees' overall job satisfaction (dependent variable) showed a significant ($PV = 0.01$) statistical relationship between the variables. The very much satisfied group totaling 25 percent (1n) and somewhat satisfied group totaling 25 percent (1n) are least likely to perceive the environmental sustainability strategy as an increase in job expectations; put differently, it will not affect them, while 50 percent (2n) of neither satisfied nor dissatisfied group was most likely to perceive the environmental sustainability strategy as an increase in job expectations (see Appendix D). This means those with such job satisfaction level (neither satisfied nor dissatisfied group), can be affected more in comparison to those who are very satisfied and somewhat satisfied.

The research also tested whether financial incentives (Q16) affect employees' participation and engagement levels in CSR initiatives. It was found that 51.4% (the mode) of participants (19n) found financial incentives to be not at all important for them when choosing to participate and become engaged in environmental sustainability initiatives (see Appendix E, showing the importance of financial incentives to employees and its relation to participating and engaging in environmental sustainability

initiatives). An overall test of percentages was also conducted for the above questions (Financial incentives), and its relation to question four of the survey (employees' level of input). The results indicated that there is no statistically significant ($p \geq 0.05$) relationship between the variables. In other words, there is no difference or relationship between the groups.

The research objectively analyzed whether environmental sustainability initiatives are campus strategies that are primarily adopted to enhance the financial benefits (reduce cost) and image (reputation) of an institution and whether such an assumption plays a role in employees' level of input in the environmental sustainability strategy. First, the approach was to analyze who agreed or strongly agreed. Here, 51.4 percent (n19) of respondents agreed, and 43.2 percent (n16) strongly agreed that moral obligation is the main reason behind adopting sustainability initiatives in an institution (see Appendix F showing employees' perception of the environmental sustainability strategy and its relation to their level of input). When it came to employees' perception of reputation, 55.6 (20n) percent strongly agreed, while 33.3 (12n) percent agreed. Regarding financial benefits, 27 percent (10n) strongly agreed, while 37 percent (14n) agreed that financial benefits are the main reason behind adopting sustainability initiatives in an institution.

Questions four and nine were cross-tabulated to analyze the impact of employees' perceptions of the current initiatives and how they can affect their overall input. The result revealed a significant statistical relationship ($PV = 0.03$) between the moral obligation perception variable and employees' level of input in the Climate Change Plan variable. When it came to relating the variables, 25 percent (4n) of those respondents who always participated in the Climate Change Plan strongly agreed in comparison to the rest of the other groups, while 52.6 percent of those who never participated agreed (10n) with moral obligation being the reason for adopting and implementing sustainability at the University of Waterloo.

Lastly, the research analyzed collaboration and communication and their effect on employees' input in the development of sustainability initiatives at the University of Waterloo. Question seven about whether employees feel their department offers meetings that collaboratively (independent variable) address sustainability initiatives were cross-tabulated with their level of input (dependent variable) in the Zero Waste Action Plan. The overall stats test of percentages revealed a significant statistical ($PV = 0.00$) relationship between the variables (see Appendix G). It was found that 83.3 percent (13n) of employees who chose to strongly disagree never participated, while 75 percent (8n) of those who chose strongly agree always participated. The second test was to evaluate whether the University of Waterloo clearly communicates its environmental sustainability strategy and its effect on employees' input levels in the Zero Waste Action Plan. The test revealed a significant statistical ($PV = 0.00$) relationship between the variables (see Appendix H) where 60 percent (3n) of the respondents who always participated strongly agreed, while 62.5 percent (5n) of those who never participated disagreed. A ($PV = 0.04$) significant statistical relationship was also found between communicating the strategy and its effect on employees' input in the Climate Change Plan (see Appendix I). Here, 75 (6n) percent of the respondents who never participated disagreed, and only 40 percent strongly agreed, and 6.3 percent agreed from the total respondents who always participated. Lastly, the study analyzed whether the University of Waterloo clearly communicates its sustainability goals and objectives and its effect on employees' input in the Zero Waste Action Plan. The results revealed a ($PV = 0.00$) a significant statistical relationship between the variables; 60 percent of those respondents who strongly agreed always participated, and 66.7 percent of

respondents who disagreed never participated (see Appendix J). An overview of independent variables, dependent variables, and their relevant questions is illustrated below.

Table 5: Independent variables, dependent variables, relevant questions, and results.

Independent Variables	Dependent Variables	Survey Questions	Results
1. The latest annual report.	1. Zero Waste Action Plan. 2. Sustainability Training Program.	1. The University of Waterloo publishes an annual sustainability report. Have you read the latest report?	A significant (PV = 0.00) statistical relationship was established between the annual report and Zero Waste Action Plan variable. A Significant (PV = 0.02) statistical relationship between the latest annual report and employees' levels of input in the sustainability training program.
1. The perceived value of the strategy 2. Drawback- increase in job expectations.	1. Effect on employees' overall job satisfaction level.	1. To minimize the use of space, please refer to Q12, Q13, Q14, Q15, Q17, Q18, Q19, and Q20) of the survey. 2. Overall, how satisfied are you with your job? 3. What are the drawbacks of the environmental sustainability strategy to you? Chose all that apply.	1. Employees' engagement activities and behavior in developing action plans, and its effect on employees' overall job satisfaction level, showed no statistically significant relationship between the variables, (PV = 0.05). 3. Increased job expectations of the environmental sustainability strategy and its effect on employees' overall job satisfaction, showed a significant (PV = 0.01) statistical relationship between the variables.
1. Financial incentives.	1. Affect employees' participation and engagement levels in CSR initiatives.	1. How important are financial incentives for you to participate and become engaged in environmental sustainability initiatives?	1. Financial incentives and its relation to employees' level of input, showed no statistically significant ($p \geq 0.05$) relationship between the variables.
1. Employees' perception of the environmental sustainability strategy.	2. Employees' level of input in the environmental sustainability strategy.	1. To your best knowledge, what are the main reasons behind adopting and implementing an environmental sustainability strategy at the University of	The result revealed a significant statistical relationship (PV = 0.03) between the moral obligation perception and employees' level of input in the Climate Change Plan.

		Waterloo? Select all that apply.	
1. Employees feel their department offers meetings that collaboratively	1. Zero Waste Action Plan.	1. Please indicate your level of agreement with each of the following statements:	1. The result revealed a significant statistical (PV = 0.00) relationship between the variables.
2. The University of Waterloo clearly communicates its environmental sustainability strategy.	2- Zero Waste Action Plan.		2. The results revealed a significant statistical (PV = 0.00) relationship between the variables.
3. The University of Waterloo clearly communicates its sustainability goals and objectives.	3. Zero Waste Action Plan.		3. The results revealed a (PV = 0.00) a significant statistical relationship between the variables

Chapter 6

Discussion

This section of the study reflects and briefly addresses the thesis broadest yet central question of what is the impact of environmental sustainability management on employees' performance in CSR practices? It also aids in interpreting the significance of the chosen literature, and the theoretical framework approach, the results, and how the findings can aid in shedding some light and bring about understanding regarding the disconnect between corporate expectations and employees' performance in an environmental sustainability strategy.

The purpose of this thesis was to relate the big picture, the clear and wide disconnect between corporate sustainability expectations, such as desired image and reduced cost from environmental and social responsibility initiatives, and the issue of how employees perceive them and become engaged throughout the process in the workplace (Choi & Yu, 2014). In addition, shifting employees' perceived value from the business-as-usual one-sided view to one that enhances employees' morale, participation, and engagement remains the question and a challenge for many institutions at the time of adopting and implementing CSR practices, e.g., environmental protection and stakeholder (employees) relations initiatives (Alshuwaikhat & Abubakar, 2008).

From the top-down approach, the research topic paved the way for the questions to be constructed, and as a result, enabled the inception of the central yet broadest question to be developed, the sub-questions mentioned to be explained, for their descriptive predictions to be revealed, and led for the results to establish that 1) Organizational operations aspects (the annual report) in a campus environmental sustainability can impact employees' behavior and lead them to participate and engage into the development of sustainability initiatives. 2) The current social capital management (organizational culture) at the University of Waterloo reflects positive social interactions and attitudes between management and their employees. However, the increase in job expectations factor will always play a role and affect employees with low overall job satisfaction levels. 3) The extrinsic motivation of the human capital management aspect (Financial incentives or financial rewards) does not affect employees to participate and become engaged in CSR initiatives. However, the role and characteristics of the institution can affect such results. 4) Employees in a campus sustainability strategy, and dependent on their role, will perceive the moral obligation as the intrinsic value that can lead to a strong sustainability-oriented corporate culture and can affect employees to participate and become engaged in an institution's action plans.

6.1 Connection to the literature and the Theoretical Framework

The big picture of this thesis was to relate the impact of an environmental sustainability strategy and its effect on employees' performance. Having said that, and to narrow down the approach of exploring the given phenomena called corporate sustainability and its relation to campus sustainability, first, the study explained and related the inherent tension and trade-offs of reconciling organizations'/universities' activities and their impact on society; second, it addressed the interrelated yet competing elements (Hahn et al., 2018) of sustainability objectives (drivers/expectations) and campus sustainability issues (employees' participation and engagement levels), and their relevant correlation with organizational

operations aspect, organizational culture, management social practice, and their relation to the social capital perspective by assessing and systematically introducing the three contradictory yet interrelated elements (knowledge, perceived value, and well-being) that can coexist and simultaneously persist over time (Bansal & Song, 2017). And lastly, the organizational values were revealed by exploring the different types of motivational tactics that can resolve the gap between campus expectations and employees' performance in an institution's environmental campus sustainability strategy.

If an institution's organizational operations model can be looked at as a strategic asset to improve an institution's sustainability management and performance (Schaltegger et al., 2012), then one can agree that it is reasonable for management to question the university's organizational operations aspects (e.g., reports) and their relevance to employees' behavior in an institution's environmental campus sustainability strategy. Based on this understanding, the research questioned the reporting aspect and its relevance to employees' behavior. As a result, a significant relation was found between the variables of the latest annual report and employees' levels of input in the sustainability (Zero Waste Action) plans and activities (Sustainability Training Program).

It was stated earlier that, relating, addressing, assessing, and resolving how someone is living within the organization reflects the owed moral obligation to those whose well-being is affected by the institutions' campus environmental sustainability strategy (Vos, 2003). Equally important, the skills, motivation, and loyalty of employees are aspects of human capital, whereas a good educational system, infrastructure, and supportive culture of entrepreneurship are aspects of societal capital (Dyllick & Hockerts, 2002). Moreover, and as it was stated, involving employees in different activities and in the decision-making process enhances job satisfaction (Haq, Kuchinke, & Iqbal, 2017). Nevertheless, and as a crucial point for management to be mindful of, certain factors such as uncertain job expectations or higher workload can have an impact on employees' overall job satisfaction and in turn, affect the organization's CSR performance (Haq et al., 2017). Therefore, it is imperative to question the current culture and management social interactions, and their impact on employees', perceived value, attitudes, and overall job satisfaction. Thus, the study analyzed the variables of the strategy i.e., employees' engagement activities and behavior in developing action plans, and its effect on employees' overall job satisfaction level and found that there is no significant relationship. However, when the drawback (increase in job expectations) variable was introduced in the equation, the results showed a significant relationship between the variables of increase in job expectations and employees' overall job satisfaction levels. This is also a crucial finding as it does coincide with the literature findings.

Regarding the needed type of motivation from the motivation of human capital management aspect, and the effects it can have on employees' participation and engagement in an institution's environmental campus sustainability strategy, pay satisfaction was identified by other research (Williams et al., 2006) to be one of the most important factors for increasing employees' job performance, (Delmas, & Pekovic, 2018) or increase employees' input. Also, and to justify the extrinsic (financial rewards) type of motivation impact on employees, a case study was conducted by Richardson and Lynes' on the University of Waterloo Green Building initiative in which an employee stated that "it's hard for us to prioritize energy savings, to use our resources to accomplish them, when the benefit from those savings go elsewhere. You need to see that there isn't an incentive there" (Richardson & Lynes 2007, p. 347). Perhaps, and based on the employee statement, financial incentives or rewards can be extrapolated as the needed factor that might remedy such a dilemma. However, and to the contrary, financial incentives, and

their effect on employees' overall input into the development of sustainability initiatives were tested and the results showed no significant relationship between the two variables. However, and as was indicated above, this may be due to the role of employees (Green Office Ambassador Network) in this study.

When it comes to organizational values, their impact on campus expectations, and their effect on employees' overall input into the development of sustainability initiatives, it was found that managing employees' social capital is important since their behavior is closely connected to an institution's sustainability performance (Hammann et al., 2009). Also, it was found that employees will give their best if they fully comprehend the decisions that will affect them, how and why these decisions arose, and how their contributions can and will make a difference (Yoxon, 2011). Thus, it is key for management to clarify the environmental sustainability strategy for their employees through effective collaboration and communication because such an approach will play a vital role in enhancing employees' citizenship towards their working environment, lead employees to do more than their usual job duties, and provide performance beyond their job expectations (Choi & Yu, 2014).

The above will reflect a strong sustainability-oriented campus culture that positively affects employees' input in the development of sustainability initiatives. Therefore, since collaboration and communication facilitate room for employees' knowledge building, participation, engagement, and an enhanced sense of satisfaction (Yoxon, 2011), and since Richardson and Lynes, "identified the lack of communication and collaboration between faculty and operations staff as one of the primary obstacles for campus sustainability initiatives at the University of Waterloo" (Brinkhurst et al., 2011, p. 348), it was thus justifiable for the study to analyze collaboration and communication and their effect on employees' input in the development of sustainability action plans. The test indicated a significant relationship between the variables of whether employees feel their department offers meetings that collaboratively (independent variable) address sustainability initiatives, whether the university clearly communicates its environmental sustainability (independent variable), whether the university clearly communicates its sustainability goals and objectives, and with employees' level of input into the Zero Waste Action Plan, and Climate Change Plan.

The argument of when inclusivity is achieved, and employees become aware, it can prevent companies from experiencing undesired future costs and risks (Carroll & Shabana, 2010) coincides well with the findings from the variables tested, the identified gap, and the inherent economic and social tension. Moreover, from the descriptive aspect of the stakeholder theory (the characteristics and behavior) of the organization in question, the connection between organizational operations aspects (reports and developing action plans) of an institution's environmental campus sustainability strategy and employees' behavior, and the nature of the institution and how they manage their primary stakeholders, the constellation is cooperative (Donaldson & Preston, 1995). It also reflects a positive impact on employees' knowledge of the report and its effect on employees' level of participation in the development of sustainability initiatives at the University of Waterloo. Based on the results, we can establish that those who read a sustainability report are more likely to participate in the development of the sustainability initiatives at the University of Waterloo. The results established a significant ($PV = 0.02$) statistical relationship between the variables of the latest sustainability annual report and employees' levels of input in the sustainability training program, while a significant ($PV = 0.00$) statistical relationship was also established between the annual report variable and its effect on the development of the Zero Waste Action Plan variable. Thus, knowledge of the annual report affects employees' input levels, and this coincides

well with the idea that employees will give their best if they fully comprehend the decisions that will affect them, how and why these decisions arose, and how their contributions can and will make a difference (Yoxon, 2011).

The cost can be interpreted as the potential savings from the cost-effective measures established in the CSR initiatives, e.g., the more aware employees are of the sustainability report, the more they will participate in the development of the sustainability initiatives at the University of Waterloo. This can offset the risk of not meeting the (cost savings) economic goals because when employees first understand and agree with why an organization is doing something and not so much whether they think a particular act is a good thing (Dyllick, Hockerts, 2002), it can lead to a social sustainability development achievement that will enhance a company's image/reputation for their short and long-term objectives. This is in line with the literature, which states that when inclusivity is achieved and employees are aware, it can prevent companies from undesired future costs and risks (Carroll and Shabana, 2010). The collaborative stakeholder approach (Clarke & Fuller, 2010) is the reason behind the relationship, which reflects a positive impact on employees' knowledge of the report and its effect on employees' level of participation in the development of sustainability initiatives.

It should be noted that addressing employees' overall job satisfaction and their perceived value of the drawbacks (increase in job expectations) can be justified as a business case for campus sustainability. Because 1) it can be established through the initial voluntary act (response) of addressing employees' perceived value of organizational culture (how they perceive it and the value they attached to it), management social interaction practices, and its connection to employees' job satisfaction levels; and the internal social issue 2) it can identify, create and strengthen the link between non-monetary internal social initiative first, the normative approach, and second, the economic (low-cost driven) success of the firm simultaneously; the instrumental approach framework that examines the connection, or at times, a lack of connection between employees management, and corporate expectations, e.g., economic benefits, reputational growth, and compliance (Donaldson & Preston, 1995). With such a foundation of the role of social capital management and its effect on employees' attitudes and well-being in campus initiatives, it can be predicted that employees who generally feel satisfied with their job are less likely to be affected by the increase in job expectations variable of the environmental sustainability strategy. This means that those with such job satisfaction levels (neither satisfied nor dissatisfied group) can be affected more in comparison to those who are very satisfied or somewhat satisfied.

From an employee management perspective, the study established that employees are a key element for the short- and long-term success of an institution's environmental sustainability strategy and that their salience is legitimate and coincides well with the stakeholder theory. However, and as was indicated, theorists agree that employees' disposition within an organization reflects the importance of respecting issues other than economic ones (Salzmann et al., 2005) such as the effect of the perceived value an environmental sustainability strategy has on employees' overall job satisfaction levels. Employees' well-being and whether the sustainability strategy plays a role in their overall job satisfaction levels were explored by asking the following question: how can the drawbacks of the environmental sustainability strategy affect employees' overall job satisfaction levels? Questions 12-20 were introduced to understand and describe employees' current disposition within their jobs and their perceived value of the environmental sustainability strategy.

All questions that were related to job satisfaction showed no effect on employees' overall job satisfaction variable. Equally important, the implication indicates and projects a positive institutional ambition level impact on employees' perception, which namely represents first, the one-solution-fits-all definition for CSR and CS is abandoned (Marrewijk 2003). In other words, the current climate and how employees perceive it seems to be heading in the right direction that matches the development, awareness, satisfaction, and ambition levels of the institution, and this aligns well with the literature which finds that the one-solution-fits-all definition for CSR and CS should be abandoned, and more specific definitions that match the development, awareness and ambition levels of organizations, (Marrewijk, 2003) should be accepted and pursued. The reason behind such a relationship is that employees value the environmental sustainability initiatives and perceive them as having a positive impact on their general outlook, daily interactions with one another, and mostly with their job. Also, it reflects a good example of campus sustainability and responsibility in action simultaneously where employees' perceived value of the environmental sustainability strategy and its connection to their overall job satisfaction are at desirable levels.

Yet, the drawback variable of increase in job expectations and its effect on employees' overall job satisfaction levels showed a significant ($PV = 0.01$) statistical relationship between the variables. Employees will always perceive an environmental sustainability strategy as an added task that carries with it certain expectations, but how it will affect them is the question here.

25 percent of the very much satisfied group and 25 percent of the somewhat satisfied group are least likely to perceive the environmental sustainability strategy as an increase in job expectations; put differently, it will not affect them, while neither the satisfied nor dissatisfied group (2 in 3, or 50 percent) was most likely to perceive the environmental sustainability strategy as an increase in job expectations. This means those with such job satisfaction level (neither satisfied nor dissatisfied group), can be affected more in comparison to those who are very satisfied or somewhat satisfied. The significant statistical relationship between employees' perceived value (increase in job expectations) and its effect on their overall job satisfaction levels was established. The reason behind such a relationship is that the proposed value of CSR and its delivery (the key principle implication), and how employees perceive it, will always play a major role in employees' attitudes and behaviors. Also, those satisfied with their employer will be more willing to do more and enjoy it concurrently.

It can be argued that financial incentives can enhance employees' participation levels in organizational goals and objectives (Williams et al., 2006), but the continued existence of a lack of addressing and ensuring that a reciprocal effect will be achieved can affect employees' value of the environmental sustainability strategy. Hence, the objective of this study question was to challenge employees' merit and assess the type of motivation in play. After all, the self-determination theory argues that behavior depends on the type of motivation, not just the level of motivation (Deci & Ryan, 2008). Hence, it led the study to question the motivation of the human capital management aspect effect on employees' participation and engagement in an institution's environmental campus sustainability strategy. The results indicated that there is no statistically significant relationship between the variables of financial incentives and their impact on employees with regards to participating and becoming engaged in environmental sustainability initiatives. In other words, there is no difference or relationship between the groups.

The findings revealed that the extrinsic (financial incentives) type of motivation does not increase employees' participation and engagement levels in an institution's environmental sustainability strategy. This is mainly due to the unique disposition of the university's institutional social structure that is composed of cultural-cognitive (awareness), normative, and regulative elements that together, with associated activities presented in the environmental sustainability initiatives, bring stability and a sense of contentment that rejects the need for financial incentives to participate and become engaged (Scott, 1995). This is relative and can be associated with the internal motivation aspect of the type of motivation, where employees believe they should perform pro-environmental behaviors (PEBs), otherwise, they will feel guilty if they do not, or (the identified motivation) where employees practice PEBs to fulfill their values and fully embrace sustainability, and lastly, carry on PEBs because they view it as a fun, interesting, or challenging endeavor; e.g., "they find pleasure by streamlining the process to reduce waste" (Graves, & Sarkis, 2018, p. 577).

Based on such an implication, staff and faculty in an institution perceive environmental sustainability initiatives as a moral value and accept it as a duty to participate. The assumption that financial incentives can enhance employees' participation levels in organizational goals and objectives (Williams et al., 2006) should be rejected when it comes to an institutional campus environmental sustainability strategy. However, the role of employees can have a major impact on such an assumption as was found from other research studies. Put differently, it holds no precedence in an institutional setting when it comes to enhancing employees' (Green Office Ambassador Network) participation and engagement levels. Therefore, it can be concluded that financial incentives do not increase the level of participation and engagement of staff and faculty of the Green Office Ambassador Network in campus environmental sustainability activities. Note, the assumption is not presented here based on rejecting or failing to reject the literature assumptions that pay satisfaction can also increase employees' performance (Williams, McDaniel, & Nguyen, 2006), but rather from the basis of questioning the status quo (general knowledge) and whether the same result will occur when different roles of employees in a campus environmental sustainability strategy are tested. Therefore, the assumption is validated. The findings are also in contrast with the literature, which indicated financial incentives to be the most important factor to consider when it comes to human resource management, e.g., an increase in job performance (Williams et al., 2006). This contrast can be attributed to the unique disposition of the university's institutional social structure, which is composed of cultural-cognitive (awareness), normative, and regulative elements. Employees intrinsically assimilate environmental sustainability initiatives as a moral value, which they accept as a duty to participate in.

Employees' perceptions of events or activities influence employees' attitudes and behaviors even more than the events themselves (Choi & Yu, 2014). This statement is indicative because it calls into question whether financial benefits and reputation are the main drivers for adopting and implementing CSR practices and its activities in an organization; it also correlates with employees' perception of the organization's values, ethics, and social responsiveness in achieving the desired (i.e., instrumental aspect) performance levels in an environmental sustainability strategy (Haq et al., 2017).

From the ethical pillar of CSR perspective, the moral obligation of an organization should embody standards, norms, and expectations that reflect what employees regard as fair, just, and one that projects respect and protects employees' moral rights consistently (Carrol, 1991). Put differently, and as

stated earlier, it is necessary for an organization to be seen as fair and trustworthy by all stakeholders to achieve the status (or reputation) of a socially sustainable organization (Dyllick, Hockerts, 2002).

Reputation was almost equal to the moral reason behind adopting the environmental strategy. Thus, it is justifiable to suggest that employees do view institutional CSR initiatives as a moral responsibility that stems from an “ethical” outlook of doing not just what’s good, but what is right from a utilitarian approach, and this coincides with and represents fair treatment, and inclusion of employees where the moral management reflect “ethical norms that adhere to a high standard of right behavior are employed” (Carroll, 1991, p. 45). Therefore, it can be predicted that employees’ input levels are not moderated by or associated with their perception (awareness) of CSR strategies and their effect on the environmental sustainability objective (reduce cost/reputation), but rather by their innate obligation from a moral duty aspect to participate and intrinsically affect the overall objective of the initiative in question. Because, when employees understand why their organization is doing something rather than whether they think a particular act is a good thing, it will enhance a company’s image/reputation for their short and long-term goals and objectives (Dyllick & Hockerts, 2002).

It was indicated by Donaldson and Preston that “the normative base serves as the critical underpinning for the theory in all its forms” (Donaldson & Preston 1995, p. 66); thus, such an understanding addresses the normative aspect of the stakeholder theory and its relation to the instrumental aspect of the stakeholder theory, and their connection, conceptually formulate and better relate the intrinsic values that can lead to strong sustainability-oriented corporate culture, and how these values affect employees' input in the development of sustainability initiatives.

The distribution of the values can be described as mutually exclusive towards an unknown direction from a predictive perspective, but their relation is one that is descriptive morally (normative), and its intrinsic obligation value exposed a significant statistical relationship between them. The results indicated that there is a significant statistical relationship ($PV = 0.03$) between the moral obligation perception variable and employees' level of input in the Climate Change Plan variable. Based on such perception, we can establish that regardless of the input level, be it always participate or never participate, the moral obligation perception will most likely be perceived between the groups as the reason for adopting and implementing sustainability at the University of Waterloo. The difference in the relationship can be associated with the type of organization in question. For example, Choi & Yu, 2014, approached it from a business perspective wherein employees’ perception of CSR and the rapid diffusion of its practices can be attributed to the positive influence of CSR on business performance; i.e., improved reputation and economic benefits (Choi & Yu, 2014), and no consideration was given to the moral aspect of the organization. After all, a possible main reason behind the contrasting relationship is that employees (Green Office Ambassador Network) of the university in question view institutional CSR initiatives as a moral responsibility that stems from an “ethical” outlook of doing not just what’s good, but what is right from a utilitarian approach. And as mentioned, the unique disposition of the university’s institutional social structure that is composed of cultural-cognitive (awareness), normative, and regulative elements that together, with associated activities presented in the environmental sustainability initiatives, can bring stability and a sense of contentment that can affect and create such contrast between a university and other establishments.

6.1.1 Implications and Their Relation to the literature

The specified explanation below will start by relating the findings that align well or contrast with the literature. This is a critical approach to simplify the relationship between the research study, describe the theoretical and practical implications, and in turn, will aid in connecting the needed recommendations with the conclusion of the research study.

There is also an apparent trend between the importance of sustainability activities and how employees perceive them. The sample from the University of Waterloo, and previous study results (G.A.T.E Survey Report, 2018), both indicated that fostering employees' (happy and motivated) well-being is an important social measure of corporate sustainability. Also, the findings do correlate with prior results conducted in Europe in which employees were found to be the most important stakeholders to be affected by practices and values implemented by organizations related to socially responsible behavior (Hammann et al., 2009). This paves the way to argue that corporate sustainability can benefit from the most important element of a company (employees) and can lead to a better overall working environment, enhance productivity, and increase corporate performance.

Since perception can be associated with awareness, the reason for the conflicting association between the results and past studies can be attributed to the established positive institutional ambition level that seeks moral duty, which stretches beyond the business as usual responsibility. Employees' perception of CSR and the rapid diffusion of its practices can be attributed to the positive influence of CSR on organizational performance (Choi & Yu, 2014). The type of organization also can play a role in the conflicting results of employees' overall perception or knowledge, and their effect on employees' participation and engagement levels in the environmental sustainability strategy.

From the stakeholder theory perspective, employees can be identified as "any group or individual who can affect or is affected by the achievement of the organization's objectives" (Freeman 1984, p. 5), or a "group that the firm needs in order to exist" (Parmar et al., 2010), and this also can indicate that employees' performance levels will inevitably affect the overall "desired" effectiveness and direction of the environmental sustainability strategy. Equally important, since employees' performance and corporate expectations success are heavily dependent on employees' intrinsic disposition within an organization, addressing employees' knowledge, perceived value, participation, and engagement level in the environmental sustainability strategy can justify the question of to whom is the organization responsible? And, since employees are legitimate stakeholders for the overall effectiveness and direction of the strategy, aligning their salient disposition and association with the sustainable development approach of what is to be sustained (Kates et al., 2005), what is to be developed, and for how long, can address the nature of reality (Bansal & Song, 2017) and clarify the question of what is the responsibility of an organization. The provided relation addresses and aligns itself strategically with the results of the provided questions.

The research study has established that communication and collaboration are the foundations of any relationship towards a specific goal and objective. And based on the conflicting relationships, underestimating the impact employees have in promoting corporate responsibility within and outside an organization can be a costly step that can result in loss of cooperation between staff and managers and their perception of the strategy (Yoxon, 2011). Thus, the importance of communication and its role in

delivering a sound understanding of the task at hand, and how employees' input can make a difference, can enhance the overall collaboration levels and desired result in an environmental sustainability strategy.

The concept of Cross-Sector Social Partnership (the association between different actors, civil society organizations, the private sector, philanthropic organizations, and international organizations) can be applied as a remedy to address the current undesirable collaboration levels (Clarke & Fuller, 2011). For example, the association between the participants and their relation to managers (President's Advisory Committee on Environmental Sustainability) of different departments within the institution calls for a "cross-departmental social partnership" approach to assess, and in turn, build consensus on the action taken by management. This is a common means of addressing complex social and ecological problems that are too extensive to be solved by any one organization or department, especially where implementation and outcomes are concerned (Clarke & Fuller, 2011). After all, strong sustainability-oriented corporate culture requires the consensus of environmental values and beliefs between individual employees and their organization (Linnenluecke & Griffiths, 2010).

The environmental sustainability strategy is a step in the right direction; this can be justified based on the results that showed related perceived value of management social interaction questions (Q12, Q13, Q14, Q15, Q17, Q18, Q19, and Q20) did not affect employees' overall job satisfaction. The culture seems to be aligned with the caring about corporate sustainability ambition level, where human potential is acknowledged and addressed accordingly. The current culture and values also reflect a positive shared perception of the policies, practices, and procedures that an organization rewards and supports (Guerci et al., 2015). As a result, it led (Green Office Ambassador Network) employees to value the environmental sustainability initiatives and perceive its practices (management social) interactions as a positive impact on their general outlook, daily interactions with one another, and mostly with their job. However, based on the findings of Lynes and Richardson back in 2007, which found that "communication and collaboration between faculty and operations staff was one of the primary obstacles for campus sustainability initiatives at the University of Waterloo" (Brinkhurst et al., 2011. p, 348), the study deductively analyzed collaboration and communication, and their effect on employees' input to establish whether the issue still exists in the environmental sustainability strategy. Put differently, the reason for analyzing the communication and collaboration variables is to establish whether a sustainable development has been achieved from the basis of the temporal framework, previously and now. The Never Participate variable, in comparison to Always Participate variable, had the highest values among respondents throughout all the questions related to communication and collaboration and its effect on employees' input in the environmental sustainability strategy (see Appendix K). Moreover, the results revealed that the "disagree" option was chosen most frequently. As a result, it reflects the mode (the disagree option) as the highest value of employees' level of agreement with the approach of the environmental sustainability strategy.

Chapter 7

Conclusions

The focus of this study was to address and clarify the gap between corporate expectations and employees' performance in implementing an institution's environmental sustainability strategy, and the core objective was to introduce the key elements that can relate, address, assess, and resolve the overall effectiveness of employees' participation and engagement and direction of the strategy systematically.

The approach was unique, as it collected quantitative and qualitative data from other empirical studies to bring about an understanding of the phenomenon called corporate sustainability and relation to campus sustainability, their role in CSR practices (e.g., environmental protection and stakeholder relations), their impact on economic and social tensions, and ultimately, their inevitable trickle-down effect on employees' participation and engagement in a campus environmental sustainability strategy. Another unique aspect of this study was to explore the inclusion component of social sustainability in campus sustainability.

The intrinsic nature of the three main elements (well-being, knowledge, and perceived value) was found to reveal a better-generalized picture of the current status quo of employees' participation and engagement levels in the campus initiative and its relevant activities. Subsequently, the thesis suggested that the current interrelated yet competing objectives (corporate/campus expectations) and issues of sustainable development (desired employees' participation and engagement levels), serve as a starting point for a new theory, or perhaps operationalizing a theory. As a result, the study operationalized the stakeholder theory by interjecting and incorporating the self-determination, contingency theory, its relation to the social identity theory, their overall relation to the literature, connection to the findings, and lastly, the goal to achieve a thorough understanding of the crucial role of employees in the development of action plans to implement an environmental sustainability strategy in campus sustainability.

A synthesis of the literature found that desired corporate expectations, i.e., financial benefits and reputation, are dependent on the current activities in play and how employees perceive them, and how knowledgeable they are about them. With such relevance before us, it was established that employees' well-being, knowledge, perceived value, and their effect on employees' participation and engagement levels in CSR practices could and should be looked at as a purpose (argument) for a business case for sustainability (in relation to sustainable development within an institution). Equally important, the duality (corporate expectation and employees' performance) and their intrinsic nature of impacting the strategy's overall effectiveness, as well as the direction, facilitated an approach that was constructed from a campus sustainability management perspective based on what is to be sustained, what is to be developed, and for how long. Moreover, the research argues that sustainable development (goals, indicators, and values) attributes are shared indiscriminately across all organizations, namely because they all share a common ground of which CHANGE is constant within and outside of their daily interaction with their internal and external stakeholders. Thus, this can justify the scalability of this unique research approach and its usefulness regardless of the organizational type; its method generated inferences, contextualized the research problem, and drove a better understanding of the current effectiveness and direction of the environmental sustainability strategy.

The findings aligned with and were supported by the literature. In addition, the theories expressed strengthened the relationship and empirically confirmed the following four assumptions. 1) Knowledge of the sustainability report can enhance employees' participation level in the development of sustainability initiatives at the University of Waterloo. This can be in line with employees being aware and having a thorough understanding of the sustainability strategy status quo (Yoxon, 2011). 2) Employees value the environmental sustainability initiatives and perceive them as having a positive impact on their general outlook on their daily interactions with one another, and mostly with their job; however, based on certain drawback variables, such as employees' uncertain job expectations or higher workload, these can lead to a decrease in job satisfaction, and in turn, affect employees and the organizations' overall performance (Haq et al., 2017). It was revealed that some employees will always perceive sustainability activities as added tasks and such an effect has more impact on those who are neither satisfied nor dissatisfied compared with those who are very much satisfied with their job at the University of Waterloo. 3) Financial incentives did not affect employees' (GOAN) participation and engagement levels in the campus environmental sustainability activities; this is a unique finding as it is the norm (based on literature reviews) to assume that employees will be more motivated and their performance will increase as financial incentives are introduced into the equation (Delmas & Pekovic, 2018). This may be true in other types of organizations and their extrinsic type of motivation strategy towards their employees, but not in the University of Waterloo campus environmental sustainability strategy and its effect on the Green Office Ambassador Network. Thus, this justifies the assumption introduced to challenge the generalized assumption in the literature (the common knowledge). 4) Most of the sample perceived moral obligation as the main reason for adopting and implementing sustainability, and this systematically with "the normative base serves as the critical underpinning for the theory in all its forms" (Donaldson & Preston, 1995, p. 66). Employees' moral obligation perception dominates the financial and reputational perceptions as the reason behind adopting and implementing campus environmental sustainability strategy at the University of Waterloo, and this alone coincides with and establishes that the normative aspect of the organization interprets and reflects the function of an institution that includes moral and philosophical guidelines for operating and managing an organization in a way in which employees are treated fairly or with due process, and their opinions are valued and taken into consideration in the business decision (Carrol, 1991).

7.1 The Prelude of the Intrinsic Approach Justification

The question of what kind of link exists between voluntary environmental practices, social engagement, and organizational success has lingered and resulted in convoluted views between the essence of voluntary societal activity and the business success of the management of organizations.

There is a broad assumption that the notion of an automatic relationship must exist between societal activities and the economic success of a company. However, and to the contrary, "a business case for sustainability has to be created — it does not just happen" (Schaltegger et al., 2012, p. 97). Besides, the economic returns from any environmental or social performance will vary, whether cost-driving or profit-driving activities were chosen and designed to achieve the desired outcome. Thus, it is best to find a strategy that can positively impact the sustainability management of the Green Office Ambassador Network from the human capital social interaction practices perspective, where first, it should enhance their knowledge, well-being, and perceived value of the strategy, and second, increase their participation, engagement, and their level of input in the development of sustainability initiatives to achieve the desired

short-and long-term goals and objectives of the University of Waterloo environmental campus sustainability strategy.

7.1.1 Research Contribution

The phrase “at what cost” was interjected indirectly throughout this study to question whether a financial or a social implication is needed to assess its consequences and influence on the research problem. Based on the findings, the organization must acknowledge that the social responsibility strategy chosen (stakeholder relations) should be followed with a genuine and carefully conceived notion that is voluntary in action, (can be mandated) and must be unique in its delivery and intent towards positively impacting employees’ well-being, knowledge, and their perceived value of CSR practices (Carroll & Shabana, 2010); a social balancing act in motion, and this also coincides with the main purpose of creating a balance that can lead to an increase in performance and enhanced economic, reputational, and social success to both the organization and employees, while causing no added cost to the organization in question from the chosen CSR initiative. A clear-cut example of a justifiable business case “of” campus sustainability.

Based on The Sustainability Tracking, Assessment & Rating System (STARS), which collects information about an institution’s sustainability initiatives and performance in Academics, Engagement, Operations, and Planning & Administration (STARS, 2019). Moreover, universities and colleges can earn points towards a STARS bronze, silver, gold, or platinum rating, or the STARS reporter designation. The University of Waterloo earned Silver (The Association for the Advancement of Sustainability in Higher Education, University of Waterloo Report, 2018). When it comes to assessing the engagement aspect of the University of Waterloo sustainability strategy results from STARS, the university scored relatively low (10.28 / 21) in campus engagement. SDG3 is strongly related to productivity levels, and since well-being can be interpreted as being motivated and happy, investing in the well-being of employees can be a proxy for increased productivity in an institution (Global Compact Network Canada, SDGs and the Role of Business, 2017). To address and achieve better SDG3 (Good Health and Well-Being) outcomes from employees’ performance in an environmental sustainability strategy, I propose the following.

7.1.2 Practical Contribution

As indicated, Richardson and Lynes, back in 2007, found that communication and collaboration were lacking between faculty and operations staff at the University of Waterloo. Faculty and staff expressed their concern and stated that:

- “It’s hard for us to prioritize energy savings, to use our resources to accomplish them, when the benefit from those savings go elsewhere. You need to see that there isn't an incentive there” (Richardson & Lynes 2007, p. 347).
- “If the leadership of the University doesn't think it's important enough to talk about it and to emphasize it on say a quarterly basis, then I can't imagine how anybody in the whole chain of command should be caring” (Richardson & Lynes2007, p. 349).

Since they represent 1,700 employees on campus, the Green Office Ambassador Network are key stakeholders that must be addressed in the university’s campus environmental sustainability strategy (Brinkhurst et al., 2011). The following holistic framework of the findings and contributions is proposed in order to achieve the goals and objectives, and relate the social notion that calls for campus

sustainability, while simultaneously coinciding well with the five components of sustainability, e.g., inclusion, connection, equity, prudence and security (Gladwin et al., 1995).

The current sustainability management organizational structure at the University of Waterloo is decentralized in its formation, and this alone can be a serious hurdle to overcome especially when employees' awareness (knowledge), their perceived value of the strategy, well-being (motivated and happy) can affect the effectiveness and direction of the campus sustainability strategy.

Employees (GOAN) who are aware of the sustainability report are more likely to participate in the development of the organizational operations action plans, and such a finding of relevance between organizational operations aspects (reports and developing action plans) and employees' behavior should be a catalyst and entice management to establish fundamental social interactions mandates that can enhance employees' input.

Understanding how someone is living within the organization approach did reflect the social capital interaction management and its impact on employees' perceived value of the culture and its relation to the owed moral obligation of addressing their well-being (Vos, 2003). The findings do substantiate the link and revealed a culture that is positively affecting overall job satisfaction. Nevertheless, the increase in job expectations factor will always impact certain employees perceived value, and thus, the strategy should adopt and implement certain social practices that can remedy this caveat and its effect on employees' overall job satisfaction.

Generally, and from the common knowledge perspective, financial incentives can impact employees' performance (as was revealed from other studies). However, the findings debunked such generalization and established that the role of an employee and the organization's characteristics (campus sustainability) can affect such an assumption. Also, the findings revealed that employees' moral values intrinsically perceive sustainability as a duty to participate in, and namely from the normative approach. Such findings call for an assessment of the human capital management aspect, and whether the current approaches are strategically aligned with the goals and objectives of the strategy.

It was established that collaboration and communication can play a vital role in enhancing employees' perception of CSR practices and their citizenship towards their working environment and that the moral obligation will always trump financial concerns or reputation as the main reason for adopting and implementing a sustainability strategy at the University of Waterloo, and such findings are dependent on the role of (GOAN) and the characteristics of the organization in question. Also, and as was identified in the study conducted by Richardson and Lynes in 2007, collaboration and communication still remain an obstacles on the campus sustainability initiatives at the University of Waterloo, and this contribution is key as it indicates a systemic problem exists and will continue to exist unless it is resolved from a collective, harmonic, and holistic intrinsic approach. The latter is justified as the finding did indicate a strong relationship between employees who agreed with their departmental collaboration and communication approach and their level of input in the organizational operations action plans, in comparison to those employees who did not agree.

The University of Waterloo is known for its innovation and transformation of campus environmental sustainability. The above are key voluntary approaches that can support the short and long-term social and economic goals and objectives of the environmental sustainability strategy at the University of Waterloo and create a balance that can lead to an increase in performance, enhanced

economic and social success for the institution, employees, and ultimately, impact students and the community simultaneously while causing no added cost to the University of Waterloo. Furthermore, the approaches can be justified because they are mainly voluntary activities that contribute to a societal solution that can create a positive business effect, or a positive economic contribution to corporate success, which can be measured or argued for convincingly, e.g., enhanced participation and engagement levels of employees, and that their implementation can lead to both societal and economic effects, e.g., the gap between corporate expectations and employees' performance in the environmental sustainability strategy can be addressed (Schaltegger et al., 2012). After all, "the desired social partnership formulation will take place once crystallization, followed by coalition building, then purpose formation all of which, when combined, form the partnership" (Clarke & Fuller, 2010, p. 86). Furthermore, the foundation of this cross-departmental partnership should first establish effective transparency, trust, and accountability.

7.1.3 Recommendations

The current Green Office Ambassador Network task is to address challenges, evaluate success, and acquire the needed resources to better manage their departmental approaches and employees' input into the development of sustainability initiatives. Such expectations should evoke and put in place the needed human capital management aspect of establishing fundamental social interactions that invoke mandated and direct actions of enhancing employees' awareness, and its impacts on their input, their perceived value and its effect on the employees' overall job satisfaction, and ultimately, mitigate and create a harmonic and holistic environment that can lead to better sustainability management of collaboration and communication simultaneously. To establish such a desirable organizational culture, and from an inclusive policy perspective, and from the premise of "It's hard for us to prioritize energy savings, to use our resources to accomplish them, when the benefit from those savings go elsewhere. You need to see that there isn't an incentive there" (Richardson & Lynes 2007, p. 347), and "If the leadership of the University doesn't think it's important enough to talk about it and to emphasize it on say a quarterly basis, then I can't imagine how anybody in the whole chain of command should be caring" (Richardson & Lynes 2007, p. 349), I propose the following:

- 1) Each member of the Green Office Ambassador Network (and future members) and their represented employees must read and be fully aware of the current sustainability report. Because the more employees can align and identify themselves with a specific situation within an institution, the organization's values, ethics, and social responsiveness of the institution, it will reflect and project achieved centralization of the sustainability strategy and can reflect enhanced participation and engagement levels. The current trend does show a significant number (totaling 24.33 percent) of members who are not aware and those who are aware and still did not read it. Conversely, the findings did indicate a significant relationship between those who read the report, and their level of input in the development of the organizational operations action plans.
- 2) As stated, "Support for innovative problem solving and intrapreneurship included in job descriptions" (Brinkhurst et al., p. 347). Therefore, re-establish the job description part of the contract of each current (and future) employee (faculty and staff) by introducing the sustainability strategy as a voluntary collective task that they are expected to participate in should they decide to join the Green Office Ambassador Network. The approach can aid in addressing the 13.52

percent of those respondents who chose the increase in job expectations factor as a drawback and its relevance effect on their overall job satisfaction levels.

- 3) It was indicated that no significant relationship exists between financial incentives and employees' participation and engagement level. However, it was established that 48.65 percent of the total respondents found financial incentives to be either very important, moderately important, or slightly important to participate and become engaged, and since the central question identified the impact pay satisfaction can have on employees' increased performance (Williams, McDaniel, & Nguyen, 2006, Delmas & Pekovic, 2018), then it is only right to reward all employees and their Green Office Ambassador Network departmental representatives with sustainable financial rewards from the cost savings gained from each department. This approach should be proposed and presented from the moral– simple thank you approach (Carroll, 1991). In doing so, it will project a strong sustainability-oriented campus culture (enhanced reputation) that can lead to a higher level of employees' enrolment in both the sustainability strategy and in its Green Office Ambassador Network program as well. Equally important, these benefits strategically align well with the goals and objectives of the campus sustainability strategy.

All in all, the following “extrinsic motivation through pay satisfaction might be effective when social interactions are present but is otherwise insufficient to drive sustainable innovation” (Delmas, & Pekovic, 2018, p. 1072), and such mindset should give management as much food for thought as it will for the proposed value of their assessment of the human capital management aspect.

- 4) Regarding communication and collaboration, which are the backbone of any relation, the current decentralized organizational structure calls for a working group of the Green Office Ambassador Network members to be developed to aid in, relating, addressing, assessing, and resolving departmental progress. Thus, meetings should be held twice per term to gainfully achieve meaningful, timely, and relevant information of best practices accomplished from each departmental representative to mitigate the systemic collaboration and communication problem that continues to exist in the campus sustainability initiatives. Also, all departmental representatives should be involved in the environmental campus sustainability strategy and its implementation process. Another key recommendation that can enhance the campus sustainability organizational structure is by appointing one GOAN subject expert member to represent all the other department representatives. The strategic approach can lead to better collaboration and communication between departments and ultimately, enhance the collection and dissemination of information to PACES in an orderly, effective, yet timely manner.

The approach above can be justified based on the alarming number of which 27.03 percent of GOAN members disagreed with the question of whether your department offers meetings which collaboratively address sustainability initiatives, 21.62 disagreed with the question of whether the University of Waterloo clearly communicates its environmental sustainability strategy, and 16.22 percent indicated they disagreed that the University of Waterloo clearly communicates its sustainability goals and objectives. Thus it is key that all of the GOAN members and their represented employees must partake in the sustainability training program (seven sessions) so that the Learning Trinity of “Do people have the knowledge and understanding to behave appropriately? and “Do people have the skills to do it?” (Yoxon, 2011, p. 336) can be cohesively attained and practiced across both groups in their effort of achieving the desired departmental goals and objectives. And lastly, from the perspective of the desired shift in

paradigm (Wilson, 2003), and the needed campus sustainability innovation/radical change that can enhance employees' knowledge and performance level (e.g., Hahn et al., 2018; Elkington et al., 2016; Delmas, McPhee, 2014, & Pekovic, 2018), I highly recommend that all employees (staff and faculty) of the University of Waterloo also partake in the sustainability training program, because employees will give their best if they fully comprehend the decisions that will affect them, how and why these decisions arose, and how their contributions can and will make a difference (Yoxon, 2011). After all, people tend to behave according to their perceptions of what reality is rather than reality itself (Shin, Hur, & Kang, 2016).

The social capital management practice will set the University of Waterloo apart from the competition (differentiation strategy), lead it to achieve the desired SDG outcomes, and propel the institution to achieve the desired ranking and the reputation associated with it.

- 5) Often organizations will adopt and integrate an environmental management system to improve their business (or campus) and environmental performance (Florida & Davison, 2001). EMS is a formal, (voluntarily adopted) based system with a framework that aids in articulating goals, measuring progress, gathering information, and improving organizations' or institutions' performance (Florida & Davison, 2001), and in most cases, the formal EMS is used to manage direct impacts from the institution's (or organization's) operations (Clarke & Kouri, 2009). The goal of EMS is to ensure that the institution's (or organization's) overall environmental objectives are implemented throughout the institutions and that all stakeholders involved, e.g., employees, students, etc. are aware and knowledgeable of their role and responsibility in helping the institution achieve them (Brady, Ebbage, & Lunn, 2013). However, institutions will face numerous decisions when it comes to integrating an environmental sustainability management system (EMS). Whether to pursue a formal (certified) or informal uncertified model, or which framework is best suited if the informal option is chosen, and which environmental interactions are to manage and enhance regularly are just a few concerns management will have to consider when adopting an EMS. Many universities benefited from obtaining formal certification for their implemented EMS (Clarke & Kouri, 2009); however, most institutions are pursuing informal EMS that varies in structure, and the University of Waterloo is no exception.

To mitigate and overcome the challenges facing an environmental sustainability strategy, and ensure that a centralized sustainability development is in effect, a system must be instituted so that there is a better understanding of how CSR initiatives can play a role in creating an environment and culture that are beneficial for achieving corporate expectations and employees' performance. This study proposes the following two sustainability development EMS strategies as options that can be piloted to see whether there is a direct effect on corporate expectations, and employees' performance in the campus sustainability strategy:

- 1) BS 8900 (Yoxon, 2011) will guide the University of Waterloo on general principles, policy, strategy, and activities relating to both internal and external environmental communication, and is a "guidance document providing organizations (both public and private) with a framework to continually improve and meet stakeholder needs along a path towards sustainable development" (An introduction to BS 8900 Guidance for Managing Sustainable Development, 2017) It will also guide managing sustainability

development by implementing the sustainable development agenda with a balanced approach to economic activity, environmental responsibility, and social progress (Yoxon, 2011).

- 2) ISO 14063 will aid in embedding a systematic approach to sustainability into an organization's everyday practices and decision making (Yoxon, 2011). ISO 14063 is a system that encompasses environmental management, environmental communication, guidelines and examples that define: “environmental communication is the process of sharing information to build trust, credibility, and partnerships, to raise awareness, and to use in decision-making” (Yoxon, 2011, p. 335). Such an approach will coincide well with an institutions’ agenda of teaching, learning, and engaging purposes towards their sustainability initiative. Moreover, it can address the current decentralized disposition of the sustainability management organizational structure, and create a more systematic approach that will pave the way for better communication and a collaborative strong sustainability-oriented corporate culture for the 70 Green Office Ambassador Network members and their 1,700 represented employees, ISO 14063. Subsequently, the desired atmosphere that is more centralized, cohesive, and focused towards resolving the inevitable interrelated yet competing elements (campus expectations and employees’ performance) can be established.

The above recommendations will project an embedded holistic ambition level of the campus environmental sustainability strategy and its relation to social capital management (Marrewijk, 2003) because 1) it contributes to employees' knowledge, perceived value, and well-being, 2) it can be justified since the approach is strategically aligned with the goals and objectives of sustainable development; (Marrewijk, 2003) the for now, and for the future outlook. And, from the perspective of the intrinsic value of an organizational sustainability management effort, it can mitigate and positively impact the business as usual perception of employees, and remedy the relative ever-lingering question of what’s in it for me? The recommendations presented and their use can be justified because the sustainability management approach moves not only towards mitigating harm, i.e., environmental protection, but also towards reinforcing the campus sustainability strategy through the desired social progress (Porter & Kramer, 2006).

7.1.4 Opportunities for Future Studies

The thesis related, addressed, assessed, and resolved the research problem systematically and found that regardless of the organization’s structure, all the findings, implications, and recommendations can be applied in their quest to achieve the desired results with respect to the chosen corporate/campus sustainability strategy. Fostering employees’ (happy and motivated) well-being and their importance in the developments of CSR initiatives was shown to have clear relevance across different organizational settings.

The study revealed a strong relationship between the drawback (increase in job expectations) effect and its impact on employees’ overall job satisfaction. However, the results showed no significant relationship between financial incentives and employees’ perception of their institution’s adoption and implementation of CSR, and their overall impact on employees’ participation and engagement level in the environmental sustainability strategy. Equally important, all questions concerning employees' perceived

value of the strategy showed no effect on employees' overall job satisfaction. The question that can be asked here is, would the study's results be the same in a corporation, SME, or a different institutional setting?

Applying the questionnaire (according to the CSR, its activities in place, and role of employees) and further analysis of the research questions in higher institution settings is important to better generalize the findings and capture a complete picture of how environmental sustainability strategies impact employees' overall performance in different organizational settings, and most importantly, it can set precedence for reliability to be achieved.

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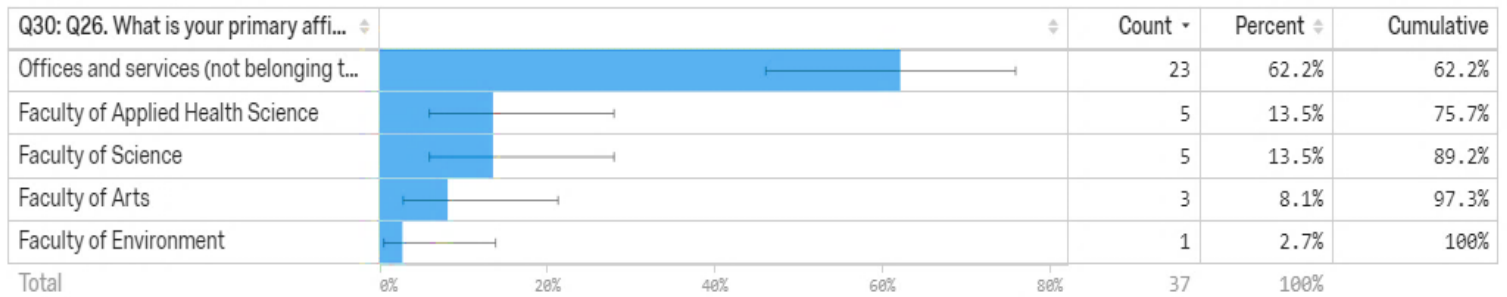
Appendices

Appendix A: Description of Frequencies, Percentages of Employees, and level of Input

Summary of Q30: Q26. What is your primary affiliation?

Sample Size ⓘ	Number of distinct categories
37	5

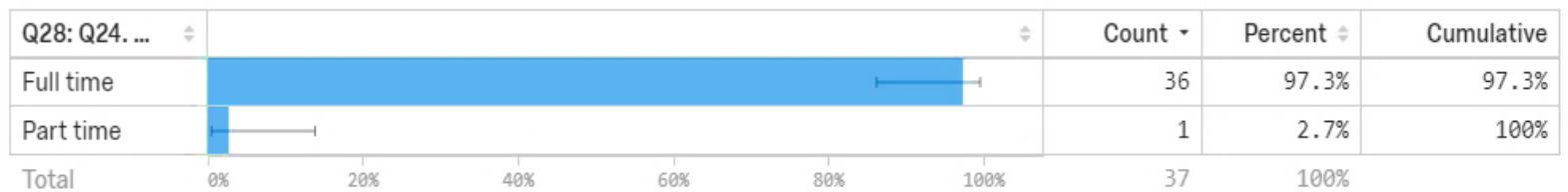
Reorder



Summary of Q28: Q24. What is your current job status?

Sample Size ⓘ	Number of distinct categories
37	2

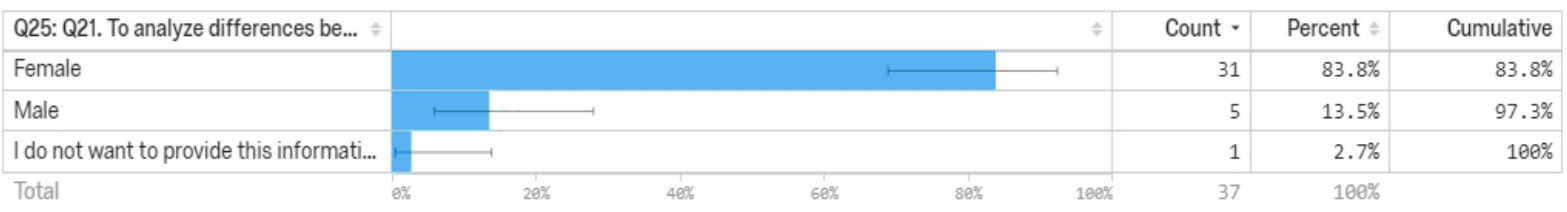
Reorder



Summary of Q25: Q21. To analyze differences between groups of employees, we finally ask you some basic questions about you and your employment. What is your gender? - Selected Choice

Sample Size ⓘ	Number of distinct categories
37	3

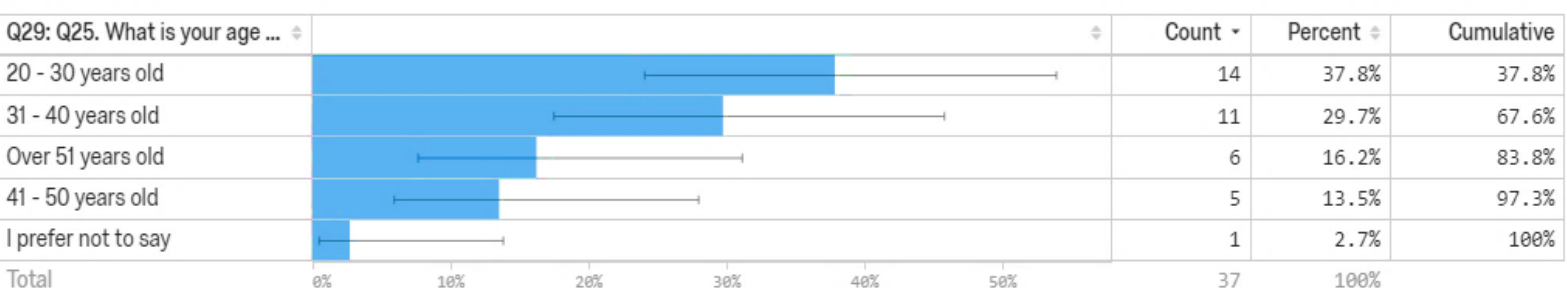
Reorder



Summary of Q29: Q25. What is your age group:

Sample Size ⓘ	Number of distinct categories
37	5

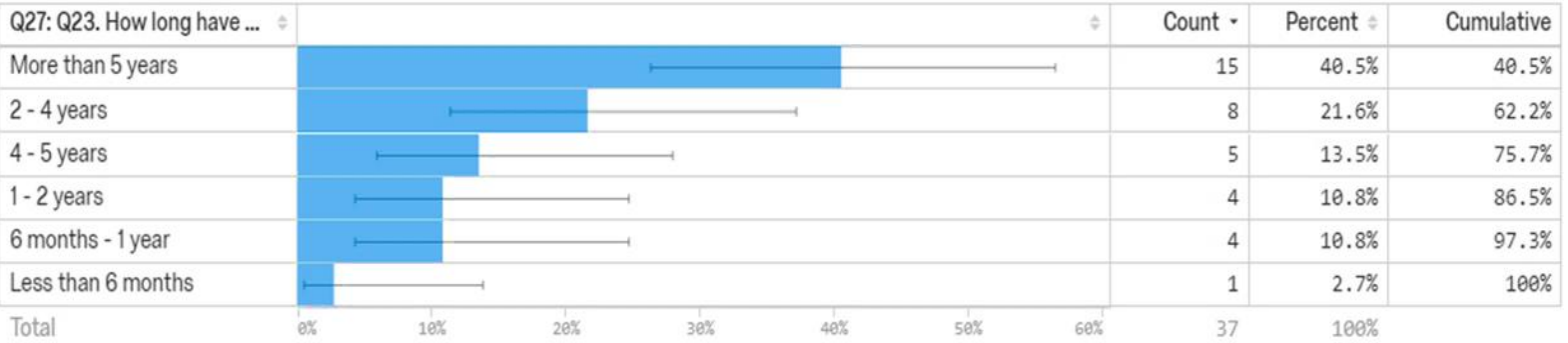
Reorder



Summary of Q27: Q23. How long have you been employed with the University of Waterloo?

Sample Size ⓘ	Number of distinct categories
37	6

Reorder



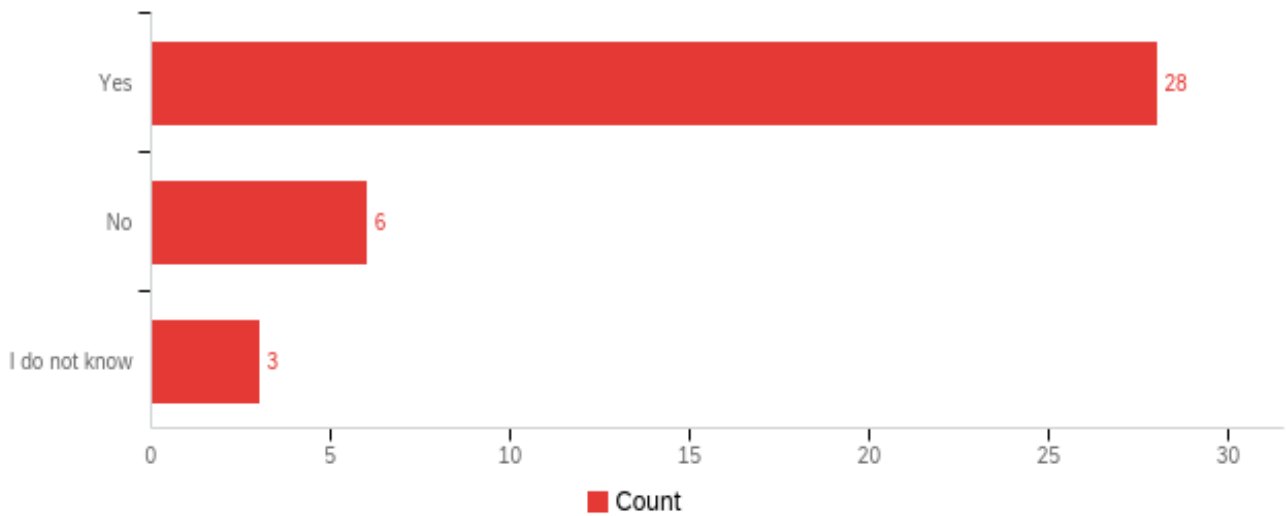
Stub: Climate change plan

	Q30: Q26. What is your primary affiliation?					
	Total	Faculty of Applied Health Science	Faculty of Arts	Faculty of Environment	Faculty of Science	Offices and services...ne of the faculties)
		A	B	C	D	E
Always participate	4	0	2	0	0	2
Never participate	15	5	0	0	3	7
Somewhat participate	18	0	1	1	2	14
Always participate	10.8%	0.0%	66.7%	0.0%	0.0%	8.7%
			A, D, E			
Never participate	40.5%	100.0%	0.0%	0.0%	60.0%	30.4%
		B, C, E				
Somewhat participate	48.6%	0.0%	33.3%	100.0%	40.0%	60.9%
				A		A
Overall Stat Test of Percentages	0.00749					

Stub: Zero waste action plan

	Q30: Q26. What is your primary affiliation?					
	Total	Faculty of Applied Health Science	Faculty of Arts	Faculty of Environment	Faculty of Science	Offices and services...ne of the faculties)
		A	B	C	D	E
Always participate	8	0	2	1	0	5
Never participate	13	4	0	0	4	5
Somewhat participate	16	1	1	0	1	13
Always participate	21.6%	0.0%	66.7%	100.0%	0.0%	21.7%
			A, D	A, D		
Never participate	35.1%	80.0%	0.0%	0.0%	80.0%	21.7%
		B, E			B, E	
Somewhat participate	43.2%	20.0%	33.3%	0.0%	20.0%	56.5%
Overall Stat Test of Percentages	0.01588					

Appendix B: Employees Who Read the Latest Report and Its Relation to Their Input Levels.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Q6. The University of Waterloo publishes an annual sustainability report. Have you read the latest report?	1.00	3.00	1.32	0.62	0.38	37

#	Field	Choice Count
1	Yes	75.68% 28
2	No	16.22% 6
3	I do not know	8.11% 3
		37

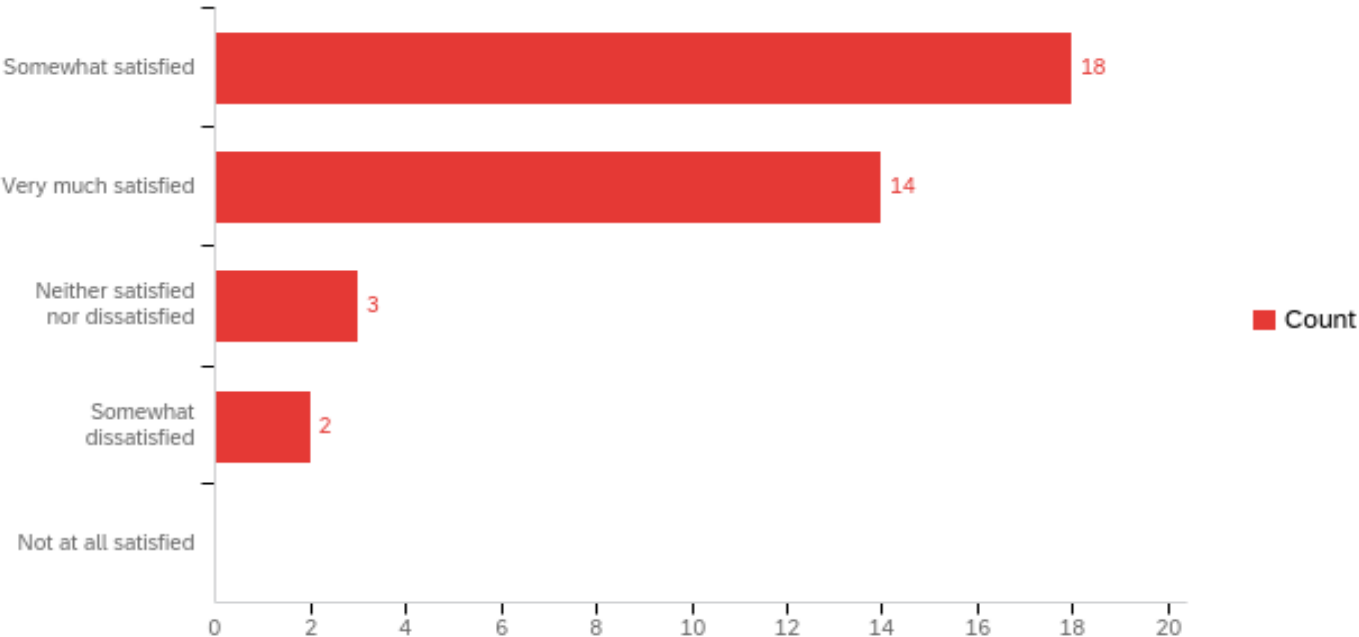
Stub: Zero waste action plan

	Q7: Q6. The University of...u read the latest report?			
	Total	I do not know	No	Yes
		A	B	C
Always participate	8	0	0	8
Never participate	13	3	5	5
Somewhat participate	16	0	1	15
Always participate	21.6%	0.0%	0.0%	28.6%
Never participate	35.1%	100.0%	83.3%	17.9%
Somewhat participate	43.2%	0.0%	16.7%	53.6%
Overall Stat Test of Percentages	0.00381			

Stub: Sustainability training program

	Q7: Q6. The University of...u read the latest report?			
	Total	I do not know	No	Yes
		A	B	C
Always participate	12	0	0	12
Never participate	16	3	5	8
Somewhat participate	9	0	1	8
Always participate	32.4%	0.0%	0.0%	42.9%
Never participate	43.2%	100.0%	83.3%	28.6%
Somewhat participate	24.3%	0.0%	16.7%	28.6%
Overall Stat Test of Percentages	0.02893			

Appendix D: Employees' Overall job Satisfaction Levels and Their Relation to the Drawbacks Variables



Stub: Q26: Q22. Overall, how satisfied are you with your job?

	Increase in job expectation		
	Total	(Blank)	Increase in job expectation
		A	B
Neither satisfied nor dissatisfied	3	1	2
Not at all satisfied	0	0	0
Somewhat dissatisfied	2	2	0
Somewhat satisfied	18	17	1
Very much satisfied	14	13	1
Neither satisfied nor dissatisfied	5.0%	1.8%	50.0%
			A
Not at all satisfied	0.0%	0.0%	0.0%
Somewhat dissatisfied	3.3%	3.6%	0.0%
Somewhat satisfied	30.0%	30.4%	25.0%
Very much satisfied	23.3%	23.2%	25.0%
Overall Stat Test of Percentages	0.01371		

There is a strong statistically significant relationship between **Increase in job expectation** and **Q26: Q22. Overall, how satisfied are you with your job?**

[Hide statistical test results](#) ▾

Chi-Squared Test ⓘ (Recommended)

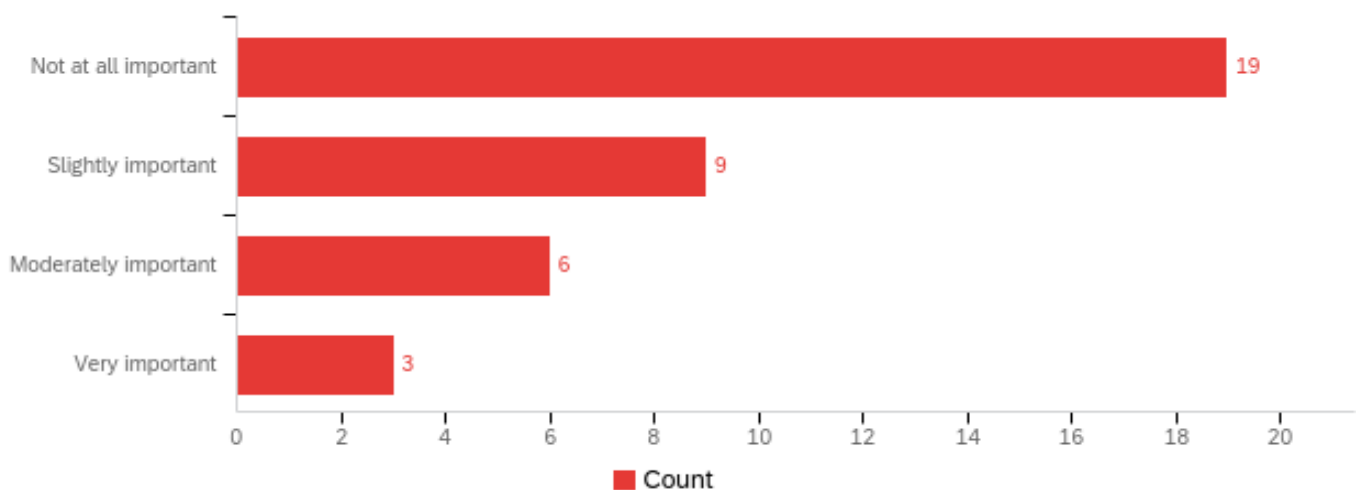
P-Value ⓘ	0.0137
Effect Size (Cramér's V) ⓘ	0.537
Sample Size ⓘ	37

[Show/hide Chi-Squared results](#)

Reorder ▾	Reset	Count	All %	Row %	Col %
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Q26: Q22. Overall, how satisfied are you with your job?					
Increase in job expect...	Somewhat satisf...	Very much satisf...	Neither satisfied...	Somewhat dissa...	Total
(Blank)	17	13	1	2	33
Increase in job expectation	1	1	2	0	4
Total	18	14	3	2	37

Appendix E: Importance of Financial Incentives and Its Relation to Employees' Participation and Engagement in Environmental Sustainability Initiatives.

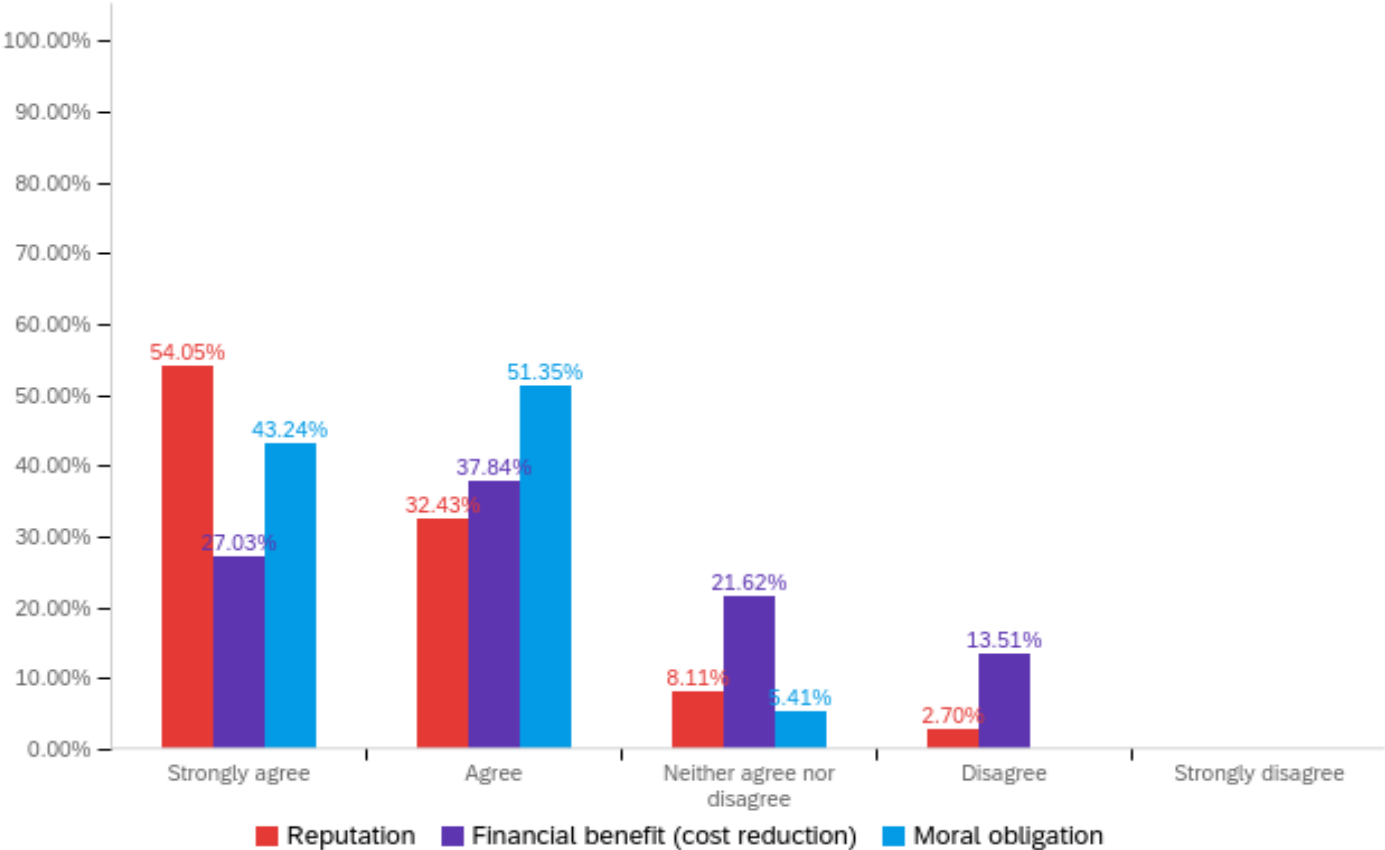


Stub: Q4. What is your level of input into the development of sustainability initiatives at the University of Waterloo?

	Q20: Q16. How important are financial incentives...ged in environmental sustainability initiatives?				
	Total	Moderately important	Not at all important	Slightly important	Very important
		A	B	C	D
Always participate (Climate change plan)	10.8%	16.7%	15.8%	0.0%	0.0%
Never participate (Climate change plan)	40.5%	33.3%	42.1%	33.3%	66.7%
Somewhat participate (Climate change plan)	48.6%	50.0%	42.1%	66.7%	33.3%
Always participate (...ty training program)	32.4%	33.3%	42.1%	22.2%	0.0%
Never participate (S...ty training program)	43.2%	50.0%	42.1%	33.3%	66.7%
Somewhat participate...ty training program)	24.3%	16.7%	15.8%	44.4%	33.3%
Always participate (Zero waste action plan)	21.6%	16.7%	26.3%	22.2%	0.0%
Never participate (Zero waste action plan)	35.1%	33.3%	31.6%	44.4%	33.3%
Somewhat participate (Zero waste action plan)	43.2%	50.0%	42.1%	33.3%	66.7%
Overall Stat Test of...Climate change plan)	0.73774				
Overall Stat Test of...ty training program)	0.57265				
Overall Stat Test of...o waste action plan)	0.93171				

Appendix F: Employees' Perception of the Environmental Sustainability Strategy and its Relation to Their level of Input.

Q12 - Q9. To your best knowledge, what are the main reasons behind adopting and i...



#	Field	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
6	Reputation	55.56% 20	33.33% 12	8.33% 3	2.78% 1	0.00% 0	36
5	Financial benefit (cost reduction)	27.03% 10	37.84% 14	21.62% 8	13.51% 5	0.00% 0	37
4	Moral obligation	43.24% 16	51.35% 19	5.41% 2	0.00% 0	0.00% 0	37

Showing rows 1 - 3 of 3

Stub: Climate change plan

	Moral obligation					
	Total	Agree	Disagree	Neither agree nor disagree	Strongly agree	Strongly disagree
		A	B	C	D	E
Always participate	4	0	0	0	4	0
Never participate	15	10	0	2	3	0
Somewhat participate	18	9	0	0	9	0
Always participate	10.8%	0.0%	0.0%	0.0%	25.0%	0.0%
					A	
Never participate	40.5%	52.6%	0.0%	100.0%	18.8%	0.0%
		D		D		
Somewhat participate	48.6%	47.4%	0.0%	0.0%	56.3%	0.0%
Overall Stat Test of Percentages	0.02986					

Appendix G: Collaboration and Its Effect on Employees' Input in the development of the Zero Waste Action Plan

Stub: Zero waste action plan						
	My department offers meetings which collaboratively address sustainability initiatives					
	Total	Agree	Disagree	Neither agree nor disagree	Strongly agree	Strongly disagree
		A	B	C	D	E
Always participate	8	0	3	1	3	1
Never participate	13	2	4	1	1	5
Somewhat participate	16	7	3	6	0	0
Always participate	21.6%	0.0%	30.0%	12.5%	75.0%	16.7%
					A, C	
Never participate	35.1%	22.2%	40.0%	12.5%	25.0%	83.3%
						A, C
Somewhat participate	43.2%	77.8%	30.0%	75.0%	0.0%	0.0%
		B, D, E		D, E		
Overall Stat Test of Percentages	0.00371					

Appendix H: The University of Waterloo Clearly communicates its environmental sustainability strategy and its effect on employees' input levels in the Zero Waste Action Plan

Stub: Zero waste action plan						
	The University of Waterloo clearly communicates its environmental sustainability strategy					
	Total	Agree	Disagree	Neither agree nor disagree	Strongly agree	Strongly disagree
		A	B	C	D	E
Always participate	8	4	0	1	3	0
Never participate	13	1	5	6	1	0
Somewhat participate	16	11	3	1	1	0
Always participate	21.6%	25.0%	0.0%	12.5%	60.0%	0.0%
					B	
Never participate	35.1%	6.3%	62.5%	75.0%	20.0%	0.0%
			A	A		
Somewhat participate	43.2%	68.8%	37.5%	12.5%	20.0%	0.0%
		C				
Overall Stat Test of Percentages	0.00298					

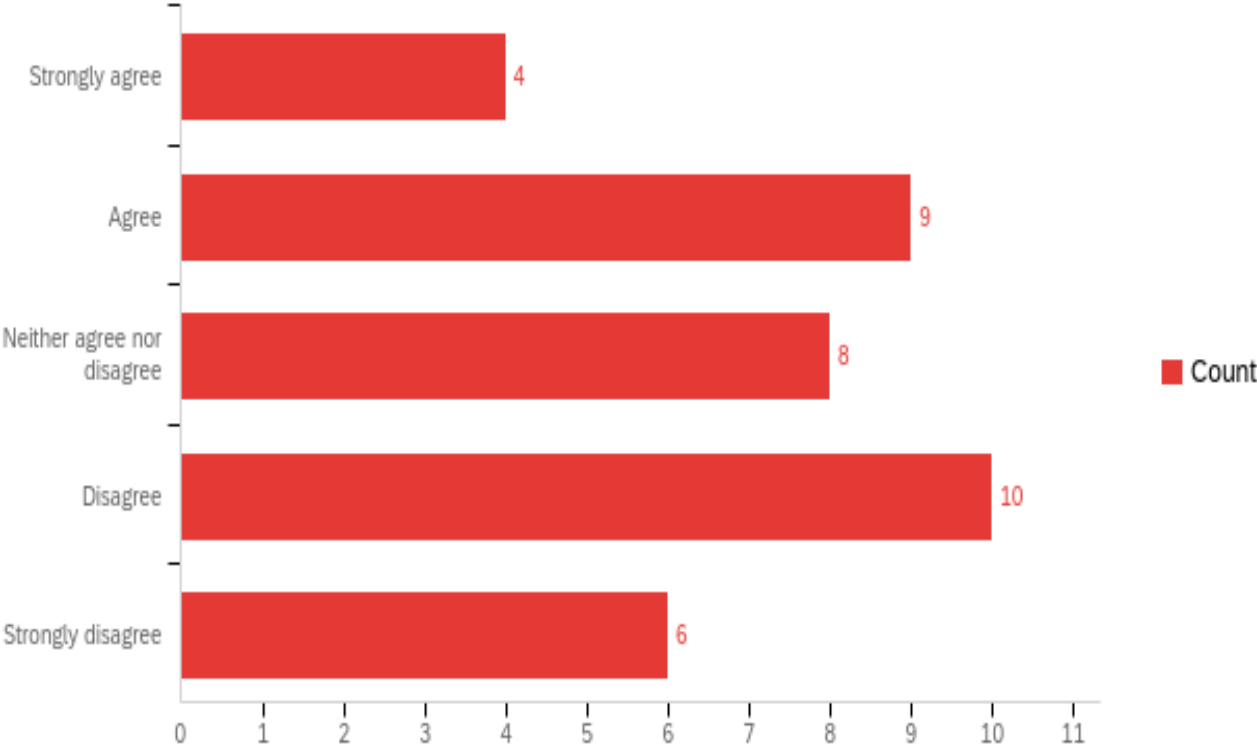
Appendix I: Communicating the Strategy and Its Effect on Employees' Input in the Climate Change Plan

Stub: Climate change plan						
	The University of Waterloo clearly communicates its environmental sustainability strategy					
	Total	Agree	Disagree	Neither agree nor disagree	Strongly agree	Strongly disagree
		A	B	C	D	E
Always participate	4	1	1	0	2	0
Never participate	15	5	6	4	0	0
Somewhat participate	18	10	1	4	3	0
Always participate	10.8%	6.3%	12.5%	0.0%	40.0%	0.0%
Never participate	40.5%	31.3%	75.0%	50.0%	0.0%	0.0%
			A, D			
Somewhat participate	48.6%	62.5%	12.5%	50.0%	60.0%	0.0%
		B				
Overall Stat Test of Percentages	0.04404					

Appendix J: The University of Waterloo Clearly Communicates its Sustainability Goals and Objectives and Its Effect on Employees' input in the Zero Waste Action Plan

Stub: Zero waste action plan						
	The University of Waterloo clearly communicates its sustainability goals and objectives					
	Total	Agree	Disagree	Neither agree nor disagree	Strongly agree	Strongly disagree
		A	B	C	D	E
Always participate	8	4	0	1	3	0
Never participate	13	1	4	7	1	0
Somewhat participate	16	10	2	3	1	0
Always participate	21.6%	26.7%	0.0%	9.1%	60.0%	0.0%
					B, C	
Never participate	35.1%	6.7%	66.7%	63.6%	20.0%	0.0%
			A	A		
Somewhat participate	43.2%	66.7%	33.3%	27.3%	20.0%	0.0%
		C				
Overall Stat Test of Percentages	0.00921					

Appendix K: The Mode and Employees Levels of Agreement



Annex 1

The Survey

Qtest - UW Sustainability 1

Start of Block: University of Waterloo Sustainability Survey

Q1. The Environmental Sustainability Strategy addresses environmental sustainability. It also cultivates employees' communication and engagement initiatives, which can impact employees' participation and motivation levels.

How important are the different aspects of sustainability to you?

	Extremely important (4)	Very important (3)	Moderately important (2)	Slightly important (1)	Not at all important (0)
Climate change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energy use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Waste management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Water management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel including commuting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well-being (employees happiness and motivation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2. The University of Waterloo conducts different activities connected with the environmental sustainability strategy.

How aware are you of each of the following?

	Very aware (1)	Somewhat aware (2)	Not at all aware (3)
Sustainability office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainability strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainability report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainability training program (Sustainability Certificate)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3. As a part of the environmental sustainability strategy and its activities, different sustainability initiatives opportunities are offered for employees to be involved and participate in, such as Waste Week, Earth Month, Bike Month Campaign, and the Green Office Challenge.

How important is it for you that you participate in sustainability initiatives?

	Extremely important (1)	Very important (2)	Moderately important (3)	Slightly important (4)	Not at all important (5)
Personally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For your job at the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4. What is your level of input into the development of sustainability initiatives at the University of Waterloo?

	Always participate (1)	Somewhat participate (2)	Never participate (3)
Climate change plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainability training program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zero waste action plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5. If you have not participated yet, do you plan to participate in the Sustainability Training (seven-part certificate) Program offered by the university?

- Yes
- Maybe
- No
- Participant of the program

Q6. The University of Waterloo publishes an annual sustainability report.

Have you read the latest report?

Yes

No

I do not know

Q7. Please indicate your level of agreement with each of the following statements:

	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)
My department offers meetings which collaboratively address sustainability initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The University of Waterloo clearly communicates its environmental sustainability strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The University of Waterloo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

clearly communicates its sustainability goals and objectives

It's key for HR to provide employees with sustainability information during job orientation

Sustainability initiatives address employees' well-being (happy and motivated)

Q8. Does the current environmental sustainability strategy of the University of Waterloo make you feel:

Extremely well (1) Very well (2) Moderately well (3) Slightly well (4) Not well at all (5)

Included: your participation matters to the overall success of the

environmental
sustainability
strategy and its
activities

Connected:
well informed
and educated
of the
environmental
sustainability
strategy and its
activities. Part
of a team

Equally
treated: your
voice matters
with regard to
the
sustainability
strategy and its
activities

Conscious:
aware of and
feel a sense of
urgency to
participate and
be engaged in
the
sustainability

strategy and its activities

Secured: a sense of belonging in the

sustainability strategy and its activities

Q9. To your best knowledge, what are the main reasons behind adopting and implementing an environmental sustainability strategy at the University of Waterloo? Select all that apply:

	Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly disagree (0)
Reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial benefit (cost reduction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moral obligation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10. What are the drawbacks of the environmental sustainability strategy to you? Chose all that apply:

Increase in job expectation

Low level of participation

Added pressure on top of the daily work tasks

Other (please specify) _____

Q11. What does sustainability represent to you? Chose all that apply:

Addressing societal issue

Creating a balance between the University of Waterloo's expectations and employees' productivity levels

Addressing employee-related social issues, such as employees' well-being (happy and motivated)

Addressing financial issues, such as cost reduction

Addressing environmental issues, such as lower energy use

All the above

Other (please specify) _____

Q12, I feel engaged in the environmental sustainability strategy:

Strongly agree

- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q13. I feel a sense of happiness by engaging in sustainability initiatives at the University of Waterloo:

- Strongly agree
- Agree
- Not applicable
- Disagree
- Strongly disagree

Q14. If you have made suggestions within your department to improve sustainability, how satisfied are you with your department's responses?

- Extremely satisfied
- Moderately satisfied
- Neither satisfied nor dissatisfied

- Moderately dissatisfied
- Extremely dissatisfied
- Not applicable (I haven't made any suggestions)

Q15. Please let us know how you agree with the following general statement. It is important that sustainability activities foster employees' well-being, (happy and motivated):

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Q16. How important are financial incentives for you to participate and become engaged in environmental sustainability initiatives?

- Extremely important
- Very important
- Moderately important
- Slightly important
- Not at all important

Q17. I feel valued by participating in the University of Waterloo sustainability initiatives:

- Strongly agree
- Agree
- Not applicable
- Disagree
- Strongly disagree

Q18. The opportunity to engage in the university's sustainability initiatives can enhance or has enhanced my view of the University of Waterloo as a workplace:

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Q19. Before my employment at the University of Waterloo, I always checked and sought employment in companies that engage in sustainability initiatives:

- Always
- Most of the time
- About half the time
- Sometimes
- Never
- Not applicable, the University of Waterloo is my first employer

Q20. I receive recognition when I perform beyond my manager's/supervisor's expectations in sustainability activities:

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Q21. To analyze the differences between groups of employees, we finally ask you some basic questions about you and your employment.

What is your gender?

- Male
- Female
- Others _____
- I do not want to provide this information

Q22. Overall, how satisfied are you with your job?

- Very much satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Not at all satisfied

Q23. How long have you been employed with the University of Waterloo?

- Less than 6 months
- 6 months - 1 year
- 1 - 2 years
- 2 - 4 years
- 4 - 5 years

More than 5 years

Q24. What is your current job status?

Part-time

Full time

Q25. What is your age group?

20 - 30 years old

31 - 40 years old

41 - 50 years old

Over 51 years old

I prefer not to say

Q26. What is your primary affiliation?

Faculty of Arts

- Faculty of Engineering
- Faculty of Environment
- Faculty of Mathematics
- Faculty of Science
- Faculty of Applied Health Science
- Offices and services (not belonging to one of the faculties)

End of Block: University of Waterloo Sustainability Survey

Annex 2

Ethics Clearance

UNIVERSITY OF WATERLOO

Notification of Ethics Clearance to Conduct Research with Human Participants

Principal Investigator: Olaf Weber (School of Environment, Enterprise and Development)

Student investigator: Ray Westwood (School of Environment, Enterprise and Development)

File #: 40846

Title: Corporate Sustainability & Responsibility in Motion Simultaneously: The Link Between CSR Success and Employee Satisfaction.

The Human Research Ethics Committee is pleased to inform you this study has been reviewed and given ethics clearance.

Initial Approval Date: 04/03/19 (m/d/y)

University of Waterloo Research Ethics Committees are composed in accordance with, and carry out their functions and operate in a manner consistent with, the institution's guidelines for research with human participants, the Tri-Council Policy Statement for the Ethical Conduct for Research Involving Humans (TCPS, 2nd edition), International Conference on Harmonization: Good Clinical Practice (ICH-GCP), the Ontario Personal Health Information Protection Act (PHIPA), the applicable laws and regulations of the province of Ontario. Both Committees are registered with the U.S. Department of Health and Human Services under the Federal Wide Assurance, FWA00021410, and IRB registration number IRB00002419 (HREC) and IRB00007409 (CREC).

This study is to be conducted in accordance with the submitted application and the most recently approved versions of all supporting materials.

Expiry Date: 04/04/20 (m/d/y)

Multi-year research must be renewed at least once every 12 months unless a more frequent review has otherwise been specified. Studies will only be renewed if the renewal report is received and approved before the expiry date. Failure to

submit renewal reports will result in the investigators being notified ethics clearance has been suspended and Research Finance being notified the ethics clearance is no longer valid.

Level of review: Delegated Review

Signed on behalf of the Human Research Ethics Committee



Karen Pieters, Manager, Research Ethics, karen.pieters@uwaterloo.ca, 519-888-4567, ext. 30495

This above named study is to be conducted in accordance with the submitted application and the most recently approved versions of all supporting materials.

Documents reviewed and received ethics clearance for use in the study and/or received for information:

file: Appreciation and feedback statement version 2.docx

file: Information and consent form version 4.docx

file: Bulletin text version 2.docx

file: UW_Sustainability_word survey version 2.docx

Approved Protocol Version 5 in Research Ethics System

This is an official document. Retain for your files.

You are responsible for obtaining any additional institutional approvals that might be required to complete this study.