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## **Conflict of Interest**

The author (s) declared no conflict of interest and have not received any funds for the project.

# The Impact of Green Human Resource Management on the Triple bottom Lines of Sustainability Performance

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## Abstract

The concern for a green environment in the last few years has increased significantly, due to which firms worldwide spend considerable resources on corporate social responsibility. GHRM is a new concept that involves all the stakeholders for a sustainable environment. Given its importance, we have focused on the textile sector of Pakistan because it contributes significantly to economic development and environmental decay. The study collected 565 responses non-randomly from the targeted textile sectors of Karachi. Given its importance, we tested a model with five articulated hypotheses and found green recruitment and selection and green empowerment significantly affect environmental performance. But we found an inverse association between training and development and environmental performance. Perhaps, employees in the textile sectors feel the training in their entities is not relevant to environmental sustainability. We also found an insignificant association between green empowerment and environmental performance. Most of the textile units in Pakistan are family owned, and they often do not empower the employees in decision-making. Green knowledge theoretically should enhance the association between green recruitment and selection, but we found it does not. The results suggest that the textile sector in Pakistan need to focus on this aspect to increase the employees' green knowledge.

**Keywords:** *GHRM, green recruitment and selection, green training and development, green empowerment, green knowledge, and green environment.*

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## **Introduction**

Over the last few decades, environmental sustainability has become a critical issue worldwide. Policymakers and governments are concerned with preserving the eco system and its resources for future generations (Oláh et al., 2020). Consequently, business entities allocate substantial resources to develop and implement green management practices and procedures. These green policies and procedures for a sustainable environment have been in practice since the 1990s (Ögmundarson et al., 2021). Previously, operations, finance, and marketing departments were involved in sustainable environmental practices. But in recent years, human resource management has also been involved in green management practices (Chen, Despeisse, & Johansson, 2020).

Human resource management is important in a business entity as it increases organizational performance by integrating all the activities of an organization (Aguilera et al., 2021). Given its importance for the growth of firms, many researchers assert HRM can play a significant role in promoting green practices in a firm. Green human resource is a newly emerged concept that promotes green environmental performance in a firm by enhancing employees' attitudes and commitment toward a sustainable environment (Umrani et al., 2021). GHRM refers to all the policies and practices for stimulating the pro-environmental behavior of the employees. In GHRM, contrary to conventional HRM, "recruitment and selection, training and development, compensation and rewards, and performance appraisal" are adapted to promote green behavior in employees (Gilal, et al., 2019).

Globalization of the corporate world has shifted the economy from a conventional economic system to a capacity-based one (Yusoff et al., 2020). Many firms have linked green management with their goal and strategies. Given the importance of green management and green economics, HRM in the corporate world is promoting green culture in organizations by adopting green practices and aligning their offices with the requirements of green culture. Anwar et al. (2021) assert that HRM, an important strategic tool, can achieve green environment goals by attracting and retaining talented individuals with special green skills and knowledge.

In Pakistan, a few studies are available on GHRM practices. Given this gap, this study examines the impact of "green recruitment, green training and development, green reward system, and green empowerment" on green environment performance. It also examines the moderating role of employee environment knowledge on green environment performance.

## **Literature Review**

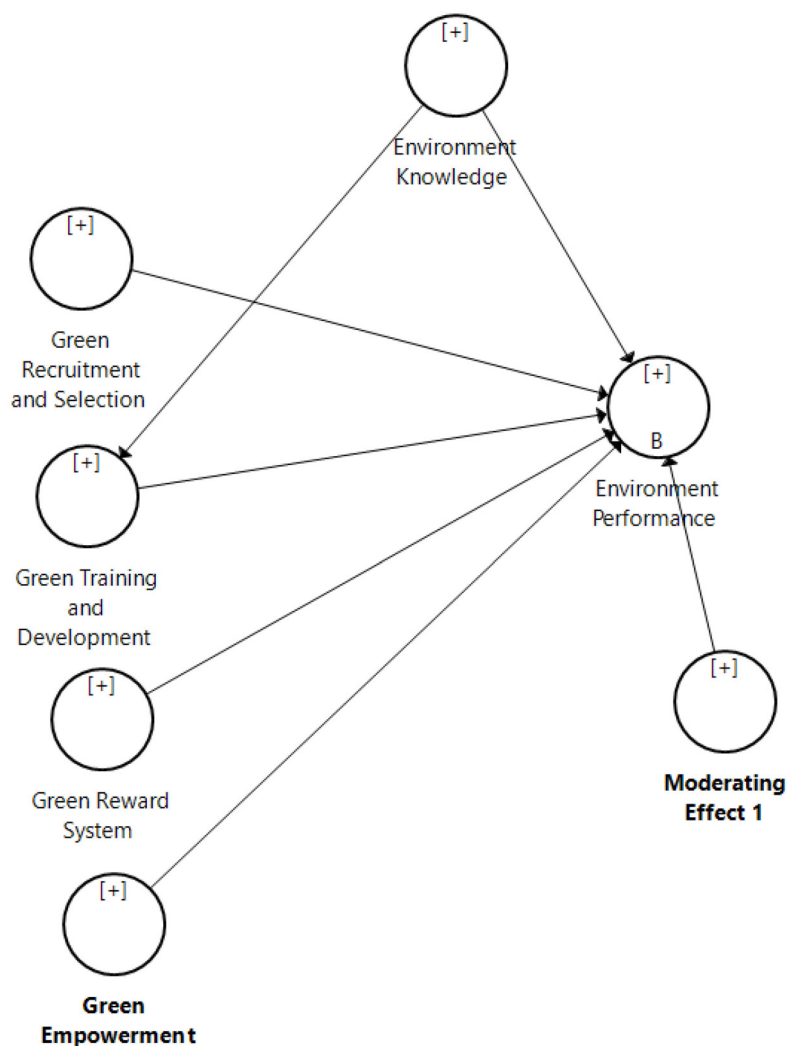
Individuals' irresponsible practices are the main cause of environmental contamination. Singh et al. (2020) assert that GHRM functions can change this unfriendly behavior to an environmentally friendly one, provided it gets support from the employees and other stakeholders of the firms (Darvishmotevali & Altinay, 2022). Malik et al. (2021) assert that human resource management plays an important role in various stages of the environmental management system. Sobaih, Hasanein, and Elshaer (2020) believes that apart from HRM, individuals can contribute to a sustainable environment by conserving energy, using recycled products, and carpooling.

Sustainability and environmental affairs are becoming the most significant drivers of HRM. The concept of GHRM emerged in 1996 when Wehrmeyer published a book entitled: *Greening people: human resources and environmental management*. He defined GHRM as all the practices and policies to promote a sustainable environment within and outside the organization (Wehrmeyer, 1996). Despite the association of sustainable environment and HRM practices, little academics resources are available on it. Malik et al. (2021) argue that firms' environmental sustainability and performance significantly depend on HRM practices and their alignment with environmental sustainability issues.

Given the importance of productivity and green sustainability, many businesses motivate their employees to adopt environmentally sustainable behavior. Extant literature suggests firms that focus on GHRM are more productive than firms that do not engage their employees in green activities (Singh et al., 2020). They also focus on "green recruitment and selection, green training and development, green performance management, green reward" to enhance environmental performance.

## **Conceptual Framework**

Based on the above theoretical discussions, we have developed a model that examines the effect of "green recruitment and selection, green training and development, green empowerment and green reward" on environmental performance. It also examines the moderating role of environment knowledge on "green training and development" and environment performance.



**Figure 1: Conceptual Framework**

## Hypotheses Development

The following sections provide the theoretical support for the developed hypotheses.

### Green Recruitment and Selection

Green recruitment and selection practices introduce HRM initiatives to new employees. Mwita and Kinemo (2018) assert that hiring green employees is challenging

for most global firms. Thus, business entities project themselves as green firms to attract talents with green skills and those concerned about the sustainability of the environment. At the same time, prospective employees focus on orienting themselves to the international standard of green culture as they believe it will enhance their job market (Kiplangat, Sang, & Kingori, 2022). Saeed et al. (2019) assert that in the job description, the firms should clearly state what they expect from the employees regarding green practices. Extant literature documents that job descriptions must stress the importance of environmental reporting. The firms must inform new employees about their environmental protection policies, green goals, and values. While interviewing new employees, the firms must evaluate prospective employees' qualifications and skills with the firm's green plan (Yusoff, Nejati, Keem, & Amran, 2020).

Mashala (2018) also suggests that while interviewing new employees, most of the questions must be related to the sustainability of the environment. Malik et al. (2020) suggest firms should structure all new jobs with the requirement of a sustainable environment and firms' environmental aspects. While shortlisting new applicants, the firm must select environmental committed applicants who also understand and have the willingness to pursue the firm's environmentally friendly programs.

*H1: Green recruitment and selection positively impact environment performance in the textile sector of Pakistan.*

### **Green Training and Development**

Green training and development is an important precursor for the green management of firms. Extant literature documents that the environment not only supports environmental system performance but is also a key ingredient to building and implementing green organizational culture in an organization (Bhattacharya, Nand, & Castka, 2019). Apart from other factors, environmental training helps develop human resources (Zaid, Jaaron, & Bon, 2018; Khan et al., 2021).

Based on empirical research, Yong et al. (2020) concluded that environmental training mitigates climate change and helps firms develop low-carbon products. Yafi, Tehseen, and Haider (2021) also stress imparting customized green training for employees and assess its effectiveness based on a valid instrument. Amjad et al. (2020) suggest that the training programs could focus on recycling, energy efficiency and safety, waste management, and job rotation for potential organizational green managers.

*H2: Green training and development positively impacts the environment performance in the textile sector of Pakistan.*

## Green Reward System

A green reward system motivates employees and allows them to link their performance with environmental management (Amjad et al., 2021). Such reward systems motivate employees to realize the importance of environmental protection requirements and align their activities with environmental sustainability (Meng, Liu, Li, & Wu, 2021).

Saputro and Nawangsari (2021) assert firms must align the green reward system with their green practices. While designing a reward system, the firms must focus on “green initiatives in the workplace, lifestyle, and reducing carbon footprints.” The reward system must provide bonuses to the employees who show interest and understand the eco-friendly culture. Firms can use different reward practices to motivate employees to acquire green skills, including financial, non-financial, and recognition (Jamal et al., 2021; Molina-Azorin et al., 2021). Financial rewards include “cash, bonuses, and premium.” Recognition rewards include “external roles, daily praise, dinners.” Leave, gift and sabbatical leaves fall in the category of non-financial rewards. Positive rewards relate to giving timely feedback to employees.

All the discussed rewards are for employees who participate in sustainable environmental practices and the managers who motivate their employees to participate in eco-friendly activities of a firm (Úbeda-García, 2022). Extant studies have documented that firms can enhance their environmental performance by rewarding employees financially and non-financially (Yafi, Tehseen, & Haider, 2021; Molina-Azorin et al., 2021). Organizational performance relates to employees’ efficiency and effectiveness regarding their job-related assignments (Amjad et al., 2021). The Resource-Based Theory postulates that firms can achieve a competitive advantage by effectively utilizing their resources. Firms that practice eco-friendly practices positively affect a sustainable environment (Meng, Liu, Li, & Wu, 2021)

All the activities and practices that promote a sustainable environment refer to organizational environmental performance. Thus firms must adopt environmental management practices to enhance their environmental performance (Saputro & Nawangsari, 2021). Many past studies have concluded that different GHRM practices individually and collectively affect environmental performance (Jamal et al., 2021). GHRM practices, including “green recruitment, green training, and green rewards,” positively affect the environmental performance of firms and give them a competitive edge (Singh & El-Kassar, 2019; Khan et al., 2021; Kiplangat, Sang, & Kingori, 2022).

*H3: Green reward and compensation is more likely to have a positive impact on environment*

*performance in the textile sector of Pakistan.*

### **Green Empowerment**

Firms must encourage employees to participate in environmental management activities as it helps in reducing environmental decay (Paillé & Francoeur, 2022). Many past studies have documented that empowering employees in green activities enhances environmental performance resulting in reduced waste and pollution in and outside the organizations (Adi, Mulyadi, Setini, & Astawa, 2021). Purwanto et al. (2022) stress green involvement process comprises a “clear green vision, a green learning climate, various communication channels, offering green practices, and encouraging green involvement.” A green learning climate refers to all the communication channels in a firm that update and inform employees about environmental-related issues at the workplace (Laeq, 2021). Such a climate promotes mutual learning among the employees on the workplace’s environmental issues. It also encourages employees to learn about each other green attitudes and behaviors, leading to enhanced awareness of environmental issues.

Islam et al. (2022) stress firms can have several informal and formal channels to promote positive attitudes toward a sustainable environment. Some green activities firms can use to stimulate green attitudes and behavior include writing newsletters, developing problem-solving groups, or setting up green teams (Ashraful, Niu, & Rounok, 2021).

*H4: Green empowerment has a positive impact on environment performance in the textile sector of Pakistan.*

### **Moderating Effect of Environment Knowledge**

Knowledge and decision-making have an inverse relationship. Individuals’ knowledge affects their attitudes and behaviors. Environmental knowledge refers to familiarity and awareness regarding sustainability issues and their solutions. Consumers with high environmental sustainability knowledge consume environmentally friendly products and are involved in green activities. Extant literature documents that HRM practices promote pro-environmental activities. Also, environmental knowledge interacts with HRM practices and sustainable behavior (Kim & Stepchenkova, 2020).

Many studies have reported precursors to environmental behavior are “knowledge and values”. Sources to enhance environmental knowledge are peer learning, the environment at work, the culture, and social media. They also stress employees with higher knowledge of sustainability adopt and practice pro-environmental behavior in the workplace (Kim & Stepchenkova, 2020).



The Social–Psychological Model (Mohiuddin et al., 2018) assumes individual altruistic behavior towards environmental sustainability depends on their awareness of their consumption behavior towards the environment. Many researchers believe using environmental knowledge as a moderator between HRM practices and environmental performance would give better results rather than using it as a predictor of environmental performance.

*H5: Knowledge management moderates recruitment and selection and environment performance in the textile sector of Pakistan.*

## **Methodology**

### **Population and Sampling**

The study has focused on the textile sector of Karachi as it contributes significantly to pollution and industrial waste. It also significantly contributes to the economic development of the country. Its share of total export is 61%, generating 41% of direct employment to the country's labor force. The study recruited five enumerators who visited the target textile units in Karachi and distributed 600 pen and pencil questionnaires, of which they received 565 responses. We have selected Karachi because researchers have documented that the sample collected from Karachi have similar characteristics to Pakistan.

### **Measures and Scales**

We have solicited responses on a "Five Point Likert Scale." This study has adopted the questionnaire from past studies with a similar context to the current study. It has seven latent and 30 indicator variables. Environmental performance has five indicators adapted from Pham (2010). Green training has three items adapted from Cantor et al. (2012). Green recruitment and selection has three items from Kim et al. (2019). Green reward system has four items from Kim et al. (2019). Green knowledge nine items are from Gatersleben, Steg, and Vlek (2002). Green empowerment six items are from Saeed et al. (2019).

### **Response Rate and Common Method Bias**

Low response rate and common method bias can distort the results. Study results could be infected if it collected the predictor and dependent variables data from the same respondent, which we did in this Study. To increase the response rate, enumerators consistently followed-up with the respondents via personal visits, mobile communication, and emails. Consequently, the response rate was 95% which is adequate

for consumer-related research. The study found that the VIF values of all the variables are lesser than 1.75 suggesting that the study is not infected with lower responses and common method biases.

Respondents Profile

We found that 44% of the respondents are female, and 64% are male. The age profile suggests that 15% of the employees are in the age bracket of 20-25, 55% in the age bracket 26-31, 16% in 32-37, 4% in 38-43, and the rest were at least 44 years old. Marital status suggests that 68% are married and 32% are single. We found that 42% have intermediate education, 39% have Bachelor’s degrees and 20% have a Masters’s level of education, and the rest have some diploma or certification. In terms of experience, we found that 40% of employees have up to five years of experience, 30% have an experience between 6 to 11 years, 20% have experience of 11 to 17 years, and the rest have an experience of at least 18 years.

Statistical Analysis

The Study using Smart PLS initially generated a measurement model, including results related to “reliability, validity,” followed by a structural model regarding hypothesis results.

Results and Findings

Descriptive Analysis

Descriptive analysis is the initial step for statistical analysis, and it helps identify the normality and internal consistency of the latent variables from the collected data set. Table 1, presented below, depicts the tabulated results.

Table 1: Descriptive Results

	Cronbach's Alpha	Mean	Std. Dev.	Skewness	Kurtosis
Environment Knowledge	0.716	3.747	1.171	1.948	1.217
Environment Performance	0.844	4.451	1.524	1.786	1.965
Green Empowerment	0.780	3.836	1.989	1.940	1.931
Gr. Rec. & Selection	0.801	3.382	2.094	2.064	1.680
Green Reward System	0.880	4.051	1.665	1.983	2.208
Gr. Train. and Development	0.753	3.786	0.873	1.981	1.227

The study found that Skewness and Kurtosis values ranged between  $\pm 3.5$ . The highest Skewness and Kurtosis values are for green recruitment and selection (SK=2.064) and the green reward system (KR=2.208), respectively. The lowest Skewness and Kurtosis values

are environmental performance (SK=1.786) and environmental knowledge (KR=1.217), respectively. Since these Skewness and Kurtosis values are within the prescribed range, the “constructs are within the range of univariate normality requirements. Also, the study confirms that latent variables used in the study have adequate internal consistency since their Cronbach’s Alpha values are at least 0.70.

### Convergence Validity and Discriminant Validity

In Table 2, we have summarized convergent and discriminant validity results. The results confirm the “theoretical association between latent and indicators valuables” as composite reliability values are at least 0.70 and AVE values are higher than 0.60. The study has also inferred that the latent variables are “unique and distinct since square roots of AVE are higher than Pearson Correlation Values.”

**Table 2: Convergent and Discriminant Validity**

	Composite Reliability	(AVE)	EK	EP	GE	GR	GRS	GRT
Environment Knowledge	0.836	0.631	0.794					
Environment Performance	0.891	0.672	0.717	0.820				
Green Empowerment	0.858	0.603	0.486	0.428	0.776			
Gr. Recruit and Selection	0.868	0.623	0.671	0.784	0.462	0.789		
Green Reward System	0.926	0.807	0.535	0.564	0.362	0.683	0.898	
Gr. Train. and Dev.	0.842	0.575	0.541	0.558	0.380	0.720	0.732	0.759

### R Square and Q Square Values

The R square values explain the variance in the endogenous variable caused by the exogenous variables, which should be at least 0.10, which we found in Table 3. Similarly, we also found the Q square values are at least zero, suggesting “the model has adequate predictive relevance.”

**Table 3: R Square and Q Square Values**

	R Square Value		Q Square Value		
	R Square	R Square Adjusted	SSO	SSE	Q <sup>2</sup> (1-SSE/SSO)
Environment Performance	0.684	0.683	4792	2607.952	0.456
Green Training and Development	0.292	0.292	4792	2607.952	0.456

### Hypotheses Results

The study using Bootstrapping with 5000 subsets tested five hypotheses. Table 4 below depicts the results.

**Table 4: Hypotheses results**

	$\beta$	t-Stat.	P. Value	Results
Green Recruitment and Selection -> Env. Performance (H1)	0.571	17.31	0.000	Accepted
Green Training and Dev. -> Env. Performance (H2)	-0.074	2.961	0.003	Rejected
Green Reward System -> Env. Performance (H3)	0.064	3.415	0.000	Accepted
Green Empowerment -> Env. Performance (H4)	0.015	0.648	0.517	Rejected
Gr. Recruit and Selection ->Gr. Know> -> Env. Per. (H5)	-0.032	2.114	0.035	Accepted

The results support two direct and one moderating hypotheses. And reject two direct hypotheses stating (i) “green training and development and environment performance” and (ii) green empowerment and environment performance”.

## Discussion and Conclusion

### Discussion

We have aligned generated results and related theoretical supports in the following sections.

The study found that “Green recruitment and selection positively impact environmental performance” in the textile sector of Pakistan. Green recruitment and selection practices introduce HRM initiatives to new employees. Mwita and Kinemo (2018) assert that hiring green employees is challenging for most global firms. Thus business entities project themselves as green firms to attract talents with green skills and those concerned about the sustainability of the environment. At the same time, prospective employees focus on orienting themselves to the international standard of green culture as they believe it will enhance their job market (Kiplangat, Sang, & Kingori, 2022). Saeed et al. (2019) assert that in the job description, the firms should clearly state what they expect from the employees regarding green practices. Extant literature documents that job descriptions must stress the importance of environmental reporting. The firms must inform new employees about their environmental protection policies, green goals, and values. While interviewing new employees, the firms must evaluate prospective employees’ qualifications and skills with the firm’s green plan (Yusoff, Nejati, Kee, & Amran, 2020).

We found that “Green training and development negatively affects environment performance” in the textile sector of Pakistan. Green training and development is an important precursor for the green management of firms. Extant literature documents that the environment not only supports environmental system performance but is

also a key ingredient to building and implementing green organizational culture in an organization (Bhattacharya, Nand, & Castka, 2019). Apart from other factors, environmental training helps develop human resources (Zaid, Jaaron, & Bon, 2018; Khan et al., 2021).

Based on empirical research, Yong et al. (2020) concluded that environmental training mitigates climate change and helps firms develop low-carbon products. Yafi, Tehseen, and Haider (2021) stress imparting customized green training for employees and assess its effectiveness based on a valid instrument. Amjad et al. (2020) suggest that the training programs could focus on recycling, energy efficiency and safety, waste management, and job rotation for potential organizational green managers.

The study found “Green reward system positively affects environmental performance” in the textile sector of Pakistan. Extant studies have documented that firms can enhance their environmental performance by rewarding employees financially and non-financially (Yafi, Tehseen, & Haider, 2021; Molina-Azorin, et al., 2021). Organizational performance relates to employees’ efficiency and effectiveness regarding their job-related assignments (Amjad et al., 2021). The Resource-Based Theory postulates that firms can achieve a competitive advantage by effectively utilizing their resources. Firms that practice eco-friendly practices positively affect a sustainable environment (Meng, Liu, Li, & Wu, 2021).

All the activities and practices that promote a sustainable environment refer to organizational environmental performance. Thus firms must adopt environmental management practices to enhance their environmental performance (Saputro and Nawangsari, 2021). Many past studies have concluded that different GHRM practices individually and collectively affect environmental performance (Jamal et al., 2021). GHRM practices, including “green recruitment, green training, and green rewards,” positively affect the environmental performance of firms and give them a competitive edge (Singh & El-Kassar, 2019; Khan et al., 2021; Kiplangat, Sang, & Kingori, 2022).

The results of the study suggest that “Green empowerment insignificantly affects environmental performance” in the textile sector of Pakistan. Firms must encourage employees to participate in environmental management activities as it helps in reducing environmental decay (Paillé & Francoeur, 2022). Many past studies have documented that empowering employees in green activities enhances environmental performance resulting in reduced waste and pollution in and outside the organizations (Adi, Mulyadi, Setini, & Astawa, 2021). Purwanto et al. (2022) stress green involvement process comprises a “clear green vision, a green learning climate, various communication

channels, offering green practices, and encouraging green involvement.” A green learning climate refers to all the communication channels in a firm that update and inform employees about environmental-related issues at the workplace (Laeq, 2021). Such a climate promotes mutual learning among the employees on the workplace’s environmental issues. It also encourages employees to learn about each other green attitudes and behaviors, leading to enhanced awareness of environmental issues.

The results suggest postulates that “Environment knowledge moderates green recruitment and selection and environmental performance” in the textile sector of Pakistan. Many studies have reported precursors to environmental behavior are “knowledge and values.” Sources to enhance environmental knowledge are peer learning, the environment at work, the culture in sociality, and social media. Researchers stress employees with higher knowledge of sustainability adopt and practice pro-environmental behavior in the workplace (Kim & Stepchenkova, 2020). The Social-Psychological Model (Mohiuddin et al., 2018) assumes individual altruistic behavior towards environmental sustainability depends on their awareness of their consumption behavior towards the environment.

## **Conclusion**

The Study has focused on the textile sectors of Karachi as it contributes significantly to pollution and industrial waste. It also significantly contributes to the economic development of the country. Its share of total export is 61%, generating 41% of direct employment to the country’s labor force. Given its importance, we tested a model with five articulated hypotheses and found green recruitment and selection and green empowerment significantly affect environmental performance. But we found an inverse association between training and development and environmental performance. Perhaps, employees in the textile sectors feel the training in their entities is not relevant to environmental sustainability. We also found an insignificant association between green empowerment and environmental performance. Most of the textile units in Pakistan are family owned, and they often do not empower the employees in decision-making. Green knowledge theoretically should enhance the association between green recruitment and selection, but we found it does not. The results suggest that the textile sectors in Pakistan need to focus on this aspect to increase the employees’ green knowledge.

## **Implications**

While hiring new employees, the firms must assess the green attitude of the

prospective employees. When developing a merit list for new employees, firms must allocate significant points for the skills and expertise regarding the sustainability of the environment. Given the importance of green training, the textile sector should perpetually arrange seminars and training on green sustainability for their employees. However, the HR department must not do it randomly without planning. Initially, the HRM department must collect information about their needs and develop training programs based on the collected information. Such measures help equip employees with the necessary skill and expertise to implement the green management goals of the firms.

Firms must link employees' green creative endeavors with promotions and rewards. Such practices encourage employees to align their green attitudes and behaviors with the green vision of the firm. Firms, on a quarterly or bi-annual basis, may evaluate green performance and give necessary feedback to the employees. Such positive feedback enhances employees' green motivation. Firms must understand that employees are one of the major stakeholders of a firm. The management must take input and feedback from the employees to improve environmental sustainability within and outside the workplace. Business entities must also engage employees in developing and implementing a sustainable green environment. Deputing a certain office where employees can report the violation of green policies may also reduce such violations.

### **Limitations and Future Research**

The study has focused on the textile sector of Pakistan, and future studies may also explore other sectors, such as leather and construction, which adversely affect environment sustainability. The study has used a cross-sectional design to collect, and future studies can use longitudinal studies as it will give more insight into the impact of training and development and the policies of empowerment.

## Annexure-1

### Constructs and Items used in the Study

#### Green Training and Development

GTD. I have received training related to methodologies for eco-design based on life-cycle assessment.

GTD2. I have received training related to the use of environmental tools/technologies and cleaner equipment.

GTD3. I have received training related to the recycling/reusing of materials and disposal of production waste.

#### Environment Performance

EP1. Direct and indirect toxic emissions are reduced.

EP2. Increase the volume of recycled materials and reduce waste.

EP3. Commitment to the system of separating medical waste from the public sewage system.

EP4. Increase the rate of purchase of environmentally friendly goods (e.g., medicines).

EP5. Increase activities that protect our natural environment, such as the presence of green areas in the institution.

#### Green Recruitment and Selection

GRS1. Great effort goes into selecting the right person.

GRS2. Hiring only those who possess environmental values.

GRS3. Considerable importance given to green staffing process.

#### Green Reward System

GRS1. Performance appraisal records environmental performance.

GRS2. Performance appraisal includes environmental incidents, responsibilities, and policy.

GRS3. The employee gets a reward for environmental management.

GRS4. The employee gets a reward for acquiring specific environmental competencies.

#### Environment Knowledge

EK1. I know about the problem of environmental pollution caused by chemicals.

EK2. I have good knowledge of environmental issues.

EK3. I can see with my own eyes that the environment is deteriorating.

EK4. I am aware of how to protect the environment from pollution.

EK5. I am aware of climate change.

EK6. I know what clean energy is and how to promote it.

EK7. I know landfill waste and its hazards.

EK8. I am aware of unsustainable consumption.

EK9. I know about land degradation and ways to stop it.

#### Green Empowerment

GE1. Recognizing employees as stakeholders in environmental management.

GE2. Providing opportunities to negotiate with the management about the green agreement.

GE4. Introducing green whistle-blowing and helplines.

GE5. Providing opportunities to the employees to involve in environmental problem issues.

GE6. Involving employees in formulating environmental strategy.



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