ENVIRONMENTAL EDUCATION AND TRAINING:
A TOOL FOR CHANGE WITHIN THE SERVICE SYSTEM

RESEARCH INTO 12 SERVICE COMPANIES
IN DENMARK & SWEDEN

Prepared by:

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Environmental Education is a process not a place, one that continually speaks to “real needs.”

To help make sense of the world, to seek and engage in opportunity, risk and process. Environmental education is about confrontation: external and internal, change and challenge. It is about understanding the local to make sense of the global. It is about being informed, fitting experience into framework of understanding which includes an assessment of our impacts on others.

Environmental Education is about confidence - about saying to employees that “you are able and clever, you are perfectly competent and are able to engage.” It is also about risk - about creating the conditions in which people can engage and learn without being penalised in the attempt. It is about the knowledge they generate and update.

Environmental Education is about skill and practice for employees in seeing problems inside other problems and solving those bits that need solving. It is about seeing those solutions as problems in themselves. Environmental Education is about solving problems in a way that does not create other problems, or problems for others. It is about doing what you would wish to do - making a mark.1

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ACKNOWLEDGEMENTS

First of all I would like to thank all the environmental managers and co-ordinators at the sampled service companies for their time, hospitality and openness of information. Without these people, the possibility of undertaking the following thesis work would not have materialised.

I would like to thank Rosman Jahja at Studentlitteratur, for providing the possibility to develop the following work with the service sector, the positive feedback, as well as the resources provided.

Further, I would like to thank my supervisor, Pia Heidenmark at the International Institute for Industrial Environmental Economics, for providing positive critical feedback throughout the research period. In addition to Don Huisingh for his comments on constructive writing, Margreta Ekborg and Clase Malmberg, for their positive critical feedback on environmental education.

Tracy Nilsson
Arlöv, November, 1998
Executive Summary

The environmental problems faced by service companies and their scientific and social impacts, indicate that decisive steps and action need to be taken to address them, and one of these steps is the provision of environmental education and training for employees.

Environmental education is one of the main cornerstones that service companies can use to embark on the road to a sustainable service sector. Environmental education can be seen as a tool that not only compliments other environmental tools, but one that can help service companies close the link and extend the responsibility to include all actors.

This thesis outlines a research project which investigates the level of environmental education and training programs within the service sector. Within this project, the environmental education programs in twelve sample services companies were studied in order to identify; foremost, if any common barriers between the service companies existed. Secondly, the delivery and application of skills and strategies to practical contexts. Thirdly, why some service companies have been more successful than others in channelling resources into their environmental education programs. Finally, how service companies have succeeded in streamlining environmental education as apart of employees daily activities. This study has been conducted as a means to find an optimal way of implementing an environmental education program and scope for improvements of course content within the service sector.

Therefore, when implementing an environmental education and training program, service companies have to take into consideration the dual nature of such a project. Education prepares people to act, think and value in certain ways after training is completed, but education is itself a manner of acting, thinking and valuing. This implies that service companies must be concerned with the content and process of a program, both from the perspective of what they prepare people to do later and also from the perspective of the very activities the training experience entails. Therefore, it is imperative that both these dimensions are present when designing and evaluating environmental programs relative to the changes in the company.

As the author’s research studies conclude, the majority of the service firms have not been able to achieve this. In general, the environmental training programs have been too focused on giving employee information about the environmental problems, but have lacked in providing the necessary skills, resources, know-how or competence needed to act and improve these situations.

Based upon the author’s findings, ten out of the twelve service companies under investigation have had difficulty in implementing environmental education and training for all employees. The majority of service companies, although diverse in nature, have encountered common barriers that have hindered the development and continuation of their environmental training programs. Among these barriers identified, course contents and the lack of top management commitment may be of most significance regarding the future success of the service companies environmental education program and any other environmental management initiatives.

The final conclusions drawn from the twelve sample service companies substantiate the authors hypothesis that there is a need for further development in environmental education and training programs for service companies. The fact that environmental education varied form one service

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firm to the next, and that not all employees were adequately trained, may hinder progress in achieving individual service company’s environmental goals and objectives.

As a result of these findings, the author presents an education model designed to help guide service companies in streamlining education for their employees more effectively.
### Abbreviations

<table>
<thead>
<tr>
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<th>Description</th>
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<tbody>
<tr>
<td>EE</td>
<td>Environmental Education</td>
</tr>
<tr>
<td>EI</td>
<td>Environmental Impacts</td>
</tr>
<tr>
<td>EMAS</td>
<td>Eco-Management Audit Scheme</td>
</tr>
<tr>
<td>EMS</td>
<td>Environmental Management System</td>
</tr>
<tr>
<td>IIIEE</td>
<td>International Institute for Industrial Environmental Economics</td>
</tr>
<tr>
<td>ISO</td>
<td>International Organisation for Standardisation</td>
</tr>
<tr>
<td>LUMES</td>
<td>Lund University Master’s Program in Environmental Science</td>
</tr>
</tbody>
</table>
### Definitions

<table>
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<tr>
<th>Category</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Ecological or Environmentally adopted Products</td>
<td>“products which reduce strain on the environment in the total product life time, from production to distribution to consumption and waste, than other similar products” and, “products made from renewable materials” (material that can be replaced or regenerated within a reasonable time-frame).</td>
</tr>
<tr>
<td>The Green Key³</td>
<td>An eco-label certificate awarded to Danish hotels, conference centres and youth hostels, that satisfy a minimum of 55 stringent criteria aimed at saving water, and electricity, using eco-friendly cleaning agents, sorting waste for recycling, motivating staff towards increased environmental awareness, etc. The criteria are considered to be the most stringent in the world in the accommodation sector.</td>
</tr>
<tr>
<td>Preventive Approach⁴</td>
<td>“environmental problems are addressed before they arise. This means that dealing with the problem at its source, when choices are made concerning processes, raw materials, transportation etc.” Utilisation of this approach effectively addresses the reduction of waste of natural resources, and thus, the environmental impacts. Actors involved in the early stages have a responsibility to make adaptations throughout the entire service chain.</td>
</tr>
<tr>
<td>Service</td>
<td>“transactions offered by firms, organisations and institutions to the public; the total value offered by the firm, its environmental impacts, and not only the mere relationship between an employee to a customer.”</td>
</tr>
<tr>
<td>Sustainable Services</td>
<td>“service companies taking into account the carrying capacity of the environment, and any impact the service company generates, can provoke qualitative and irreversible changes to the environment.”</td>
</tr>
<tr>
<td>Sustainable Development</td>
<td>“attaining an environmentally sound society, where the various service companies, do not have a greater impact on nature, humans and the environment than they are able to cope with.”</td>
</tr>
</tbody>
</table>

³ The Green Key, *Environmental certificate for hotels in Denmark.*
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1 Introduction

This chapter provides an overall understanding of the thesis. The chapter consists of six sections: introduction to the issue, purpose, study objectives, choice of topic, limitations, and the structure of the thesis chapters.

1.1 Introduction to the Issue

Environmental education is not an easy task, rather, it is "a process not a place, one that continually speaks to "real needs." Environmental education is about understanding the local to make sense of the global. It is about being informed, fitting experience into framework of understanding which includes an assessment of our impacts on others.... Environmental education is about confidence - about saying to employees that "you are able and clever, you are perfectly competent and are able to engage."... It is about the knowledge employees generate and update. It is about skill and practice for employees in seeing problems inside other problems and solving those bits that need solving... Environmental education is about solving problems in a way that does not create other problems, or problems for others."1

A service revolution is occurring. More and more countries are becoming post industrial societies or service economies, where more than half of the total labour force is employed by the service sector.2 Therefore, the transition for service companies to a more environmentally sustainable way of business will have profound implications on a service company's education and training programs.

For members of the service sector to resolve their environmental problems, management and employees must learn to think in new ways. They must discover new approaches to economic development with greater understanding of their impacts on the environment as a result of their services. It is clear that in the face of the environmental challenges within the service sector, education must embrace new perceptions and practices that will involve employees and the entire company in environmental education for sustainable societies.

Environmental education and training (EE&T) must first and foremost begin with the mind. Environmental concern is a state of the mind. It is mind-set. It is attitudes. It is anchored on values. Values shape our attitudes and this is where service companies EE&T and awareness building must begin.

When a service firm decides to educate the employees, they are expanding their knowledge base of the service firms environmental impacts and local environmental issues. Therefore, the first step towards protection of the environment should be to develop employee attitudes.

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towards their environment. It must begin small. It is important that the EE&T connects the firm's environmental impacts with employees immediate surroundings.

Service companies should see EE&T as a means to promote and sustain their services, stressing that ecological, economic and societal principles go far beyond internal and external boundaries. It is important that EE&T continually re-emphasise the interconnectedness which exists in the service sector. At the same time, the service company must seek to instil in employees a sense of importance of themselves as agents of change, who must seek evidence, think critically, and challenge the way traditional service companies have been operating.³

1.2 Purpose

The purpose of this study was to identify, in general terms, the level of EE&T programs within the service sector, and to identify and characterise any common barriers that exist. This study was conducted as a means to find an optimal way of implementing EE&T and to identify the scope for improvements of course content within the service sector.

Some dimensions of the author’s work was designed to provide guidance for Studentlitteratur’s⁴ future work on environmental training development within the service sector.

1.3 Study Objectives

Specifically, the objectives of this research were:

- to highlight the training needs of selected Swedish and Danish service companies;
- to suggest ways in which such training needs could be more effectively met, so as to improve employee’s overall perception of their duties in relation to the environmental impacts incurred by the particular service firm;
- to develop a suitable model designed to help guide service companies streamline and plan education for their employees more effectively in view of their resources, facilities, expectations and limitations.

1.4 Choice of Topic

The reasons behind the author’s choice in studying the service sector, in particular the level of environmental education and training programs within the service sector were manifold. Foremost, according to Statistics Sweden⁵, the service sector is growing, meaning that an increasingly larger share of environmental problems that societies will face may emanate from service companies. Additionally, employees are a very important aspect within service companies. Their role is crucial and is vital for all communities. The service is often determined by the interaction between the service provider and customers; implying that the employees influence the image of the company, the quality of the service rendered, and most

⁴ See Appendix 3 for company description.
importantly, the environmental profile that is communicated to external stakeholders. As a result, this emphasises the importance of integrating internal EE&T programs throughout all levels of the service company.

1.5 Limitations

This thesis is limited to the study of the service sector, with specific emphasis on the level of EE&T programs that are currently present in, and used in Swedish and Danish service companies. Due to the size and diversity of the service sector, certain service companies were selected (appendix 1) in which to carry out the investigation and upon which base conclusions. Moreover, due to the research time-frame (mid June -November 1998), the outcome of the thesis work was limited to the amount of information that could be collected and interviews conducted.

As the interviewed environmental managers and co-ordinators work in different service companies with different environmental duties, the author was able to obtain different perspectives on EE&T, and to learn what extent individual service firms have been successful in implementing EE&T. However, this makes the thesis general in scope, as each service company has its special characteristics which influence the success of EE&T. This thesis provides a general understanding of where and how far the investigated service companies have come to implementing EE&T, and any barriers that may or have impeded the implementation of EE&T. Therefore, no specific training program is provided by the author, only suggestions about course content, and a model that can help service companies in developing and implementing an EE&T program. The findings of the questionnaire and interviews will be used to assist Studentlitteratur with future EE&T development within the service sector.

1.6 Structure of Chapters

![Mental Model of Thesis Chapters](image)

Figure 1.1: A mental model which represents an overview of how the author linked the thesis chapters, and why they are significant.
Table 1.1: A description of the author’s thesis chapters and main contents.

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<thead>
<tr>
<th>Chapter</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Chapter 2</strong></td>
<td><strong>Methodology</strong>: This chapter provides more detail as to how the thesis work was performed.</td>
</tr>
<tr>
<td><strong>Chapter 3</strong></td>
<td><strong>The Service Sector and the Environment (Theoretical)</strong>: This chapter provides a definition of a “service,” elaborates upon the increasing importance service companies have in Denmark and Sweden, and finally clarifies upon the essence of what distinguishes a service company from production companies. Further, this chapter provides a general introduction into the importance of environmental impacts within a service company. In addition, it addresses the drivers that impel service firms to deal with environmental issues.</td>
</tr>
<tr>
<td><strong>Chapter 4</strong></td>
<td><strong>Research Findings (Practical and Analysis)</strong>: This chapter summarises the author’s findings pertaining to the level and extent to which EE&amp;T has been incorporated into Danish and Swedish service companies. Further, it provides a brief description of the most significant environmental impacts found in the individual service firms. Moreover, each of the twelve sections focus on various components of EE&amp;T; thus, establishing the foundations for chapters five and six.</td>
</tr>
<tr>
<td><strong>Chapter 5</strong></td>
<td><strong>Overview and Analysis: The need for Environmental Education and Training in the Service Sector</strong>: In this chapter, the importance of extending responsibility to encompass all actors within the service chain, is highlighted. Further, this chapter provides an overview of the increasing importance of EE&amp;T in a service company. In addition, how EE&amp;T can be incorporated as part of a service company’s internal training procedures. Finally, why it is imperative that Knowledge, Attitude, Behaviour, Values and Action, are fully integrated into a service company’s EE&amp;T.</td>
</tr>
<tr>
<td><strong>Chapter 6</strong></td>
<td><strong>Recommendations</strong>: While the author identified a number of barriers to the successful implementation of environmental training within the twelve sampled service companies. This chapter put forth key components that all EE&amp;T programs should include, if sustainability in the service sector is to be reached. In addition to a model that service companies can use in the development and planning of EE&amp;T.</td>
</tr>
<tr>
<td><strong>Chapter 7</strong></td>
<td><strong>Concluding Remarks</strong>: In this chapter, conclusions are presented regarding EE&amp;T and the service sector.</td>
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Methodology

This chapter focuses on the methodology of the thesis work. It is divided into two sections: exploration, and sample size and data collection.

2.1 Exploration Method

The following thesis is a qualitative investigation into the level of Environmental Education and Training in Service Companies and Organisations, with specific emphasis on the Danish and Swedish service sector. A qualitative method was chosen for the gathering of information pertaining to the selected service companies. For the purpose of this thesis, it was essential to study different service companies and investigate how they have utilised and implemented EE&T programs; based on the delivery and application of skills and strategies to practical contexts for employees. Therefore, a classification system was devised in which the selected companies were placed (appendix 2). This method made it possible for the author to understand how successful Danish and Swedish service companies have been in implementing EE&T, and whether any barriers to this implementation have occurred.

The qualitative investigation method undertaken during the research period involved first a questionnaire that was sent to 27 environmental managers in various service companies and institutions in Denmark and Sweden, followed by twelve personal interviews. The questionnaire was divided into three sections;

1) the background questions ascertained the kind of business in which the firm or institution was involved, size and location,

2) the environmental status of the service company established the responsibilities of environmental manager, the environmental policy, and the environmental aspects and impacts of the given service company,

3) the environmental education and training section ascertained the level of EE&T within the service firm, in addition to the type and content and delivery of the course that was currently being used. Moreover, it was investigated if there were any barriers that prevented the service companies form establishing a continuous EE&T program.

Both the survey and interview methods were developed in order to study the current status quo of EE&T in service companies, in addition to understanding why service companies approach and practice environmental education so differently. Briefly the author wanted:

1. to assess, through using the questionnaire, the firm’s interest in participating further in the author’s research,

2. to understand how different service firms regard the environment,

See definitions for a description of how the author has defined a service.
See appendix 6 for mail questionnaire.
See appendix 1 for companies and individuals who participated in the personal interviews and appendix 7 for interview questions.
3. to assess similarities within the service sector,
4. to assess the level of EE&T that is currently present within different service companies, and to what extent individual service firms have implemented the environment into employees’ daily routines,
5. to analyse and understand how service companies have practised EE&T,
6. to determine if there are any barriers impeding the implementation of an EE&T program,
7. to determine the level of commitment towards EE&T,
8. to analyse where the environment impacts of each service company lie,
9. to assess where each service company views its greatest environmental aspects and impacts: Before, Now, After.

2.2 Sample Size and Collection of Data

Table 2.1: A description of the author's data collection, time frame, survey size and response rate.

<table>
<thead>
<tr>
<th>Group</th>
<th>Survey period</th>
<th>Questionnaires sent</th>
<th>Questionnaires returned</th>
<th>%</th>
<th>Personal Interviews</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service finns</td>
<td>June 98-July 98</td>
<td>27</td>
<td>13</td>
<td>59</td>
<td>twelve</td>
<td>75</td>
</tr>
</tbody>
</table>

This thesis is not based on anonymous service companies, but rather real cases, and the data collected from the service companies has been used by the author to develop a model to help guide service companies with the implementation of an EE&T program. Therefore, the author feels that the response rate from the service companies was acceptable.

In the months after the questionnaires, twelve environmental managers and co-ordinators at various service companies agreed to participate further in personal interviews with the author. Employee interviews were not possible to conduct due to the limitation of time.

Both the questionnaires and the interviews were regarded as significant in understanding the environmental managers’ perspectives on EE&T, and any barriers that they faced in implementing an EE&T program for employees. Moreover, the author believes that the data was collected and treated in a reliable way.

9 A method used by the author to define where the individual service companies viewed their environmental impacts. Before, being in procurement, raw materials etc. Now, being the daily operations of the service company, transportation, energy, water etc. After, being in disposal, packaging, storage, customer use etc.

10 Out of the 27 service companies initially approached, only 11 sent back completed questionnaires, and an additional 2 companies completed the questionnaire and an interview at the same time.
3 The Service Sector

In this chapter a theoretical background to the service sector is given, particularly focusing on the increasing importance that service companies have in Denmark and Sweden. In addition, a definition of a service is given, followed by the functional differences between services and physical goods are presented. Thus, setting the conditions for the following chapters on the importance and implications of environmental education in Danish and Swedish service companies.

3.1 Introduction

Europe and Western economies have entered into what can be termed as a 'service society'. This implies that companies are not only purely service-oriented, but rather, manufacturing companies are now beginning to offer customers a variety of services as one way in gaining a competitive edge over other firms. Several service experts (Grönroos (1984), Normann (1994) and Quinn (1992))\(^{11}\) emphasise the growing importance that services will have in the future. These views are supported by the findings of Grönroos\(^{12}\) that the growth of the manufacturing sector has decreased and is being replaced by more and more service companies. As can be seen in Figure 3.1, the increasing importance of the service sector in terms of total labour force is also notable in Sweden. The reconstruction of Swedish society represents a dramatic transformation from an agrarian society to a service society.\(^{13}\)

![Figure 3.1: Sweden's changes in employment in the period 1810-1990.\(^{14}\)](image)

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\(^{14}\) Ibid. 1996 page 284.
Table 3.1 shows that over the past 46 years, the Swedish service sector has played an increasingly important role in terms of total employment in Sweden. Employment has grown from 37% in 1950 to 70% in 1996, mainly due to a massive redistribution from agrarian trades and industry to service businesses. In 1980, 70% of all Swedish firms belonged to the service sector, employing 60% of the total labour force. Similar statistics revealed that Denmark employed 67.4% of their total labour force in service businesses in 1988.

<table>
<thead>
<tr>
<th>Year</th>
<th>Proportion of Total Labour Force - Sweden</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>37%</td>
</tr>
<tr>
<td>1960</td>
<td>44%</td>
</tr>
<tr>
<td>1970</td>
<td>52%</td>
</tr>
<tr>
<td>1980</td>
<td>60%</td>
</tr>
<tr>
<td>1996</td>
<td>70%</td>
</tr>
</tbody>
</table>

Table 3.1: The Swedish service sector and proportion of employment from 1950 to 1996.

3.2 What is a Service?

Various attempts have been made to define services by categorising services within different subgroups. There are many definitions of what a service company is, and of what it is composed. One definition offered by Grönroos states that “a service is an activity or series of activities that are more or less intangible in nature.” However, the definition is rather limiting, as certain services can be classified as intangible, such as consulting or education, but other services like, delivery, distributors, cleaning and maintenance, in addition to numerous others that do provide tangible services are eliminated. Traditionally, a service industry is a system or organisation that provides the public with something of value, necessary or useful in everyday life. However, the aforementioned definition can be opposed on the grounds that it excludes some aspects which are considered to be services and includes other phenomena which usually are thought of as goods.

As seen by Edvardsson and Modell (1996), customers do not buy goods or services in the traditional sense. They buy an offering that renders services which create value for the customer. Therefore, offering and the value consist of many components, some of them being activities (services), some being things (goods). As a consequence, the traditional division between goods and services has been obscured, and instead, should be looked at as a matter of redefining services and seeing them from a customer perspective: activities render services.
However, these definitions fail to incorporate environmental impacts, as well as the concept of sustainability into their service definitions. Therefore, environmental aspects and sustainability should be incorporated within service definitions, as no service is performed or delivered without any environmental impacts.

For this paper, the author proposes that a “service involves transactions offered by firms, organisations and institutions to the public. A service is the total value offered by the firm, its environmental impacts, and not only the mere relationship between an employee to a customer.”

Extensive research has been made by service experts (Grönroos, Gummesson, et al.) with respect to comparing and differentiating services from goods and focusing on the functional characteristics, namely four generic differences: intangibility, complexity, perishable, and finally simultaneity of production and consumption.

Table 3.2: The functional differences between services and physical goods.

<table>
<thead>
<tr>
<th>Functional Characteristics</th>
<th>Physical Goods</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit definition</td>
<td>• precise - thing or object</td>
<td>• general and abstract - performance/activity or process</td>
</tr>
<tr>
<td>Ability to measure</td>
<td>• measurable/actual</td>
<td>• subjective</td>
</tr>
<tr>
<td>Key process</td>
<td>• manufacturing goods produced in a factory, normal no customer participation</td>
<td>• delivery (buyer-seller interaction) customers and employees participate in production</td>
</tr>
<tr>
<td>Distribution</td>
<td>• separate from manufacture</td>
<td>• same as production</td>
</tr>
<tr>
<td>Personal Selling</td>
<td>• tangible</td>
<td>• tangible &amp; intangible people are part of the service experience</td>
</tr>
<tr>
<td>Flexibility of provider/supplier</td>
<td>• limited</td>
<td>• broad</td>
</tr>
<tr>
<td>Time intervals of producer</td>
<td>• months to years, can be kept in stock and transported</td>
<td>• immediate/same day output cannot always be kept in stock or transported</td>
</tr>
</tbody>
</table>

3.3 Services Companies and the Environment

This section will provide a brief overview to the environmental problems that are prevalent among service firms. In addition, a model is presented to describe the different drivers that impel service companies to deal with environmental issues.

Environmental problems are often only associated with manufacturing industries: smoky chimneys, dumping of chemicals, pollution of air and water, natural resource depletion and

nuclear waste, to mention a few. However, service operations also have ecological impacts. Smoke and chemical wastes are emitted from transportation services, the products sold through retailers fill dustbins of households and landfills, and the electricity services needed for IT (Information Technology) are provided by nuclear, coal or fossil fuel-based plants. Despite this, Thomas Graedel asserts that the dominant role service industries play in modern society, has by and large not been involved in the strong efforts underway to create environmentally responsible operations.

In today's world, it is increasingly important for business leaders to also be environmental leaders, as ecology, economics and society can no longer be dealt with separately. Therefore, it is important that service companies analyse all aspects of their businesses in terms of their environmental impacts, and take an active approach in preventing and eliminating their impacts. Considering the environment, environmental impacts from service companies have become a societal and collective problem that can no longer be solely passed on to society to deal with. Service organisations will have to take the initiative in addressing the problems and making sure they do not happen.

The principles of ecology and environmental hazards of pollution have been established. Continuous research proves their existence and significance. Apart from changing the mindset of managers, there are operational problems: how can this be achieved in practice and still be sound business? Green service management and EE&T will have to be streamlined into daily routines more effectively in the future if service firms are to progress towards sustainability.

Grummesson (1994) has characterised three types of drivers that make companies deal with ecological issues.

Table 3.3: The drivers that compel companies to deal with environmental issues.

<table>
<thead>
<tr>
<th>LAW DRIVEN FIRM</th>
<th>PUBLIC RELATIONS DRIVEN FIRM</th>
<th>VALUE DRIVEN FIRM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defensive strategy</td>
<td>Utilising an occasional opportunity</td>
<td>Offensive strategy - proactive</td>
</tr>
<tr>
<td>Costs to be avoided</td>
<td>Image enhanced</td>
<td>Basis for revenue</td>
</tr>
<tr>
<td>Consumers do not really care</td>
<td>Consumers want it to some extent</td>
<td>Consumers demand it</td>
</tr>
<tr>
<td>Resistance</td>
<td>Cosmetic add-on</td>
<td>Inherent in their business mission</td>
</tr>
<tr>
<td>Threat</td>
<td>New thing</td>
<td>Opportunity for sustaining competitive advantage</td>
</tr>
</tbody>
</table>

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In Service Management, Interdisciplinary Perspectives, ed. by B. Edvardsson et al. 1996 page 251.
4 Research Findings

This chapter summarises the author's findings, based on the surveys and personal interviews from the twelve service companies under investigation. It is divided into twelve sections, each focusing on components of environmental education. Further, a brief description of the most significant environmental impacts found in the individual service firms is given, in addition to the common environmental impacts found in all twelve service organisations. This section has been put forth to set the conditions for the proceeding chapters; discussion on environmental education in the service sector, and recommendations.

4.1 Significant Environmental Aspects

*Environmental aspects* are, “elements of an organisation’s activities, goods and services which are likely to interact with the environment.”

An *Environmental Impact (EI)* is “any change to the environment, whether adverse or beneficial, wholly or partially resulting from an organisation’s activities, products and services.” Thus, if an organisation has environmental aspects, it definitely has environmental impacts.

The purpose of this section is to provide insight about how the individual service firms view their most significant environmental aspects, as well as where these aspects occur:

- **Before** (suppliers, procurement, production, construction, use of raw materials),
- **Now** (daily operations, emissions and effluent to air and water, energy and water use, the use and impact of natural resource depletion, transportation) or
- **After** (consumer usage and disposal).

Further, the environmental impacts that are prevalent among the investigated service companies are highlighted in section 4.1.2.

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Table 4.1: An overview of the individual service firms according to their environmental aspects and where they occur within operations.

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>Procurement</th>
<th>Telia, Post, Berendsen, ICA, FDB, IKEA, Radisson SAS, Sheraton</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOW</td>
<td>Transportation</td>
<td>Telia, Post, Alba, ICA, FDB, IKEA, Radisson SAS</td>
</tr>
<tr>
<td></td>
<td>Chemicals</td>
<td>Alba</td>
</tr>
<tr>
<td></td>
<td>Water &amp; Energy</td>
<td>ICA, FDB, Radisson SAS, Sheraton, Alba</td>
</tr>
<tr>
<td>AFTER</td>
<td>Packaging</td>
<td>IKEA, FDB, ICA, Sheraton, Radisson SAS</td>
</tr>
<tr>
<td></td>
<td>Customer usage</td>
<td>Telia, UniBank, ICA, FDB, IKEA, Länsförsäkringar</td>
</tr>
<tr>
<td></td>
<td>Disposal &amp; End of Cycle</td>
<td>Telia, IKEA, ICA, FDB, Länsförsäkringar</td>
</tr>
<tr>
<td></td>
<td>Storage</td>
<td>ICA, FDB, IKEA</td>
</tr>
<tr>
<td></td>
<td>Clean up</td>
<td>Berendsen</td>
</tr>
</tbody>
</table>

Sånga Säby has been excluded, both from this list and the classification, since they have greatly reduced both their environmental aspects and impacts throughout all levels of the cycle. This has been done by closely monitoring the impacts on the environment, by preventing them from happening, or by reducing them significantly. Their success in achieving this overall reduction of their environmental impacts can be primarily attributed to the continuous EE&T all staff receive, in addition to the commitment of both management and staff. As Jimmy Sjöblom, the environmental assistant at Sånga Säby, said “mind the people you have, give them the power, resources and competence needed to make changes.”

The following example is set forth to show how long term planning can help reduce a service company’s environmental aspects, and close the loop.

Länsförsäkringar has looked into reducing their environmental impacts and is trying to do something about their disposal and end cycle costs, that can benefit the environment and close the loop. The insurance industry has always had to deal with long term planning, risk assessment and management. Therefore, Länsförsäkringar has converted an unknown recycling cost into a small but manageable premium; thus being the first insurance company in Sweden to issue a recycling insurance to producers.

*So how does recycling insurance work?*

For example, when a customer purchases a television, included in this price is the premium which guarantees that the television, once worn out, will be recycled. This premium that has been pre-paid is placed in a fund along with other premiums, and when it is time for disposal, the customer returns the television to the retail outlet which sold it, so that it can then be passed onto a recycling company.

*Directing more products back into cycles.*

The unique aspect of this policy is that the premium is paid for at the beginning of the product’s life span when costs are significantly lower than at the end. Paying at the beginning is also a better way of ensuring that the job is actually done. The fact that the cost are paid at the onset ensures that products are directed back into their resource cycles. Both consumers and society alike do not incur any additional costs or problems. In the long term, it will only benefit all of society to increase the portion of goods being recycled.

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4.1:2 Common Environmental Aspects

General findings that have emerged from the author's research on environmental impacts show that the prevalent environmental impacts are considered to be small, for example, involving heat losses from hotel rooms, restaurant ovens, polluted water from cleaning, etc. The most consequential environmental impacts involving a greater input of resources, occurred outside the service firms and were connected to the procurement of goods, transportation and deliveries, generation of waste, production of incoming products, emissions to air, and packaging. Following are the direct environmental aspects observed at the twelve service companies in Denmark and Sweden.

Figure 4.1: The prevalent environmental aspects that are common among the sampled service companies, and result in negative environmental impacts.

4.2 Environmental Responsibilities

The author found that eleven out of twelve service companies interviewed had either an environmental manager and/or co-ordinator. However, it is interesting to note that although they carry similar titles, their responsibilities varied greatly, in addition to their experience in the field. To illustrate and compare the diversity in these titles, an example focusing primarily on Sheraton Stockholm, ICA Handlarna, Länsförsäkringar, and FDB is presented.

On the basis of the evidence gathered, some conclusions can be drawn. Firstly, it was observed that only ICA Handlarna, Länsförsäkringar, and FDB all had experienced environmental managers and assistants, who are actively involved in their firm's environmental policies, procedures, and EE&T. Secondly, the environmental managers and co-ordinators at Alba, Berendsen Textile Service, Sånga Säby, Sheraton, Radisson SAS, Telia, Sweden Post and IKEA, did not have any previous environmental experience prior to obtaining the job. These environmental managers gained experience by attending management environmental training seminars, and through daily work experience. Finally, UniBank did not have an environmental manager or anyone else responsible for environmental issues, all decisions were made and initiated by top management.
Another important element observed during the interviews was that the current environmental coordinator at the Sheraton is not only responsible for environmental operations, but, acts as the room's division co-ordinator. Thus, her time is not only divided between these two areas, but the environment is only considered as a part time job by top management. Previously, she was responsible for the housekeeping personal for some fifteen years, and then when the environmental position came up, she volunteered for the position and was accepted one and a half years ago, without previous environmental training or background. She has gained working knowledge about the environment and issues surrounding this by enrolling in night classes and teaching herself.

As a result of these findings, the author believes that service companies should be more thorough in the selection process of people they place in environmental management roles and review their qualifications. Alternatively, they should ensure that all people given such roles should be provided with adequate environmental management training. This is essential because these people play a key role in implementing and administering environmental procedures, and in communicating the firm's environmental image to the public.

4.3 Environmental Education and Training

The amount of work time dedicated to EE&T varies considerably among organisations. It was found that all twelve service companies sampled undertook 'some form of EE&T.' However, eight of the companies described it as being of a general nature, and therefore, not focused on the firm's environmental impact, but rather on basic ecology and global environmental issues. As a result, the author does not feel that all twelve service firms have undergone EE&T, but rather seminars pertaining to environmental issues, given that fact that the average training program lasted one and a half hours to two days.

The author sees the underlying aim of EE&T as a tool to help individuals and service systems understand the complex nature of the natural environment resulting from the interactions of social and economic aspects, and acquire knowledge, values, attitudes and practical skills to participate in a responsible and effective way in anticipating and solving environmental problems. As a result, EE&T should give people throughout the service system the necessary knowledge to use nature and natural resources and to control the quality so that it is not impaired, but wisely improved.

In fact, the service firm's surveys and interviews revealed that EE&T represented only a small proportion of the total environmental activities within the individual service company. As a result, the author feels that really only three of the investigated service firms can be considered as having undergone EE&T, with some exceptions to the remaining nine service companies such as: parts of Berendsen, Sweden Post, IKEA, Länsförsäkringar. Moreover, the former three firms: Sånga Säby, Radisson SAS and Alba, have streamlined EE&T into daily routines, while Sånga Säby and Alba have been successful in implementing a continuous EE&T program for all employees. Therefore, it is not surprising that eight environmental managers

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30 Personal interview with Hélène Amnéus, Environmental/Rooms Division Co-ordinator at the Sheraton Stockholm Hotel and Towers. September 18th, 1998.
concluded that EE&T will become an increasingly more prominent role in future environmental work with the exception of UniBank.

It should be noted that UniBank is a special case and needs further explanation. UniBank stated that they have had an EE&T program, however, this course is usually limited to managers, people from headquarters and some corporate advisors. The focus of this one-day educational seminar was on credit risk, and the implications loans can have on UniBank if not investigated properly. Further, it is then up to these managers to inform and educate their staff about environmental issues and to focus upon ways UniBank can improve its operations.

Table 4.2: An overview of the sampled service firms environmental education and target groups.

<table>
<thead>
<tr>
<th>Company</th>
<th>All Employees</th>
<th>Certain Employees</th>
<th>Management</th>
<th>Department Heads</th>
<th>Environmental Responsible</th>
<th>Trainers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sånga Säby</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Sheraton Stockholm</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radisson SAS</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>UniBank</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Länsförsäkringar</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>ICA</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>FDB</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>IKEA</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Telia</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Sweden Post</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Berendsen Textile</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Alba A/S</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

Although similarities exist in the course content and delivery method, the twelve companies have approached environmental education in as many different ways. Based upon the findings, the author concludes that there is a need for further development in EE&T for service companies. As a result of these findings, the author presents an educational model designed to help guide service companies in streamlining and planning the education of their employees more effectively in chapter 6.2.

Due to the diversity of each company's EE&T program, the author has chosen to highlight the following specific questions:

- How long did the environmental training course last?
- How many employees underwent environmental training?
- Who was the target group for these courses?
- What was the course content?
- Who delivered it?

For a more detailed overview of the individual firms' EE&T programs, see appendix 3.

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32 Although all twelve service firms have EE&T for employees, it does not mean that all employees undergo this training. Further, the EE&T can be for specific employee groups, such as procurement, logistics, etc.
4.4 ISO 14001 and the Green Key in Service Companies

Based upon the author's findings, only two out of twelve service firms, Alba A/S and Sånga Säby, had received ISO 14001 certification. Radisson SAS has been awarded an eco-label, the Green Key Award\(^3\). Berendsen Textile Service, ICA and Sweden Post, have achieved ISO 14001 certification in certain branches, and are preparing for additional ISO 14001 certification. Further, Telia and parts of IKEA are preparing for ISO 14001 in the future. In comparison, the remaining four service firms, FDB, UniBank, Länsförsäkringar\(^3\) and Sheraton Stockholm do not have an environmental management system (EMS) in place. These findings are illustrated in Figure 4.3.

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\(^3\) The Green Key is not an environmental standard, rather it is an eco-label. It is awarded to Danish hotels, conference centres and youth hostels, who have successfully competed the 55 criteria set forth by the Green Key. Yearly audits have to be conducted and fulfilled if the hotel is to maintain the Green Key for another year. For further insight to the Green Key, refer to the definition section.

\(^3\) Although Länsförsäkringar does not have any ISO certification or EMS, all 24 branches are currently working with a simplified management system that is built up around the ISO 14001. The purpose of this model is for each of the individual branches to begin analysing their office impacts.
Table 4.3: An overview of the different EMS and certification statuses in the sampled service companies.

<table>
<thead>
<tr>
<th></th>
<th>Berendsen Textile Service</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To date, one Danish plant has been certified according to ISO 14001 (Frederiksberg). Their goal is to have all Danish plants certified according to ISO 9002 and 14001 by 2003.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Sånga Säby</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sånga Säby finds ISO 9002 and 14001 very relevant and applicable to service companies. Sånga Säby was the first hospitality company in Europe to be certified in accordance with both ISO 9002 and 14001 standards, as well as EMAS registration.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Sheraton Stockholm</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Top management do not see the advantages of having an EMS in place, nor to adhering with ISO 14001 guidelines. Top management views it as an added and unnecessary cost.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Alba A/S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Alba was the seventh company in Denmark to be certified under the BS 7750, and obtained ISO 14001 certification four years ago. Peter Sommar, the environmental manager felt that it was necessary to be proactive within the cleaning profession. Being certified was also seen as an advantage over other similar firms who were not certified. Alba A/S has seen great improvements and financial savings after implementing ISO 14001, in addition to the increased awareness and responsiveness of employees. However, the outcome was not as positive as expected, because ISO 14001 has not drawn in many new customers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Sweden Post</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Since divisions within Sweden Post are very independent. There are problems connected to departments going their own way with respect to the EE&amp;T. Post Logistics has obtained ISO 140001 certification.</td>
</tr>
<tr>
<td></td>
<td>Post Giro cannot see any advantages to becoming ISO 14001 certified.</td>
</tr>
<tr>
<td></td>
<td>Post Parcels is scheduled to obtain ISO 14001 in February 1999. In addition, an EE&amp;T course for employees is scheduled to commence at the end of 1998.</td>
</tr>
<tr>
<td></td>
<td>Post Letters is adapting ISO 14001 guidelines. They have decided to buy an external training package.</td>
</tr>
</tbody>
</table>

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36 Personal Interview with Jimmy Sjöblom, environmental assistant at Sånga Säby. The Green Key is not an environmental standard, rather it is an eco-label. It is awarded to Danish hotels, conference centres and youth hostels, who have successfully competed the 55 criteria set forth by the Green Key. Yearly audits have to be conducted and fulfilled if the hotel is to maintain the Green Key for another year. For further insight to the Green Key, refer to the definition section.

37 Personal Interview with Helene Amnéus, environmental co-ordinator at Sheraton Stockholm. September 18th, 1998.

38 Personal Interview with Peter Sommar, environmental manager at Alba A/S. September 3rd, 1998.

39 Personal Interview with Erik Linnergren and Sten Edblad, environmental co-ordinators at Sweden Post. September 17th, 1998.
ICA Handlarna A/S\textsuperscript{40}

- ICA Handlarna management decided in 1996 to operate in accordance with ISO 14001 standard. Further, the offices and central terminals are in the process of implementing ISO 14001, and are scheduled to be completed by the end of 1998. Individual stores have not yet been pressured into becoming ISO 14001 certified.

- Four regions (southern, western, central and south-eastern) received certification. The reason behind certification is mainly attributed to the pressure exerted by the internal environmental department.

Telia\textsuperscript{41}

- Telia feels that EMS does not suit its needs, as they find it is more relevant for production companies, and not service companies. One reason is that they feel it is too focused on the negative environmental impacts of a company, and not on the positive aspects a firm can provide for the environment. For example, Telia concludes that they can help others reduce their environmental impacts by using telecommunication services.

- Further, a study conducted by Ulrica Borg & Björn Borgman (1998), concluded that Telia should register according to ISO 14001 in a manner reducing Telia's environmental risks and costs.\textsuperscript{42}

Even though several service companies have an environmental management system in place, barriers to EE&T still persist. Both ISO 14001 and the Green Key require employee EE&T. For example, ISO 14001 clause 4.4.2. defines the requirements for staff training:

\textit{the ISO 14001 standard argues that a company shall define its training needs. It requires that all personnel whose work may create a significant impact on the environment have received appropriate environmental training. A company shall make its employees, at each relevant function and level aware:}

\begin{itemize}
  \item [a)] of the importance of conformance with the environmental policy and procedures;
  \item [b)] of the significant environmental impacts, actual or potential, of their work activities and the environmental benefits of improved personal performance;
  \item [c)] of their roles and responsibilities in achieving conformance;
  \item [d)] of the potential consequences of departing from specified operating procedures.\textsuperscript{43}
\end{itemize}

The Green Key further stresses the importance of personnel training, stating that:

\textit{the company management is to be instructed about The Green Key and to organise training and possible re-training of staff, so that they are equipped to understand the economic and environmental significance of the green measures and are prepared to enter into dialogue with guests on such matters.}\textsuperscript{44}

Employee education and increased awareness are essential elements of both ISO 14001 and The Green Key.

\begin{itemize}
  \item Personal interview with Anita Gustavsson, environmental manager at ICA Handlarna. September 18\textsuperscript{th}, 1998
  \item Personal interview with Tore Davidsson, Koncerstab, Kommunikation, Miljö at Telia. September 18\textsuperscript{th}, 1998
  \item The Green Key, Environmental certificate for hotels in Denmark.
\end{itemize}
4.5 Common Barriers Service Firms Encounter when Attempting to Transform EE&T into a Continuous Process

Eleven service firms under investigation regarded EE&T as an important aspect of the company’s overall environmental development and performance. However, the author’s research findings illustrate that many of the service companies face common barriers, not only in the implementation of EE&T of personnel, but in transforming EE&T into a continuous process and part of daily work activities. Transforming the process flow concept to the reality of implementing and continuing an EE&T program has not yet been achieved for many of the individual service companies, as illustrated in Table 4.5.

**Common Barriers**

_The service firms have been classified according to the barrier number in Table 4.5_

1. Lack of support and commitment from top management.
2. Lack of commitment from middle management, division heads, or employees. This can be either in the implementation of the EE&T program or the success in making it work.
3. Problems with departments or individual stores going their own way with respect to environmental matters and training.
4. No uniform procedure to integrate EE&T within all divisions.
5. Have not succeeded in transforming environmental issues or training matters into positive economic terms or gains for management. Management’s main concern is on year-to-year results.
6. Most companies have started an EE&T program. However due to lack of commitment, financial, human and time resources, the interactive classroom-based programs are at a standstill and have been set aside for the moment. As it stands, EE&T in some companies, has been stopped for a year or more.
7. EE&T is not given high enough priority.
8. High employee turnover rate.

_table 4.4: The common barriers service firms encounter when attempting to implement an EE&T program._

<table>
<thead>
<tr>
<th>Company</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sånga Säby</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheraton Stockholm</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radisson SAS</td>
<td>x</td>
<td></td>
<td>x</td>
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<td></td>
<td></td>
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<td></td>
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<tr>
<td>UniBank</td>
<td></td>
<td>x</td>
<td>x</td>
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<tr>
<td>Länsförsäkringar</td>
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<tr>
<td>ICA</td>
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<td>FDB</td>
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<tr>
<td>IKEA</td>
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<td>x</td>
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<tr>
<td>Telia</td>
<td>x</td>
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<td>x</td>
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<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Sweden Post</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Berendsen Textile</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Alba A/S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

45 The numbers in Table 4.5 correspond to the appropriate barriers that are listed in section 4.5.
4.6 Management and Employee Commitment

The implementation and success of an EE&T program is strongly based on the support of top and middle management and employees. This support is needed in terms of resource availability and the willingness to learn, act and respond effectively and competently as environmental matters arise. However, it is important that this support is not mere lip service by top management, but is supported by concrete actions shown by top management. Figure 4.3 illustrates the author's findings according to the permanence of the individual service companies EE&T programs.

![Figure 4.5: The permanence of EE&T programs within the investigated service companies.](image)

To bring figure 4.3 into clearer perspective, the author highlights the reasons why some service companies have been more successful than others in implementing EE&T programs. First, commitment from both management and employees have been concretely integrated into EE&T programs within:

- Sånga Säby
- Alba A/S
- Berendsen Textile Service
- Radisson SAS

Out of these four companies, Sånga Säby's commitment to EE&T was the most prominent, and as a result, has achieved considerable environmental improvements. Jimmy Sjöblom, the environmental assistant, feels that it is necessary to give employees the appropriate knowledge base in order to achieve Sånga Säby's environmental goals in addition to the skills required to perform their other tasks efficiently and competently. Moreover, 'learning by doing' has been streamlined into the employee functions, in terms of continuously reminding staff that they are the real environmental managers, and are competent and able to make environmental decisions. However, one can argue that part of their success and high level of commitment from both management and staff is due to their size. Sånga Säby only has 45 employees, and an extremely low employee turnover rate; therefore, commitment and environmental efforts have been integrated as a component of their daily working routines.

In comparison, both the environmental co-ordinator at Sheraton Stockholm and the environmental secretaries at Sweden Post are continuously trying to implement EE&T

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46Personal Interview with Jimmy Sjöblom, environmental assistant at Sånga Säby Hotel and Conference Centre. September 19th, 1998.
programs. However, due to lack of commitment from top management, departmental head and employees, EE&T is a long and difficult process.

Another important element obtained from the interviews in relation to EE&T can be seen at UniBank. Although UniBank has stated that they have an EE&T course for employees, one should not lose sight of their statement without looking further into the extent and content of their program. The author’s findings revealed that only one person per branch was entitled to attend the environmental training course, and this was often a manager, or personnel from the head office. Further, the course does not cover environmental matters in great detail, but rather touches briefly upon the risks that UniBank can encounter when lending money. Another important aspect is that the company began a sorting system, but there have been minimal guidance and instructions for employees as to what and how to sort. As a result, the author concludes that UniBank still has a far way to go in terms of environmental matters, awareness and employee-training. They have yet to develop an EE&T program that encompasses a variety of issues that pertain to UniBank. For example, they do not address the environmental impacts of employees daily tasks, nor the ones brought on by the customers themselves. If progress in developing and implementing an EE&T program is to become a reality at UniBank, then support from both top and middle management is needed, in addition to the necessary resources for developing and training employees in environmental issues.

Both ICA Handlarna and FDB are similar in nature, as the retail stores are individually owned and are members in a co-operative group. Although, both are strongly supported by the environmental management department, due to the nature of these organisations, individual retail stores make the final decision on the following criteria:

- whether or not to provide EE&T for their employees;
- the duration of an EE&T program;
- the target group and employees involved;
- the method of delivery.

FDB and ICA can only encourage the individual stores and communicate the benefits of EE&T, in addition to providing the trainers, resources and material needed for the training programs. For example, in order to reach all ICA stores in Sweden, ICA has employed six environmental assistants who travel around monitoring, recommending, encouraging, and motivating ICA owners to take action in reducing their environmental impacts.

Similar to ICA Handlarna, IKEA has been successful in constructing a worldwide environmental network. Due to the magnitude of IKEA, an environmental co-ordinator has been appointed at each regional retail store to assist the three environmental managers, who are situated at IKEA headquarters in Denmark, to oversee that environmental issues, training and actions are implemented and followed by each IKEA store worldwide. The three environmental managers travel frequently to advise, monitor and follow up on the work performed by the coordinators, thus, maintaining continual contact and providing motivation.
4.7 Environmental Responsiveness

Figure 4.4 illustrates the individual service firms’ approach when handling their environmental issues and impacts. The research results show that only 17% of the service companies under investigation have taken a proactive approach when dealing with the environment and environmental issues. **Proactive** means being responsible, taking an anticipatory approach which addresses both present and future environmental problems in connection with the services provided at each service company.

**Environmental Responsiveness**

![Environmental Responsiveness Chart]

- **17%** Inactive
- **17%** Striving to become more active
- **49%** Active
- **17%** Proactive

**Figure 4.4:** The manner in which the investigated service companies approached the environment.

After having studied the various service companies, it is necessary to distinguish among the individual service companies; and the reasons for taking a proactive to active approach towards the environment varies from company to company. The following, are some of the reasons behind their decision:

- **Five** of the service companies felt that being environmentally active within their sub-group and leading the way provides them with a competitive advantage over similar service companies.
- **Eight** service companies found it not only imperative to comply with legislation, but their aim was to progress faster than new environmental legislation.
- **One** service firm felt that its service actually helped other companies and individuals to improve the environment.
- **Eleven** service organisations required that their suppliers adhere to specific environmental demands and codes, pressured their suppliers into setting environmental goals and targets, and some required that they are certified according to ISO 14001.

Further, it is fundamental to explore these variables in order to comprehend fully the reasons behind the service companies choices, and the drivers that influence their environmental responsiveness. Table 4.5 places the sampled service companies under four different categories according to the main driving forces that influence their environmental position.
Table 4.5: The drivers that compel service companies to deal with environmental issues.\(^{47}\)

<table>
<thead>
<tr>
<th>LAW DRIVEN FIRM</th>
<th>PUBLIC RELATIONS DRIVEN FIRM</th>
<th>PUBLIC RELATIONS/VALUE DRIVEN FIRM</th>
<th>VALUE DRIVEN FIRM</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Defensive strategy</td>
<td>• Active</td>
<td>• Active</td>
<td>• Proactive</td>
</tr>
<tr>
<td>• Costs to be avoided</td>
<td>• Utilising an occasional opportunity to enhance image</td>
<td>• Utilising an occasional opportunity to enhance image</td>
<td>• Consumers demand it</td>
</tr>
<tr>
<td>• Consumers do not really care</td>
<td>• Consumers want it to some extent</td>
<td>• Consumers want it to some extent</td>
<td>• Inherent in their business mission</td>
</tr>
<tr>
<td>• Resistance</td>
<td>• Cosmetic add-on</td>
<td>• Partially incorporated into their business mission</td>
<td>• Opportunity for sustaining competitive advantage</td>
</tr>
<tr>
<td>• Threat</td>
<td>• New thing</td>
<td>• Opportunity for gaining a competitive advantage over similar firms</td>
<td></td>
</tr>
</tbody>
</table>

Practical examples of Table 4.5 can be seen with specific sampled service companies. Firstly, Telia is taking an active role in the environment by developing and offering telecommunication packages which enable customers to improve the environment.\(^{49}\) Secondly, Sånga Säby sets the best overall example in integrating a proactive approach throughout all levels of the hotel. The success of their performance can be attributed to the size of the hotel, and moreover, the outstanding commitment from both staff and management, and their preparedness and motivation for continuous environmental improvements within their establishment.

As a result, two out of the twelve service companies which approached the environment in a proactive manner have succeeded in channelling resources towards the integration of environmental training as part of their overall achievements.

It is now necessary to consider the aspects of the remaining service companies, and the reasons that prevent them from taking an active approach regarding environmental matters. UniBank and Sheraton Stockholm viewed themselves as being inactive towards environmental issues and related impacts. This is primarily attributed to the lack of top management support and the low priority environmental matters are given when compared to other pressing issues such as: service quality, customer satisfaction, and earnings. Sweden Post is trying to become more active, by slowly implementing environmental issues into polices, action plans and EE&T courses. However, the process is slow and laborious, as there are still many barriers to overcome, particularly in gaining support from all levels within the organisation.

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\(^{47}\) This table, originally put forth by Grummesson (1994), has been adapted by the author for the purpose of this paper.

\(^{48}\) Sweden Post is a large company, therefore, divisions within the company vary according to the drivers that compel them to deal with environmental issues. However, the author has placed Sweden Post in this division, as the majority of the divisions can be seen as ‘Law driven,’ with some exceptions in the other decisions.

\(^{49}\) Telia Environmental Report, 1997.
4.8 Extended Supplier Responsibility and Procurement Policies

Figure 4.5 illustrates the correlation between the service company’s purchasing policy and the demands they place on their suppliers. Based upon the author’s research findings, seven service companies who have incorporated environmental criteria into their purchasing policies use their position and influence to extend environmental responsibilities to encompass their suppliers. Therefore, demanding that their suppliers not only take their environmental impacts into account, but set objectives and goals to reduce their overall impact. Some even require ISO 14001 certification. Contrary to this, three firms did not incorporate environmental criteria into their procurement policy and thus, have little influence over their suppliers.

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**Figure 4.5:** The correlation between the service company’s purchasing policy and the demands they place on their suppliers.

To gain insight into figure 4.5, table 4.5 has been included to highlight individual service companies’ achievements in extending environmental responsibilities to encompass their suppliers in the service sector.
Table 4.5: Investigated service firms achievements in extending responsibility to include various actors.

<table>
<thead>
<tr>
<th>Table 4.5</th>
<th>Investigated service firms achievements in extending responsibility to include various actors.</th>
</tr>
</thead>
</table>
| **Sånga Säby**<sup>50</sup> | - Practice an active interest in influencing suppliers to introduce new methods and technology  
| | - Suppliers must attach their company's environmental program and policy, and will indicate how the raw materials are processed, along with the transportation used, including details of the vehicles and fuels used in transportation.  
| | - Suppliers must also give detailed instructions as to how they pack their products and which parts they accept for recycling.  
| | - Buy locally grown and ecological products when possible  
| | - The purchasers handbook must be consulted by all staff in conjunction with procurement. |
| **ICA Handlarna**<sup>51</sup> and **Radisson SAS**<sup>52</sup> | - ICA head office is responsible for purchasing the assortment found in the ICA stores. They form agreements with suppliers. Approximately 20,000-25,000 different products.  
| | - ICA stores can choose to buy products from the ICA assortment or are free to choose external suppliers. If they choose to buy externally, then the individual stores are responsible for the quality and environmental impact of the selected products. Further, the must ensure that they meet ICA Handlarna environmental requirements.  
| | - ICA does not have a classification system for their products  
| | - Suppliers must have an environmental policy in order to supply ICA with goods, and evidence that there is ongoing environmental work.  
| | - Similar to ICA, Radisson SAS can buy goods from external suppliers but must meet corporate environmental standards that are prevalent among all Radisson SAS hotels worldwide. A top down process is used for purchasing, as top management makes agreements and negotiates with suppliers for all Radisson SAS hotels for items such as soap and shampoos. |
| **FDB**<sup>53</sup> | - Tough guidelines are set for suppliers. They must answer a detailed questionnaire about their products, packaging, and transportation, among others things, with the goal toward continuous improvements.  
| | - Suppliers are checked on a yearly basis to see if they have met the requirements put forth by FDB, and only then is a new contract drawn up, including a new set of environmental criteria and goals to be met. |
| **Länsförsäkringar** | - Länsförsäkringar is trying to become actively involved with extending producer responsibility. Therefore, Länsförsäkringar has converted an unknown recycling cost into a small but manageable premium; thus issuing a recycling insurance to producers. (chapter 4.1) |
| **IKEA**<sup>54</sup> | - IKEA is actively involved with their suppliers and supplier training (chapter 5.2).  
| | - Suppliers' must complete an environmental checklist with questions about the supplier's environmental work. The answers are then signed by both the supplier and IKEA. This is to ensure that they conform and correspond to the environmental standards espoused by IKEA. These include the use of chemicals, waste handling, and raw materials. |

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<sup>50</sup> Personal interview with Jimmy Sjöblom, environmental assistant at Sånga Säby. September 19th, 1998.  
<sup>51</sup> Personal interview with Anita Gustavsson, environmental manager at ICA Handlarna. September 18th, 1998.  
<sup>52</sup> Personal interview with Henrik Pedersen, general manager at SAS Radisson SAS. September 25th, 1998.  
<sup>53</sup> Personal interview with Katrine Milman, environmental assistant at FDB. September 4th, 1998.  
4.9 Extended Employee and Customer Responsibility

Of the entire sample, the author’s findings revealed that only four service companies have extended responsibility to include their employees, while only three were able to incorporate extended consumer responsibility into their services.

Service companies who have been able to extend responsibility to include customers and employees is considerably less than the influence they have exerted over their suppliers. Taking a closer look, only Sånga Säby and Radisson SAS have been able to extend responsibility to encompass both customers and employees. For example, employees at SAS Radisson SAS are given a notepad, where they are required to record environmental matters as they occur, based on; I have seen, I have heard, and I have done, and submit it to the environmental manager. Sånga Säby involves employees in environmental decision making and goal setting by ‘extending employee responsibility.’ All staff are taught, encouraged and are expected to act and make environmental decisions on a routine basis, as part of their training involves; What to do, When to do it, and How to do it. Further, upon arrival, guests are informed about the environmental work done in each respective hotel, along with brochures in each room. These brochures clearly inform guests about the choices they can make during their stay that will help alleviate environmental impacts. For example, guests are given the choice to re-use their towels, encouraged to turn down the temperature in the room when not there, and informed of the need to use the room key card to activate the lights.

Similarly, Berendsen Textile Services has also been successful in extending responsibility to their employees with the onset of the WECO project (chapter 4.3, table 4.3). As a result, the employees in Denmark have been able to reduce their water consumption from the initial 13 litres of water per kilogram of laundry to 4 litres of water per kilogram of laundry. In comparison, their Swedish counterparts who have not implemented this project use 17 litres of water per kilogram of laundry.

Furthermore IKEA, as a pilot project in 1994 offered customers in Switzerland the possibility of handing in their no longer wanted sofas and armchairs for a minimal fee. In 1996, this service expanded to allow customers to hand in all types of furniture, kitchens and floors, and it still continues today.55

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Overview and Analysis
The need for Environmental Education in Service Companies

This chapter is dual in nature, as it intends to explore several key areas in relation to environmental education. Firstly, this chapter is concerned with the content and delivery of environmental education within service firms. In addition to the application of skills to practical contexts. Secondly, the increasing importance of environmental education in a service company has not yet been fully realised by management. Thirdly, it is investigated how environmental education can be incorporated as part of a service company’s internal training procedures. Finally, why it is imperative that Knowledge, Attitude, Behaviour, Values and Action, are fully integrated into a service company’s environmental education program is examined.

In addition, this chapter will explore why business decisions should reflect environmental issues which impact upon the service organisations progression towards the realisation of sustainable development. Moreover, the importance of extending responsibility to include all actors, and finally, how environmental education can assist this process.

5.1 Introduction

This chapter is concerned with the refinement of EE&T programs for the service sector. Chapter four was dedicated to the issues and results of EE&T within the sampled service companies. The author aims to explore a continuation of this theme by addressing several key issues: foremost, this study has identified a clear requirement for EE&T in Swedish and Danish service companies. Second, the lack of application amongst service companies is identified as being a major problem which needs to be addressed in developing EE&T programs. Third, EE&T should be required for personnel at all levels of a service organisation, and for a wide range of skills and competencies. Finally, service companies have a vital role to play in the successful utilisation of EE&T for employees, and this chapter will outline some of the ways that this can be achieved. Therefore, a model has been designed for service companies to use as an operational tool to improve the development of environmental education for employees. This model will be addressed in more detail in section 6.2.

5.2 Why Provide Employees with EE&T?

The first question to address is why EE&T is necessary for employees and service organisations at all? According to Fleming and Blackman (1998) the implications for service companies are manifold: the law now expects compliance with an increasingly complicated and growing legal framework; stakeholders, shareholders, customers and employees perspectives of the importance of sustainable development have placed higher expectations on service company to be ‘environmentally correct’. Furthermore, service firms are also compelled to

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various drivers that influence their environmental compliance, such as values and public relations, which was presented in chapter 4.7.

Although the pressure upon service organisations to be more environmentally responsible is there, the author’s current responses from the sampled service organisations show variance, and a lack of continuity and consistency. Such responses can be viewed as reactionary and short-term, often only relevant to part of the organisation.

Ultimately, wherever the pressure comes from, be it the law, employees, customers, etc., it falls on management to do something. Therefore, through the implementation of EE&T for employees, management can facilitate the adaptation of internal environmental work, and lessen the pressure from external stakeholders.

5.3 Why Top Management Commitment is Important for the Success of a Service Firms EE&T Program

Commitment from top management is essential for the successful implementation of an EE&T program, however, it is not always there. Why not? What can be done about it? What are the consequences for the EE&T program if top management support is lacking?

The first priority for any service company that is seeking to implement an EE&T program for their staff, needs to gain top management support and commitment. However, this is not always as easy as it seems and the reasons are manifold. Foremost, perceiving no immediate financial return is the primary cause of low commitment, as seen in the case of Sweden Post, Sheraton Stockholm, UniBank and Länsförsäkringar. Succeeding, is how management conveys their support and commitment to the environmental training program. "Management which only 'pays lip service' to EE&T creates a more difficult problem. Giving a single person the task of implementing EE&T without the authority or resources is not uncommon," as was understood in the interviews with Sheraton Stockholm, and Sweden Post. Further, the message that top management communicates to the employees is of utmost importance. For example, top management decides that the service firm will implement EE&T, and all employees will undergo environmental training. Therefore, if this message is to be meaningful, top management action, resource allocation, authority and decisions must be consistent with the message given to the employees. If top management actions are different from the message and place greater importance on costs, quality of the service, meeting and keeping schedules, then the EE&T program loses its credentials and employees are no longer motivated or eager to assist in the service firm’s environmental changes.

To illustrate these findings, examples from Sånga Säby top management commitment is used to show the consequences that strengthen employee behaviour and commitment towards environmental actions. In contrast, the consequences that weaken employee behaviour and commitment towards environmental actions due to lack of top management.

In short, once top management has communicated that EE&T is to be implemented and given priority, the message must be lived by the leader - it must be reinforced by the consistency of the leader’s behaviour, as is in the case of Sånga Säby.

In short, if top management commitment is not reinforced by their actions, goals and signals, then employees will question why they have to commit themselves and put the effort into environmental performance areas when top management is not.

In other words, both commitment and action from top management is crucial to the existence, progression, and outcome of the EE&T program within the service company. Moreover, the message that top management conveys to employees will directly affect employee behaviour and motivation to carry out the service firms environmental objectives and their goals. Therefore, it consequential for any EE&T program to not only have top management support, but that this support is continually reinforced by the consistency of top management action and behaviour.

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5.4 How EE&T Can Help Service Firms Reflect Environmental Issues

The issue of environmental damage is considered to be of fundamental importance to all members of society: service companies alike. It has long been the case that the Earth’s natural resources have been used in an unsustainable manner, both for development and personal use. This has become extremely apparent with the creation of service companies to meet the needs of the ever-demanding consumer. Environmental impacts from a service company have become a societal and collective problem that can no longer be solely passed on to society to deal with. If service organisations are going to take the initiative in addressing environmental problems and preventing them before they happen, then service companies are going to have to extend environmental responsibility to include their: external suppliers, procurement, employees, and consumers. The extended responsibility in the service sector link must co-operate closely to reduce environmental impacts, while maximising value and competitiveness.

It is imperative that producers, suppliers, employees, consumers, and the service companies alike, do not solely identify the environmental impacts as a result of their services, goods or actions as a separate matter, because this simply is not so. Rather the environmental impact derived from a service or goods is as a complex process that begins at the point of production and proceeds until disposal. A service company should not only be seen as providing a service that customers are demanding, but rather as an entire process: production, raw materials used, energy, procurement, transportation etc. that contributes to the overall environmental impact of the service or good. Responsibility and action must encompass all actors involved in the chain. For example, a decision taken by one actor in the chain has definite implications on the other actors. Environmental impacts will be forwarded to the next actor to undertake. Eventually someone, be it the producer, employee, or customer must make a decision as to resolving or preventing the problem. The decision however also has implications as to the outcome. It is important that this decision is based on sound environmental knowledge and competence if it is to be affective and produce results. This view is further supported by Don Sayre, who stated that "people make the system work. They need to be properly qualified, competent and further empowered with sufficient authority. This involves adequate training on requirement, techniques, the use of tools, management expectations, and resource availability."

To further illustrate the interconnectedness of the service chain, figure 5.3, is presented as an example of how a decision made by a service company’s procurement office in a hotel can affect the entire chain.

59 For this thesis, external suppliers are those that provide services and customers with both INVENTORY - computers, desks etc. and CONSUMABLES - paper, pens etc.
To further explain certain aspects of figure 5.3, the symbol* denotes that through the implementation of an EE&T, in addition to a purchasing policy, employees and customers will be able to make better and informed choices. EE&T is seen as a way to provide employees with increased knowledge, skills, and competence to influence, set environmental criteria and pressure suppliers for products and services that are less harmful to the environment. Further, the purchasing policy enables employees to demand environmental compliance from their suppliers.

Moreover, if a service firm fails to acknowledge the service sector link and extend responsibility, the cycle and actors involved will continue to create and contribute to the service firms environmental aspects. However, if EE&T is implemented, purchasers, through a preventive approach can alter this cycle and reduce the service firms environmental impacts, while maximising the value and competitiveness.

It is one thing to make these claims, but another to have the ability, knowledge base and competence to carry out the actions. General findings in the author’s research shows that the cultural norm of the sampled service companies’ business practices has not fully integrated EE&T into their training curriculum. Therefore, environmental managers, and employees who have to make decisions often lack the information or adequate training to make the action...
environmentally correct. Fundamentally, the relationship between EE&T and decision-making is of utmost importance if a service firm is to progress towards the realisation of sustainable development.

Consequently, the importance of environmental education and training is to enable service managers and employees alike to think through the impacts of a decision in order to be able to maintain a balance within the environment and achieve a viable return.

Therefore, service companies must see that implementing an environmental training program takes time, thought and commitment. One has to consider **WHAT**: what sort of environmental education programs are needed, **WHY**: why the environmental training program is implemented, and finally **HOW**: what methods would be most appropriate, given the fact that the service sector is large and very diverse.

As a result, EE&T will have to be developed and streamlined into daily routines more effectively in the future.

### 5.5 Problems with the EE and Training of Service Companies

As previously stated in chapter 4.3, all twelve sampled service firms interviewed claimed to have some type of EE&T. However, the author’s research findings revealed that the majority of the service firms’ EE&T programs emphasised and highlighted global environmental issues, phrases and basic ecology, rather than focusing on the actual causes of the firms’ environmental impacts. Currently, ten of service companies EE&T programs are at a standstill, leaving their employees with only a mere description of the current environmental problems. This is partly attributed to the lack of top management commitment, as seen in four out of the twelve service companies discussed in chapter 4.5.

As a result, employees have not explored the main aspect and purpose of EE&T: the causes, effects, possible solutions and competence to ameliorate these problems.

The type of EE&T that is currently used by the majority of the sampled service companies is built on the traditional assumption that knowledge results in increasing awareness of problems, which in turn motivates the employees to act in a more environmentally responsible manner. However, as seen in the case of the Sheraton Stockholm, this is simply not the case. According to Finn Mogensen, this stance rests upon a scientific idea which supposes knowledge and skills to be the only parameter in actions and action decisions.

Although it can be argued by many service companies that many of their employees have undergone basic EE&T and have learnt about environmental issues, the outcome of this type of education does not prepare employees to find and implement solutions. They will not have the background understanding of the origins or dynamics of the environmental problems, nor the competence to act and make sound decisions. Employees need to feel they have a responsibility for the environment, and that they are empowered to do something, a sense of ownership. Awareness of the individual role and seeing what each person can actively achieve towards the whole is fundamental to change. This view is further supported by Fleming and Blackman (1998) who state that “if a company is to promote proactive environmental development...”

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policies then they must start from the basis that an organisation is a human construction, and that all actions a company takes are the consequences of human understanding and motivation. The employees of a service organisation must comprehend what has to be done, why it has to be done and what that means for them.62"

During the personal interviews, all service firms were able to tell WHAT was included in their EE&T program. However, it become apparent that nearly all of the sampled service companies were primarily concerned with discussing HOW they should implement and incorporate EE&T for employees as part of their daily tasks, yet the question of WHY they were conducting EE&T was very difficult to ascertain. In other words, they were too focused on the practice aspect. As the discussion progressed, the barriers and reasons why they have not succeeded in educating all their employees were made clear.

In short, this type of teaching and/or education increases employees’ knowledge about the environmental problems their firm are facing, and global issues, but it does not go further than that. Therefore, the author proposes that this should not be considered EE&T, but merely classified as information seminars pertaining to environmental issues.

5.6 The Long Term Aim of EE&T

The long term aim of EE&T should be to develop employees’ abilities and will to describe, analyse, assess and have an influence on the service company’s environmental problems.

The underlying aim of EE&T is to help individuals and service companies understand the complex nature of the natural environment resulting from the interactions of social and economic aspects. In addition to acquiring knowledge, values, attitudes and practical skills to participate in a responsible and effective way in anticipating and solving environmental problems.63 As a result, EE&T should give people throughout the organisation the necessary knowledge to use nature and natural resources and to control the quality so that it is not impaired, but wisely improved.64

The aims and objectives of the service firms’ EE&T programs tend to be forgotten. For the majority of service firms in question, environmental education has been implemented on a short-term basis, thus enabling only a portion of their employees to undergo EE&T, which ranged anywhere from one to four hours in the different service firms. However, there are exceptions, such as the few service firms have been able to streamline EE&T as part of a continual employee training program. Management on the other hand, has been the general focus of EE&T programs, and therefore, has undergone more extensive EE&T in relation to the firm’s environmental issues and impacts.

As a result, this means that service firms are isolating knowledge and action competence by focusing on particular groups within the service company. Therefore, further highlighting the reasons why some service companies found difficulties in achieving environmental results, as

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64 Ibid. Page 23, 1996.
their EE&T was provided for specific groups of people rather than the entire organisation. Edgar Woolard, chairman and CEO of Du Pont, further support the author’s view, stressing that “as long as environmental protection remains in a special category assigned to certain people, instead of part of the mental checklist with which each person approaches every task, then environmental accomplishments will remain reactive and corrective rather than proactive and innovative.”

Taking into account that two of the sampled service companies viewed EE&T as a need to achieve a greater set of goals, and not as a necessity, further emphasises that the long-term aim of EE&T for many service companies has been forgotten. These companies saw EE&T as a necessary enforced step that they had to take in order to achieve ISO 14001 certification.

As a result, the long-term aim of EE&T must be viewed by service companies as a continuous learning process that is available for all employees. Alvar Ellegård stresses that “knowledge should be conscious, functional and useful if it is to remain alive. It can only be achieved by motivated, active and independent employees, where employee needs and interests are of paramount importance. The employee, and only the employee can learn, the environmental educator can only stimulate.”

The desired output of EE&T for all service companies, should be to combine the knowledge acquired by the employees to promote a change in attitude and behaviour with respect to the service firm’s environmental problems. Furthermore, such knowledge should be directly related to the employees’ daily routines and job requirements by placing environmental needs in relation to problem-oriented cases.

However, for a service firm to achieve this, it is important to recognise that these different aims: knowledge, attitude, value clarification and action, require different teaching methods and approaches. Seen in this perspective, Table 5.1 has been incorporated to illustrate the overall objectives and continuous targets a service firm should strive for in their EE&T program.

Table 5.1: The overall objectives and continuous targets of an EE&T program.

<table>
<thead>
<tr>
<th>EE&amp;T</th>
<th>Overall Objectives and Targets of EE&amp;T</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Increase environmental awareness and the readiness to actively participate in environmental decisions and changes within the service organisation.</td>
</tr>
<tr>
<td></td>
<td><strong>Continuous Target</strong></td>
</tr>
<tr>
<td></td>
<td>• Form an internal environmental group within each department to act as a responsible and a voice for the department.</td>
</tr>
<tr>
<td></td>
<td>• Implement monthly meetings where the group can discuss progress, barriers, new solutions.</td>
</tr>
<tr>
<td></td>
<td>• Further, incorporate half year seminars for the all employees as a refresher course on where the company is, the improvements that have been made, and where the company wants to go in the next half a year.</td>
</tr>
<tr>
<td></td>
<td>• How a preventive approach towards the service firms service’s can be cultivated into employee routines.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Provide knowledge of the service organisation’s environmental impacts, action plans and goals through the EE&amp;T program.</th>
</tr>
</thead>
</table>
| Continuous Target | • Problems must be understood and continuously formulated to achieve specific goals that the service company has set. Further, employees should be encouraged to present ideas as a means of solving or preventing the environmental problems.  
• Moreover, explain the advantages of various efforts employees can take to reduce the firm’s environmental impacts for instance, the advantages of waste minimisation and how to go about it.  
  
  **Common questions to ask:**  
  1. Where do the environmental problems related to our service firm occur?  
  2. What can be done about them?  
  3. What is the best way to prevent them from occurring in the future?  
• Further, it is important to continuously update employees about the firm’s progress, showing them that the work they are performing is resulting in changes, therefore, a monthly newsletter either printed or issued on intranet is a way to keep employees motivated. |
| Attitude and Behaviour | Provide employees with an environmental proactive attitude through effective communication, both from top management and departmental managers. However, to be effective, the employees need to see that management actions are consistent with their views on EE&T and environmental improvement, as this leaves little doubt what the message means. Communicating meaning through the manager’s behaviour is a powerful element that is communicated and will affect employees’ attitudes and behaviour. |
| Continuous Target | • To keep employees motivated towards environmental goals and targets the firm has set through effectively communicating top management commitment and support.  
• Further, it is important that the service firm constantly provides the resources employees need to achieve the environmental goals.  
• In addition, incentives are also provided to keep employees interested and motivated. |
| Value Clarification | Provide employees with the ability to reach and make decisions regarding environmental matters when faced with a difficult choice. |
| Continuous Target | • A continuous development of choices to be made gives the employees insight and awareness of the implications of difficult questions. This contributes to a feeling of security and self-confidence about themselves, and the decisions they have to make within the service company. |
| Action | Provide the employees with the necessary education and tools for action, including different methods. |
| Continuous Target | • Constantly encourage employees that they are now responsible for reducing the service company’s environmental impacts, based on the knowledge and competence they have gained through the EE&T program.  
• Ensure that all employees have a copy of a plan that describes the actions the firm is taking, who is responsible, the resources, time frame etc.  

Below is a sample of a plan that could be issued and used by all employees. |
<table>
<thead>
<tr>
<th>Problem</th>
<th>Approach</th>
<th>Prioritising and Responsibilities</th>
<th>Time Frame</th>
<th>Re-evaluate</th>
</tr>
</thead>
</table>
| • What to do | • How to do it | • Who is responsible | • When can we do it, and  
• When can we expect to finish | • How can we measure improvements |
In other words, EE&T must start at defining the service company's environmental issues. EE&T is a tool that helps employees develop their thoughts, values, competence and action towards environmental issues. If EE&T succeeds, employees will seek additional information and knowledge, which will eventually lead to an active approach on their own account.

### 5.7:1 Methods

The methods employed are fundamental to the success of an EE&T program. The techniques used for EE&T programs is of considerable importance, as the method used will have a direct impact on the outcome of the EE&T program and will determine the level of employee knowledge, awareness, behaviour, participation, competence, and actions.

Earlier in this chapter, it was stated and shown that merely sending memos and pamphlets as a form of environmental awareness raising was ineffectual. In order to maximise the effect of staff environmental education, it is important that the service company is able to impart environmental information in several different ways. Seen in this perspective, the challenges that are made on EE&T with respect to content and methodology will be taken up in the next section dealing with value clarification and action competence. These are seen as two methods service firms should consider when developing an EE&T program.

### 5.7:2 Value Clarification

**EE&T must first and foremost begin with the mind. Environmental concern is a state of the mind. It is mind-set. It is attitudes. It is anchored on values. Values shape our attitudes and this is where service companies environmental education and awareness building must begin.**

Most service employees already hold values that support sound environmental practices; therefore the awareness is already there. However, this awareness often appears irrelevant in producing positive environmental actions, as employees lack skills, motivation and competence to produce changes. Therefore, it is important that service companies expose employees to approaches that facilitate sound and personal environmental practices, rather then courses that focus on concrete environmental information and issues. According to Tony Shallcross and Graham Wilkinson (1995), the acquisition and refinement of skills through practice will not only increase employees confidence in using these skills, it is also likely to make them more accomplished advocates of change within the service company. Therefore, in these ways, values will be sustained through a constant cycle of action and reflection, as the congruence between theory and practice becomes refined as successful praxis. Further, the integration on EE&T involves the application of interconnectedness principles; social, economic and natural environments as fundamental precepts of education for sustainable development.

As a result, if EE&T is to play a leading role in service companies progression towards sustainable development, then it is imperative that EE&T assist in developing employee values which support and sustain sound environmental practices within the service company. The practice of employees making informed real choices as to which options are best under the

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given set of circumstances is vital for service companies' if they are to achieve sustainability. However, it seems apparent from the author's research results that there is the need for an emphasis on employee action in the sampled service companies EE&T programs.

There is one central problem in sustaining values which are supportive for a service companies EE&T program. That is the message communicated by top management, both in words and action. If the support from top management are parables of good environmental practice, the values, attitudes, commitment and skills needed to protect an improve the service companies environmental impacts will pervade the atmosphere of the employees within the service company. "Practising what you teach is the best, perhaps the only way to educate for sustainable action."  

As a result, the success of Sånga Säby's environmental work can be attributed to the values, commitment and action form top management that has trickled down to influence and motivate the employees, therefore, pervading the atmosphere of Sånga Säby. Consequently, the message from top management can be seen as an ethical persuader, determining the success of a service company's environmental work.

5.7:3 Action Competence

**Action competence** is a concept which involves both knowledge potential and skill qualities, which qualify the employee to act constructively, with the purpose of solving environmental problems. Therefore, to put action competence into perspective, it is the "ability to make decisions based on sound judgement which have a direct influence on achieving a defined goal and better state of the environment."

It is becoming increasingly more important for service firms to steer away from traditional teaching methods, where the teacher acts as an informer, and the students are passive players who keep receiving information about environmental issues. A service firm using this method will find difficulty in obtaining results and enhancing their firm's overall environmental performance.

EE&T works best when it is combined with other strategies and forms of communication. It is important that service companies combine EE&T with the background knowledge that is required for employees to gain an understanding of environmental issues, with emphasis on the service firms environmental problems. Further, emphasising that ecology, economy and society are interconnected and cannot be separated.

The author's research findings revealed that the majority of the service companies in question used a method that was based on increasing employees' knowledge about environmental problems and their existence, but did not succeed in linking these problems to action competence. As a result, this type of EE&T leaves the employees overwhelmed with excess information and knowledge about the environmental state of the service firm. The lack of information to solutions provides a barrier to participation in the program; thus only contributing to a sense of powerless, as the main criteria of EE&T has been overlooked: action

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competence. The view of action competence in EE&T is based on the concept that teaching contributes towards an employee’s competence to act.

A case example from Sheraton Stockholm reinforces the aforementioned statement: how the lack of knowledge and information about the company’s environmental goals led to lack of participation. The following, a contrasting example by Sånga Säby, illustrates how employee participation is enhanced when employees are provided with not only the background knowledge and information, but the necessary resources and support that prompt employee motivation and the willingness to act.

Hélène Amnéus, the environmental co-ordinator at the Sheraton Stockholm had difficulty in encouraging employees to participate in reducing Sheraton’s environmental impacts. In January 1997, Hélène began a waste recycling program. As EE&T is not incorporated as a continuous program, Hélène had to find other means of reaching the employees to inform them about the new recycling program, what it entailed, how to sort, and what could be sorted. Therefore, due to lack of funding and available resources, the employees were issued information in the form of flyers about how the program worked, what could be recycled, followed by a short quiz and suggestion form at the end. The suggestion form and quiz answers were to be submitted, and prizes were awarded to the employee with the best suggestions. Only ten out of 210 employees completed and returned the form. As a result, the lack of information and motivation was a barrier to participation in the program. Nevertheless, this approach to environmental matters is still used within the Sheraton, and participation continues to remain low.

As a result, Rands (1990), has found that EE&T in the form of written information and pamphlets is largely irrelevant to improving or altering employee behaviour. 72 A potential reason for the communication of the message can be attributed to the fact that in many service organisations, the volume of paper circulated is substantial; therefore, communication is ignored, as employees are generally pressed for time, and only read the information that they find relevant to their job.

In comparison, Sånga Säby has been able to streamline EE&T into the employees daily work routines. All employees have received EE&T and information about Sånga Säby’s environmental impacts, as well as how their jobs affect the environment. Participation and involvement have been the key success to Sånga Säby’s environmental work, as employees are placed in a position that empowers them to act as environmental leaders: therefore, involving them as decision-makers.

Based on the success and failures of various service companies’ EE&T programs, it is important to link attitudes, information and commitment together in an EE&T program, if a service company is to produce results.

Further supporting the view of involvement and participation, Our Common Future73 also underlies the importance of behaviour. If service firms want to develop responsible behaviour in their employees, then it is necessary that employees see and understand what consequences their actions and tasks will have on others, including the environment. It is essential that employees understand how the different activities and jobs within the service organisation are interconnected.

A way to bring an integrative approach into EE&T is to address the environmental problems and issues that are relevant for employees, rather than a specific discipline. Problem-oriented teaching involves teaching a subject that has to do with an environmental issue or problem. This type of course complements action competence, as it strengthens the responsibility, insight and readiness of employees to take action. However, the approach for problem-oriented teaching is important because successful solutions to problems must be based on an analysis of their causes. Trying to cure the ‘symptoms’ of a problem without doing anything about the

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underlying causes is meaningless. It is important that the right questions are posed, not just, “what is the problem and how do we get rid of it?” but rather “why do we have this problem, and how can we solve it?” Furthermore, studies conclude that problem-oriented EE&T stands out as an opportunity to meet the increasing call for immediate environmental changes within the service organisation, due to the contribution of employees and management working together to solving problems.

5.8 Assuring Know-How and Competence

As previously emphasised, the knowledge and skills employees need to achieve a service firm’s environmental goals and overall objectives must be identified and known by all members of the service firm. Employees will require a certain competence, knowledge base, and skills in order to achieve these goals. Therefore, effective education for a sustainable service firm is not a state which can be achieved once and for all, but rather a goal which can only be approached. However, the EE&T program should inform employees of the impact their activities can have on the environment, especially if performed incorrectly.

How many employees actually know the environmental implications and impacts their work has on the environment? Employees are not aware of the ‘big picture.’ As in the majority of cases, employees are indirectly unaffected by the environmental impacts that occur within the service firm; therefore, they fail to have any significant impact upon their daily lives. Fleming and Blackman (1998) found that ‘green organisational culture’ does exist; however, it tends to flow unevenly and in different directions, not only within the organisation itself, but also within the departments. The author found this to be factual within the sampled service companies. General findings which emerged from the author’s research concluded that Sweden Post, ICA, FDB, Telia and Länsförsäkringar experience this kind of uneven flow throughout the different branches and departments.

Of the entire sample, few of the service companies actually highlighted the environmental implications and impacts that employees’ activities have on the environment. Berendsen Textile, Alba, Sånga Såby, and Radisson SAS where among the best examples, with UniBank and Sheraton at the opposite end of the scale.

As a result, Sheraton and UniBank have made little progress towards implementing EE&T, let alone affecting behavioural changes in employees’ work routines and attitudes. In comparison, the former four service companies have had success in obtaining and reaching environmental objectives and targets. This can be attributed to the nature of EE&T the employees received. These companies highlighted and addressed the environmental implications and impacts employee tasks had on the environment. In addition, employees were taught skills and strategies to practical contexts; thus giving them the competence needed to ameliorate various

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situations. Therefore, it is imperative that the employees of a service organisation comprehend what needs to be done, why it has to be done, and what that means for them, if a service firm is to progress towards sustainable development.

As previously mentioned, service organisations are human constructions, and the motivation for action must be relevant to employee tasks or it will lose significance, and lack motivation. Consequently, if EE&T is to be successful, the service company and their employees must see short-term goals leading to long-term aims and targets. EE&T must be offered on a continuous basis to all employees, focusing on skills enhancement, motivation, and competence. Further, the results should be communicated at each stage, and incentives awarded, if the service company is to change the behaviour of employees.

5.9 How to Affect Behavioural Changes

Learning is a relatively permanent change in behaviour that occurs as a result of practice or experience.\

The implications of this definition are two-fold. Firstly, the fact that EE&T leads a modification in behaviour is too simplistic, as merely receiving facts has been found to be insufficient. Rather, employees need to be involved in the learning experience. The concept of practice and experience can be used to enhance both the environmental training given, employee skills and action competence.

This further highlights the situation Hélène Amnéus faces at the Sheraton Stockholm. Assumptions have been made by organisations that repetition and conditioning of behaviour will lead to changes and compliance, which in turn will lead to understanding. In fact, general interview findings showed that learning must be applied in a meaningful way. Usually when managers or department heads find that a situation has not changed, they re-send the memo. This can further explain why the memos and pamphlets on environmental issues and implications sent by Hélène Amnéus have not worked. According to Fleming and Blackman (1998), "if no learning took place the first time, it is unlikely to take place on future occasions. Repetition will not change anything if the message was not understood initially, or if employees lack motivation; only by changing the communication system is the learning likely to take place."

The implication is that once service companies have established an effective EE&T program that involves employees in both practical as well as decision-making roles, the drive to learn and act will become self-motivated. The logical progression of this is that if the employees in a service company cannot actually see how their job is affecting or could affect the environment, the desire to act in a way that will benefit both the short-term goals, as well as the long-term environmental objectives of the service firm will diminish.

As a result, Sånga Säby and Alba have achieved success in involving employees in both practical as well as decision-making roles. Hence, their employees have become self-motivated.

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and often take the liberty of initiating changes that benefit both their working environment, as well as the long term aims of sustainability within the service sector.

Consequently, the practitioners planning the EE&T program must include: the background knowledge, practice, employee participation and concrete experience. This supports the author’s findings that many of the service companies are lacking these features in their EE&T programs.

5.10 Comparison between Traditional EE&T and Action-Based

There are distinct and important differences between traditional EE&T and EE&T that incorporates and is focused on action competence. Action competence provides a useful framework for the development of EE&T because with the action perspective: 82

1. the feeling of powerlessness is replaced by directing the employees’ attention to solving the service company’s environmental problems;
2. a bottom up strategy is used to develop employees’ individual and collective ideas through dialogue and active participation, as opposed to the traditional top down strategy where decisions are taken by management with little input from the employees;
3. learning and actions should proceed simultaneously.

The success of implementing environmental changes can be largely attributed to action competence EE&T. To further highlight the different approaches that have been used in the sampled service companies, some examples are provided below.

The author’s research findings revealed that four of the service finns under study have been successful in streamlining action competence into their EE&T programs. These finns are: Sånga Säby, Alba, Radisson SAS, and Berendsen Textile (only in certain plants). Previously mentioned in chapter 4.9, all the aforementioned finns have been able to considerably reduce their environmental impacts as a service organisation by incorporating action competence, problem-oriented training into the employee EE&T program. Employees are constantly being given the responsibility of producing changes and coming with suggestions for improvements. Thus, EE&T at Sånga Säby is a continuous process where employees are constantly learning by doing in a problem-oriented manner.

As a result, these finns have been able to enhance the firm’s overall environmental performance, as well as achieving considerable financial benefits.

While the author identified a number of barriers to the successful implementation of environmental training within the twelve investigated service companies. This chapter is devoted to identifying several solutions or means of overcoming those barriers that were previously identified as hindering both the development as well as the implementation of environmental education into service companies.

### 6.1 Criteria for the Development of an EE&T Program

So far, chapter five has argued that for service organisations to progress towards sustainability, the need for an improved EE&T program is needed. Further, employee behaviour and values will have to change throughout the organisation. However, at present, most service companies' EE&T programs do not achieve this. A potential reason for this lies within the design of EE&T, since in most service companies EE&T has not been solid enough to change employee behaviour.

The diversity of EE&T within the service sector was found to be among the significant barriers that have impeded the level of EE&T and commitment within the twelve service firms approached. In fact no EE&T program involving set patterns, progression of topics and approaches suitable for all service firms has emerged. Therefore, it is currently up to the individual service companies to ensure that their EE&T program is adapted and suited for all employees. As the author's results have shown, few service companies have actually succeeded in streamlining EE&T into employee daily work routines. Thus, the process flow concept to the reality of implementing and continuing an environmental training program has not yet been achieved for many of the individual service companies. Therefore, if EE&T is to be integrated as a continuous process in a service company, then it is important for service companies to follow some preconditions. Service companies:

1. must have trainers who are genuinely interested in environmental issues,
2. must have enough trainers to meet training needs, or seek outside consultants who can provide such a service,
3. should have an environmental staff at all sites/stores, to act as a resource person, so employees can at any time ask questions,
4. must have support from all levels of the organisation, primarily top management, division heads etc., to implement an incorporate EE&T into a service company’s curriculum,
5. must develop binding plans for EE&T and set priorities and courses of action,
6. must set objectives and goals in which they want to achieve through the EE&T program,
7. must be willing and open to experiment with employee ideas.

Furthermore, the development of an EE&T program for the service sector is necessary and imperative if service companies are to progress towards sustainability. As a result, the author has put forth a list of important features are to help service firms address some of the current issues brought forth in the discussion on EE&T.
The fundamental features of an effective EE&T program can be outlined as follows:

1. **Identify** and **Address** key environmental issues within the service company. This includes connecting the service firm’s environmental impacts to both local and global issues, economy and ecology.

2. **Practical**, as the aim of EE&T is to promote change in employee behaviour and actions.

3. **Actual**, applying real situations to EE&T; therefore, gaining further insight into the problem.

4. **Informative**, as the purpose of EE&T is to increase the knowledge of employees about the environmental issues that surround the firm, the impact their jobs have on the environment, and to provide the necessary tools that can be used as measures to improve the service firm’s environmental situation.

5. **Interactive**, for it is to promote changes based on employees’ ideas, actions, knowledge, awareness, motivation and competence. Employees are in the front line, they see what is happening, and are usually in the best position to improve or prevent further environmental damage.

6. **Preventive**, to address environmental issues before they arise. This means dealing with the problem at its source, when choices are made concerning processes, raw materials, transportation etc. Actors involved in the early stages have a responsibility to make adaptations throughout the entire service chain.

7. **Permanent**, as a life-long process that is instilled in people.

8. **Communicatory**, as it is based on a system that facilitates dialogue and reporting between management and employees. The aim is to establish linear communication between employees and management, both for making decisions and communicating results. A sense of openness will gain employee trust and build confidence.

9. **Defining**, what can and should be done at each level.

10. **Enhancing Skills**, as it enables employees to act.

11. **Motivating**, since results are based on employee actions and changes.

The desired outcome of an EE&T program, at whatever level, is for a service company to move away from a single learning loop towards a double learning loop, as can be seen in Figure 6.1. Therefore, the underlying aim of EE&T is for employees to turn the information they receive into knowledge and understanding of the environmental issues the service company is facing. Understanding and awareness of an individual’s role and seeing what one can actively achieve towards the whole is fundamental to change. Employees begin to learn not what to think but how to think about their environmental responsibilities.
In view of this, EE&T is most effective when it is highly practical, as it allows employees to share their ideas, experiences, concerns and needs. Hence, employees sitting in a classroom absorbing the information given, will not produce the same effects as an interactive EE&T program. It is not suggested that all EE&T programs take an interactive approach, as training needs will vary on the degree of participation and must be adapted according to the participants and their needs. However, it is important that the EE&T program be presented in an effective and active manner that will benefit all the participants.

In all cases, the objectives of a service company’s EE&T program must aim at not only raising the level of employee awareness, understanding, competence, and action, but it must be able to respond and treat employee suggestions appropriately, in order to maintain employee motivation and initiative. If the service company fails to do so, the benefits of EE&T can be lost if employees feel that their contribution is not carried out or apprehended by the service company. This can be seen with Sheraton Stockholm, where the service firm has and continues to experience a lack of employee motivation and initiative. This is understandable given the nature of EE&T described earlier in sections 5.7.3.

6.2 An EE&T Model for Service Firms

As previously stated, this research paper is concerned with determining the level and intent of EE&T in the service sector. In summation, chapter four highlighted the training needs of sampled Swedish and Danish service companies. The previous section 6.1, presented ways in which such training needs could be more effectively met to improve employees overall perception of their duties in relation to the environmental impacts incurred by the particular service firm. Finally, this section looks at developing an educational model that will help guide service companies in streamlining and planning education for their employees more effectively in view of their resources, facilities, expectations and limitations.

The model put forth by the author, illustrated in figure 6.2, serves as a guide for service companies to follow when constructing their own EE&T program. This model specifically clarifies the importance of feedback and involvement. The intent is to provide service companies with a clearer understanding of; what the EE&T should consist of, how an EE&T program should be developed, who should use the results, and perhaps most importantly, why the EE&T is being given. However, whatever kind of EE&T program that is being developed,

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83 Dean Bennett, “The evaluation of environmental education learning,” in Trends in environmental education, ed. by UNESCO, page 200, 1977. This plan, originally put forth by Dean Bennett(1974), has been adopted and altered by the author for the use and purpose of this paper.
the major components and steps of the model should be included. How the individual service companies use and adapt the model will vary according to their needs and from one situation to another. Nevertheless, the service firm should aim at achieving long term goals, as a result of the EE&T.

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
<th>Phase 4</th>
<th>Phase 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs assessment</td>
<td>Goal statement and major objectives</td>
<td>Methods applied &amp; used</td>
<td>Program plan</td>
<td>Program results</td>
</tr>
</tbody>
</table>

Figure 6.2: Steps to Implementing an EE&T Program.

As can be seen in figure 6.2, the boxes in the centre of the diagram represent the major steps in developing, implementing and evaluating an EE&T program. The first phase, identification of needs and assessment, is addressed. This is an important phase, as planning an EE&T program requires recognition and identification of needs, the direction in which the course will proceed, and the desired outcome of the EE&T program. It is important at this phase to consider:

- the need for environmental quality and improvements within the service company,
- the need for motivated, informed and active employees to work towards environmental improvements,
- that knowledge, motivation, and experience are integrated into the EE&T program.

The second phase involves transforming the needs into goals and behavioural objectives which can be used as a basis to develop a range of activities.

The third phase involves the development of the methods to be used within the environmental educational program. This is an important phase, because the method chosen should be appropriate to the participants in the class. For this reason, it is important that phases 1 and 2 are carried out thoroughly in order to establish suitable methods that will enhance employee skills.

The fourth phase involves the development of the program, resources, content, and trainer roles, followed by the implementation of the EE&T program.

Finally, phase five involves an evaluation of the EE&T program. This evaluation should be based on the feedback received from the employees. As can be seen, environmental training should be developed and operated in parallel with feedback mechanisms, both from trainers, and more importantly from the participants involved. Employee input is valuable as employees...
are the one who are often in direct contact with the environmental problems a service firm is facing, and therefore, have the knowledge, but usually lack skills, motivation and competence to make the necessary changes. Therefore, EE&T should aim at enhancing these aspects.

As a result, when planning the service company’s EE&T program, it is important not to lose sight of what an effective EE&T program is designed to do. Therefore, an effective EE&T program specifically supports the service company’s environmental improvement strategies. Training is often an important form of communication and resource-sharing. Supporting a compelling vision with a set of clear goals provides the direction people need to understand where the company is trying to go.\(^{84}\)

Conclusion

On the basis of the evidence gathered from the twelve service companies, specific conclusions can be drawn.

Firstly, it was found that all twelve service companies sampled undertook 'some form of EE&T.' However, eight of the companies described it as being of a general nature, and therefore, not focused on the firm's environmental impact, but rather on basic ecology and global environmental issues. In fact, the surveys and interviews revealed that EE&T represented only a small proportion of total environmental activities within the individual service company. As a result, the author does not feel that all twelve service firms have undergone EE&T as it does not satisfy the aim of EE&T. In short, this type of teaching/education increases employees' knowledge about the environmental problems their firm are facing, and global issues, but it does not go further than that. Therefore, the author proposes that this should not be considered EE&T, but merely classified as information seminars pertaining to environmental issues.

Secondly, the context in which the EE&T was given. The current emphasis for the majority of the service companies seems to be on giving employees information about the environmental problems and global environmental issues. Although this is of no doubt great of importance, the programs have lacked in providing the necessary skills, resources, know-how or competence needed to act and improve the service companies' environmental performance.

Thirdly, with respect to the continuance of EE&T, it was identified that there are only a few service companies who have been successful in streamlining EE&T as part of the employees daily activities, and part of their overall achievements. Further, the author's findings revealed that the majority of the individual service companies face common barriers, not only in the implementation of EE&T of personnel, but in transforming EE&T into a continuous process, and part of daily activities. The process flow of concept to the reality of implementing and continuing an EE&T program has not yet been achieved for many of the individual service companies.

Fourthly, for service organisations to progress towards sustainability, the need for an improved EE&T is needed. Further, employee behaviour and values will have to change throughout the organisation. However, at present, most service companies EE&T program do not achieve this. A potential reason for this lies within the design of EE&T, as in most service companies EE&T has not been solid enough to change employee behaviour.

Fifthly, it was found that EE&T and training for service companies is still at a developing stage. No program involving set patterns, progression of topics and approaches suitable for all service firms have emerged. Therefore, it is currently up to the individual service companies to ensure that their EE&T program is adapted and suited for all employees.

Finally, it is recommended that the service companies should consider using the model in the development of the firms environmental education and training programs. In addition, the
service companies should incorporate the criteria put forth by the author to aid in the development of service companies environmental education programs.

**In conclusion, people determine progress.** Employees are the basis of the service provided, and their actions and signals are communicated to external stakeholders about the firm's environmental performance. This following caption is dual in nature as it summarises the author's research, concluding the importance of EE&T within service firms.

**PEOPLE DETERMINE PROGRESS**

<table>
<thead>
<tr>
<th>Plan for permanent EE&amp;T</th>
<th>Develop training program according to needs</th>
<th>Plan to be proactive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educate for success</td>
<td>Empower your employees</td>
<td>Research current situations</td>
</tr>
<tr>
<td>Organise the process</td>
<td>Teach all employees the skills they need to make a difference</td>
<td>Obtain root causes</td>
</tr>
<tr>
<td>Preventive approach</td>
<td>Encourage other opinions</td>
<td>Generate possible improvements</td>
</tr>
<tr>
<td>Lead to improve</td>
<td>Respect your employees</td>
<td>Responsibilities are known</td>
</tr>
<tr>
<td>Evaluate your efforts</td>
<td>Motivate</td>
<td>Establish action plans</td>
</tr>
<tr>
<td></td>
<td>Interactive training</td>
<td>Set goals and objectives</td>
</tr>
<tr>
<td></td>
<td>New ideas emerge</td>
<td>Seek further improvements</td>
</tr>
<tr>
<td></td>
<td>Engage all members of the staff</td>
<td></td>
</tr>
</tbody>
</table>

*People determine progress* is a way to remember is a way to remember what people within the service organisation can actually do if they are provided with the resources, commitment and effective EE&T that is supported by all members of the staff, especially top management.
APPENDIX 1 : Service Company Participants

Out of the initial 27 companies the author contacted, twelve participated in personal interviews with the author. Table 1A is an overview of those service companies who participated and completed the author's questionnaire.

Table 1A : An overview of those service companies who participated in personal interviews and completed the author's questionnaire.

| Hotels, Conference Centres & Restaurants | Sheraton Stockholm Hotel & Towers  
HELEN AMNEUS - Environmental/ Rooms Division Co-ordinator  
- Radisson SAS Scandinavia Hotel Aarhus  
HENRIK BILLE PEDERSEN - General Manager with Environmental Responsibilities  
- Sånga Säby Kurs & Konferens  
JIMMY SJÖBLOM - Marketing & Environmental Assistant |
|-------------------------------------------|
| Wholesale and Retail                     | IKEA  
ANDERS LENNARTSSON - Staff Environment  
- FDB Danish Co-operative  
KATRINE MILMAN - Assistant Environmental Manager  
- ICA Handlarna  
ANITA GUSTAVSSON - Environmental Manager |
| Financial Institutions                   | UniBank A/S  
KRISTIAN ASRTRUP - Assistant Manager in Credit Department  
- Länsförsäkringar  
LOTTA LAGERBERG - Environmental Co-ordinator |
| Post & Telecommunications                | Sweden Post  
ERIK LINNREGREN - Environmental Co-ordinator  
STEN EDBLAD - Environmental Co-ordinator  
- Telia  
TORE DAVIDSSON - Koncerstab, Kommunikation, Miljö |
| Cleaning Services                        | Alba A/S  
PETER SOMMAR - Environmental Manager  
- Berendsen Textile Service A/S  
JAN TINGGARD - Environmental Co-ordinator |
APPENDIX 2: Classification of Service Groups

To initiate this study, the author felt it was necessary to classify service companies and institutions using major groups to form sub-groups. In order for such a list to be significant, the author divided the service sector into 5 sub-groups, where transactions offered by firms and institutions have common characteristics. This facilitated the author’s selection of service companies, ensuring that at least two companies within each sub-group were represented. A broad overview of how the service groups were classified is presented in table 2A.

Table 2A: The author’s classification of service companies into sub-groups.

<table>
<thead>
<tr>
<th>Sections</th>
<th>Overview of Service Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1</td>
<td>Wholesale &amp; Retail</td>
</tr>
<tr>
<td></td>
<td><em>Emphasise on furniture and food.</em></td>
</tr>
<tr>
<td>Section 2</td>
<td>Cleaning</td>
</tr>
<tr>
<td></td>
<td><em>Cleaning services provided by firms, and the delivery service provided.</em></td>
</tr>
<tr>
<td>Section 3</td>
<td>Post &amp; Phone</td>
</tr>
<tr>
<td></td>
<td><em>Services provided, including the transportation factor.</em></td>
</tr>
<tr>
<td>Section 4</td>
<td>Financial Institutions and Insurance Companies</td>
</tr>
<tr>
<td></td>
<td><em>Financial institutions, primarily loans and insurance companies.</em></td>
</tr>
<tr>
<td>Section 5</td>
<td>Hotels, Conference Centres and Restaurants</td>
</tr>
</tbody>
</table>

However, after assessing and comparing the sub-groups’ EE&T objectives, needs and barriers, the author decided that it was unnecessary to restrict service companies to their sub-groups. The author’s findings showed that regardless of the service performed, similarities were found in environmental education objectives and common barriers that restricted service companies from implementing a continuous environmental education program. Therefore, the service companies were no longer analysed solely within their sub-groups, but within the entire service sector spectrum.
APPENDIX 3: Studentlitteratur Training And Consulting

For 25 years Studentlitteratur Training and Consulting has worked to further develop working behaviour and methods within Swedish industry. Currently Studentlitteratur is one of Sweden’s most experienced training companies within quality development, environmental improvements and leadership development. Studentlitteratur has trained approximately 400,000 people in twelve countries have been trained on quality matters within the private and public sector. Apart from training, Studentlitteratur offers advisory service, requirement analysis and management seminars together with follow-up and intensive training activities.
APPENDIX 4: Investigated Service Companies' EE&T Programs

Table 3A: Summary of the individual service companies EE&T programs.

<table>
<thead>
<tr>
<th>Berendsen Textile Service A/S(^85)</th>
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<tbody>
<tr>
<td>- All 70 employees at one plant in Denmark (Frederiksberg), underwent a two-day training program based on the criteria required by ISO 14001.</td>
<td></td>
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<tr>
<td>- All 9 Danish plant employees have had an hour and a half seminar about the firm's overall environmental impacts. The project WECO was introduced as a way for employees to start monitoring their daily activities and to reduce consumption of Water, Electricity, Chemicals and Oil. Each plant's employees must record and monitor these four factors monthly, and send the results to the head office where they are compiled to form a composite data base.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Alba A/S(^86)</th>
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<tbody>
<tr>
<td>- All 100 employees have undergone environmental training, initially based on BS 7750, then upon ISO 14001 standard.</td>
<td></td>
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<tr>
<td>- Following that, a training program was developed by the environmental manager, and is conducted by in-house trainers every 6 months in order for all employees to strengthen their environmental responsiveness. This training focuses on the individual environmental impacts within each task, group brainstorming on how to decrease or eliminate the negative environmental impacts, work related case studies, and 'learning by doing.'</td>
<td></td>
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<tr>
<td>- These training sessions are held during regular working hours, where teams of ten to fifteen people are excused from regular duties to attend training seminars.</td>
<td></td>
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<tr>
<td>- These seminars are interactive, as employees are part of Alba's environmental decision making.</td>
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<thead>
<tr>
<th>FDB - The Co-operative Retail and Wholesale Society of Denmark</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>- The 1,250 retail shop employees will undergo an EE&amp;T program at the beginning of 1999. This program will focus on the retail stores environmental aspects. Important features, such as energy, water, waste, etc will be highlighted. The employees will see through a 20 minute video, why it is important to reduce, what it means for them, and how it can be achieved.</td>
<td></td>
</tr>
<tr>
<td>- EE&amp;T for the purchasing department is underway at the moment.</td>
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</table>

<table>
<thead>
<tr>
<th>UniBank A/S(^87)</th>
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<tbody>
<tr>
<td>- UniBank has a one-day course each year on environmental issues. However, this course is usually limited to managers, people from headquarters and some corporate advisors. It is then up to these managers to inform and educate their staff about environmental issues and to focus upon ways UniBank can improve its operations.</td>
<td></td>
</tr>
</tbody>
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\(^{85}\) Personal interview with Jan Tinggaard, Environmental Co-ordinator at Sophus Berendsen Textile Service. September 14\(^{th}\), 1998.

\(^{86}\) Personal interview with Peter Sommer, Environmental Manager at Alba Cleaners A/S. September 3\(^{rd}\), 1998.

\(^{87}\) Personal Interview with Kristian Astrup, Credit Department at UniBank A/S. September 3\(^{rd}\), 1998.
**Sweden Post AB**

- Eighty-five percent of Sweden Parcel underwent EE&T.

- Sweden Post Logistics, as part of ISO 14001 requirements, have had EE&T.

- Ninety buyers in purchasing have had EE&T, where part of the training was to classify all Post products into three categories according to their environmental impact:
  1. Best environmental choice - recyclable, low material content, etc.
  2. Medium environmental choice
  3. Worst environmental choice, but will use it until a better option is found and replaced

- The future plan is that all employees will be given four hours of basic ecology environmental training in a one-day seminar, in addition to Sweden Post's environmental impacts, and new laws that Swedish Post will need to comply with.

- Initially used outside consulting firms; but as it is too expensive they will attempt to use “train the trainer” method for future EE&T programs.

**Länsförsäkringar**

- Approximately 3,200 of the 4,200 employees have had EE&T. However, now that Länsförsäkringar and WASA Insurance have merged, there are additional employees that require EE&T.

- All EE&T is performed by outside consulting firms. The employees that engaged in the training course, underwent a two-day day intensive program that consisted of:
  1. Basic ecology;
  2. How employees should think with regards to the environment;
  3. How you implement business into the environment;
  4. What can we as individuals do.

- They are trying to integrate the four systems condition to combine ecology and economic gains through implementing environmental issues and education into their program.

- More advance training is given for environmental mangers. Examples of content include: **what can we do in our business to make it more environmentally friendly.**

- Managers construct the next phases of the course based on their needs and questions. Content is closely linked to the local environment and the related impacts. To date managers have met five times, and have had five environmental training weekends of two to three days each.

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88 Personal Interview with Erik Linnergren and Sten Edblad, Co-ordinators at Sweden Post. September 17th, 1998.

IKEA

- To date, 25,000 out of 36,400 of IKEA employees worldwide have undergone basic EE&T which lasts approximately ten hours. Management is always undergoing EE&T. [90]

- Further, the level and details of EE&T vary according to employee tasks. Employees in areas that have significant environmental impacts have undergone additional EE&T.

- The aim of IKEA’s EE&T program is to spread knowledge and environmental interest throughout the IKEA organisation.

- IKEA uses the ‘Four Conditions’ of the Natural Step [91] as part of their EE&T, decisions and actions plans. However, IKEA has adopted their own EE&T program. The training was held on a regular basis in 1993-96, and divided into three main subject areas: [92]
  1. General EE&T (Evolution, The Natural Step, Global issues and the Eco-cycle)
  2. IKEA and the environment (Policy, Action plan, What IKEA has done, and What do we do)
  3. Specific EE&T, based on each department and function needs.

- The training was carried out using the ‘train the trainer’ method. IKEA currently has 400 in-house trainers who have undergone extensive environmental training. The trainers are given an environmental training package which contains all of the essential material, including video cassettes, overheads and case studies, etc. EE&T was at a one year standstill in 1997, for retail personnel, but is planned to be restarted again at the end of 1998.

- IKEA has developed and implemented an intranet education program for employees. The aim is; to inform employees of the current environmental work that is proceeding at IKEA, as well as to act as to provide an information base that employees can access if they would like additional environmental training, or have questions pertaining to environmental matters.

- Further to IKEA’s employee EE&T, a program called 4SEA (“4” main points, and SEA - Supplier Environmental Assurance) is available to suppliers. The purpose of this program is to ensure that IKEA’s suppliers are aware of the environmental impacts in their operations, and are working for continual environmental improvements. This program is a simplified version of an eco-management system. The four main points emphasised in the training program are: [94]
  - The supplier must establish an environmental policy. Further, the supplier must also describe how the work is organised and who is responsible for what.
  - The supplier must establish procedures and documentation for areas of operation that have an impact on the environment.
  - The supplier must establish and document targets for reduced environmental impact from operations, for example, waste, emissions to water and air, and energy consumption.
  - The supplier must establish documented procedures and instructions for handling incidents.

91. See Appendix 4 for further explanation.
92. IKEA Green Steps, “Some small but important steps towards a better environment for everyone.”
ICA Handlarna AB

- To date, 4,000 out of 5,000 office employees and terminal drivers have had a three hour basic ecology environmental training course.\(^{95}\) Forty-one environmental officers and retailers have received in-depth EE&T.\(^{96}\) And only 1,200 out of 30,000 ICA retail staff have received training about environmental issues that result in a closed-loop society.\(^{97}\)

- EE&T is carried out using both in-house trainers and external consultants depending on the type of training program needed.

- The EE&T courses usually consist of basic ecology and global environmental issues. However, more specific EE&T is given depending on the employee's job. For example, purchasers are given specialised EE&T courses twice a year, whereas for other employees, the amount and content depends on individual jobs.

Radisson SAS - Scandinavia Hotels Aarhus\(^{98}\)

- EE&T is part of a two day introduction program for all employees. It covers the criteria set forth by the Danish eco-label the Green Key, plus ideas for personal activities and actions.

- Each employee is given an additional four days per year of environmental training.

- In addition, employees are given notepads, where they are required to record environmental matters as they occur, based on; I have seen, I have heard and I have done, and submit them to the environmental manager, who then follows up on the report.

- Further, one 'green employee' is appointed in each division. They represent their department at the monthly environmental meetings, where key environmental issues are brought up, discussed and action plans developed. They, in turn, are responsible for relaying the information, action plans, and decisions to their fellow staff members who monitors progress and reports back on results.

Sånga Säby\(^{99}\)

- All 45 staff members have undergone EE&T, which is reinforced daily as part of their job responsibilities and duties. Department Managers meet once a week to go through environmental and quality aspects and suggestion for improvements, whereas all employees meet once a month for similar seminars.

- Moreover, Sånga Säby involves employees in environmental decision-making and goal-setting by “extending employee responsibility.” All staff members are taught, encouraged and are expected to act and make environmental decisions on a routine basis, as part of their training involves: What to do, When to do it, and How to do it.

Training is conducted internally, and consist of:
1. Basic ecology;
2. The four systems conditions set forth by the Natural Step;
3. Company policy and environmental goals;
4. "Learning by doing."

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\(^{95}\) Personal Interview with Anita Gustavsson, Environmental Manager at ICA. September 18\(^{th}\), 1998.

\(^{96}\) ICA Environmental Annual Report, Summary in Brief 1997.

\(^{97}\) ICA Environmental Annual Report, Summary in Brief 1997.

\(^{98}\) Personal Interview with Henrik Bille Pedersen, General Manager at the Radisson SAS Scandinavia Hotels Aarhus. September 25\(^{th}\), 1998.

\(^{99}\) Personal Interview with Jimmy Sjöblom, Environmental Assistant at Sånga Säby. September 19\(^{th}\), 1998.
Telia AB

- All environmental co-ordinators and 130 purchasers, underwent EE&T during 1995 and 1996.
- Environmental work is a key component in the training provided for approximately 2000 Telia managers on the group’s business concept, strategy and visions. The program began in 1996 and to date, approximately 1,600 managers have taken part in this program, and the remaining 400 are scheduled to complete the course during 1998.
- To clearly illustrate the link between IT, the environment and Telia’s operations, an EE&T, “MiljöKlivet,” was developed in October 1997. There are two parts to the program. It begins with a self-learning intranet-based multimedia section, where progress is recorded and stored in a large database. Following, there is a four-hour environmental discussion seminar.
- To date, over 500 employees have participated in Telia’s internal EE&T program.
- The aim is to train the 16,000 employees, to raise their awareness and knowledge about environmental issues within the organisation, in addition to clarifying how telecommunications can contribute to a better environment.
- All environmental training is out-sourced to consultants, except for the internal intranet program.

Sheraton Stockholm Hotel and Towers

- EE&T is very independent for all Sheraton Hotels. At Sheraton Stockholm, only 140 employees out of 410 employees (210 full-time and 200 part-time), have received a three-hour basic ecology environmental training.
- Departmental groups consisting of a representative from each department have received a four-hour EE&T course in 1997 about issues surrounding waste and water management, energy conservation, and sorting, with an emphasis on the environmental and economic benefits of each. Department heads are responsible to train and inform employees about the environmental matters covered at these seminars.
- In order to maintain and inform all employees about current environmental issues and impacts at the Sheraton, the environmental co-ordinator distributes small booklets with environmental information to all employees every three months. The objective of this program is for all employees to read about the current environmental issues, and to respond to the quiz following. An award is given to the employee with the most correct answers, as well as the one who comes up with the best suggestions on how to save resources.

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APPENDIX 5: The Four Systems Condition

The following are the Four System Conditions put forth by the Natural Step.

1. Substances from the earth’s crust must not systematically increase in nature. In the sustainable society, fossil fuels, metals and other minerals are not extracted at a higher rate than their slow deposition in the earth’s crust. Otherwise their concentrations in nature will systematically increase. For each substance there is a limit, often unknown, above which damage will occur.

2. Substances from society’s production must not systematically increase in nature. In the sustainable society, we must not produce substances, intentionally or otherwise, at a rate higher than can be broken down by nature or deposited in the earth’s crust. Otherwise their concentrations in nature will systematically increase. For each substance there is a limit, often unknown, above which damage will occur.

3. The physical basis for the nature’s cycle and diversity must not be systematically destroyed. In the sustainable society, we do not manipulate or harvest the ecosystem so that its long term production capacity and diversity is systematically depleted. Nature’s ability to deal with residual products and create new resources is the basis for sustainable life.

4. Efficient and fair use of resources to meet human needs. In the sustainable society, human needs must be satisfied by the most efficient means possible and with a fair and just allocation of resources. The entire population of the planet must be able to live in well-being, with a turnover of resources in harmony with conditions 1-3.
APPENDIX 6: Mail Questionnaire

Item 1: Background Information

1.1 Number of employees.
1.2 Type of business/activities your firm is involved in.
1.3 Geographic location - where the firm is situated and service areas it covers.

Item 2: Environmental Status

During the past few years, in your opinion, have any of the following changes taken place in your company, or are there any such changes planned for the near future?

2.1 Does your firm have any environmental systems in place? If so what are they.
2.2 Does your firm have an environmental manager? If so, what roles and responsibilities does he or she have within the company?
2.3 Does the firm have an environmental policy? Is so, what is the main aim of such a policy?
2.4 What role, in your view, does the environment have in your business and daily operations?
2.5 In your view, how does your service company affect the environment? Moreover, what are the environmental impacts of such a company on the local environment?

Item 3: Environmental Training

3.1 What, in your opinion, is your view of what environmental training is. Moreover, what should it be about and contain?
3.2 Has your firm had any previous environmental training? If so, who was the target group and what did it consist of?
3.3 What facilities are available at your company to accommodate internal environmental training?
3.4 Provided that environmental training is implemented within your firm, to what extent is it or should be, in your opinion, used?
3.5 Provided that environmental training is or will be implemented within your firm, what goals do you foresee and expect as an outcome to environmental training?
3.6 In your view, what groups within your organisation would need environmental training? Give reasons for your choice.
3.7 What type of approach, in your view, would the training be taught - external consultant/trainer or internal trainers, and why?
3.8 Which type of training, in your view, would be most appropriate for your firm, and give reasons for your choice? Classroom training, Classroom training which includes video/audio, Technology based training, or a mixture of these.
3.9 Over which period of time would you want to do the training - concentrated or spread over time, and why?
3.10 If environmental training is or will be implemented, in your view, would the training be a continuous process?
3.11 In your opinion is there top management commitment and support in view of environmental training for both managers and employees?
APPENDIX 7: Oral Interview Questions

General Background information

1. What is your exact position & title? And how long have you held this position?
2. Did you have to undergo any type of environmental training before obtaining this position?

Management Duties & Responsibilities

1. Do you have any responsibility in implementing environmental training programs for employees? If so, does it have to be approved by a higher position?
2. What are the key challenges, if any, in communicating to management about the needs and benefits of an environmental program?
3. Have you initiated any effort inside your company to understand how environmental training programs could add value to your company’s business objectives? If yes, what was the main driving force for initiating this:
   a. top management pressure
   b. desire within the environmental function
   c. influence from business units inside the company
   d. outside influence
4. Which best describes how management at your company considers its environmental function?
   a. a necessary function whose main responsibility is to ensure compliance
   b. a function that ensures compliance as a base, plus one that brings additional benefits to the organisation.
5. In your opinion, is the environmental function fully integrated throughout all levels of the company? If not, do you think environmental education could or would improve this?
6. To what extent has the company integrated environmental activities (recycling, energy efficiency) throughout the organisation? Who are the main people responsible (employees, managers)?

Customers

1. Do you think your customers influence your environmental comportment? If so, how?

ISO Certification

1. How important do you think that having an ISO certificate contributes to your company’s environmental development as a service company?
2. As more and more service companies seek ISO certification, do you feel that there is a connection between ISO certification and increased employee environmental education?
Environmental Education & Training

1. Has your company had any previous environmental education programs?

   - If so, what was the content, and who delivered it (internal or external)?
   - How long did it last?
   - In your opinion, was the course a success? If so, why? Or If not, why not?
   - Are there any future plans of continuing the education?

2. Where is your company’s most significant environmental impact & why?

3. Where would you place your company’s most significant impact?
   
<table>
<thead>
<tr>
<th>BEFORE</th>
<th>NOW</th>
<th>AFTER</th>
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</table>

4. How do you think your form can motivate employees to become environmentally involved? What role does management play and which is the role of education?

5. According to you, what does your company think should be included in an environmental education training program?

6. How should this course be delivered? (a) In-house or (b) External. If in-house, do you have a qualified person on staff to teach employees?

7. How much time could you devote to each employee's training?

Material Uses

1. Describe, if any, what measures have been taken to minimise the use of materials?

2. Does your company use “pre-packaged” goods?

3. Does your purchasing policy include environmental criteria? Further, does it put pressure on suppliers?

Service company’s and the Environment

1. Do you feel that the environmental function within your company provides:
   a) competitive advantage  b) improved customer perception  c) eco-benefit

2. How do you see your firm reacting towards its environmental issues and impacts?
   Proactive, reactive, or in active

3. What percentage of your company’s overall environmental effort is performed internally and what percentage is outsourced? If outsourced, what environmental activities are they?
References

Literature regarding Service Sector


Literature regarding Corporate Greening


Literature regarding Environmental Management and Systems


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S. Breiting, and K. Nielsen, *Environmental Education Research in the Nordic Countries*. Denmark: The Royal Danish School of Educational Studies, 1996. (Research Centre for Environmental and Health Education; no. 33).


B.B. Jensen, *Research in Environmental and Health Education*. Denmark: The Royal Danish School of Educational Studies, 1995. (Research Centre for Environmental and Health Education; no. 30).


Literature regarding Environmental Reports


IKEA. Green Steps, 1996.

IKEA. Green Steps: Some small but important steps towards a better environment for everyone, 1998.


Personal Interviews

Hélène Amnéus
Sheraton Stockholm Hotel & Towers Environmental/Rooms Division Co-ordinator.

Kristian Asrtrup
Unibank A/S Assistant Manager in Credit Department

Tore Davidsson
Telia, Koncerstab, Kommunikation, Miljö.

Anita Gustavsson
ICA Handlarna Environmental Manager

Lotta Lagerberg
Länsförsäkringar Miljö AB Environmental Co-ordinator

Anders Lennartsson
IKEA Staff Environment

Erik Linnergren & Sten Edblad
Sweden Post AB Environmental Secretariat

Katrine Milman
FDB Danish Co-operative Assistant Environmental Manager

Henrik Bille Pedersen
Radisson SAS Royal Hotels General Manager with Environmental Responsibilities

Jimmy Sjöblom
Sånga Säby Kurs & Konferens Marketing & Environmental Assistant

Peter Sommar
Alba A/S Environmental Manager

Jan Tinggard
Berendsen Textile Service A/S Environmental Co-ordinator