



Open your mind. LUT.  
Lappeenranta University of Technology

**LUT School of Business and Management**

Strategy, Innovation and Sustainability (MSIS)

Anna Hirsimäki

**Employees and CSR: Employee Engagement, Perceptions and  
Motivation**

Master's Thesis 2019

1<sup>st</sup> Examiner: Laura Albareda

2<sup>nd</sup> Examiner: Laura Olkkonen

## **ABSTRACT**

Author:	Anna Hirsimäki
Title:	Employees and CSR: Employee Engagement, Perceptions and Motivation
Faculty:	LUT School of Business and Management
Master's Programme:	Strategy, Innovation and Sustainability
Year:	2019
Master's Thesis:	Lappeenranta-Lahti University of Technology 75 pages, 14 Figures, 4 Tables and 2 Appendices
Examiners:	Laura Albareda, Laura Olkkonen
Keywords:	Sustainability, CSR, micro-CSR, employee engagement

This thesis aims to investigate how employees react to the CSR activities of the company. This investigation is approached through engagement, perceptions, motivation and barriers. The data for this thesis was acquired from the employees of construction and development company Skanska. Altogether 97 respondents replied to this questionnaire and the results were further analyzed by using quantitative content analysis.

This thesis combines different theoretical approaches to build an integrated model of employee engagement and micro-CSR. The model was complemented and evaluated with the results of the questionnaire conducted to the employees. The results of the study indicate that employees are affected by Skanska's CSR actions and that they have embedded sustainability as a part of their everyday practices. Results also indicate that the majority of the employees are motivated because of their inner concern towards sustainability issues. However, the study also revealed barriers that can prevent engaging in CSR. The integrated model together with the results of the questionnaire provides allocated information for Skanska, which can be used to improve their CSR actions.

# TIIVISTELMÄ

Tekijä:	Anna Hirsimäki
Otsikko:	Työntekijät ja yhteiskuntavastuullisuus: työntekijöiden sitoutuneisuus, käsitykset ja motivaatio
Tiedekunta:	School of Business and Management
Maisteriohjelma:	Strategy, Innovation and Sustainability
Vuosi:	2019
Pro Gradu -tutkielma:	Lappeenrannan-Lahden teknillinen yliopisto 75 sivua, 14 kuviota, 4 taulukkoa, 2 liitettä
Tarkastajat:	Laura Albareda, Laura Olkkonen
Avainsanat:	Ympäristövastuullisuus, yhteiskuntavastuu, työntekijöiden sitouttaminen

Tämän tutkimuksen tavoitteena on selvittää miten työntekijät reagoivat yrityksen yhteiskuntavastuullisiin toimiin. Tätä lähestytään sitoutuneisuuden, käsitysten, motivaation sekä esteiden kautta. Tutkimuksen aineisto kerättiin rakennus- ja kehityskonserni Skanskan työntekijöiltä. Yhteensä 97 työntekijää vastasi kyselyyn ja vastaukset analysointiin käyttämällä määrällistä sisällönanalyysia.

Tutkimuksessa luotiin yhtenäinen malli, joka yhdistää työntekijöiden sitouttamisen sekä yhteiskuntavastuullisuuden yksilölliset vaikutukset. Mallia täydennettiin ja arvioitiin työntekijöille toteutetun kyselyn avulla. Tutkimuksen vastaukset osoittavat, että Skanskan yhteiskuntavastuullisuus vaikuttaa selvästi työntekijöihin, ja että työntekijät ovat selvästi omaksuneet ympäristövastuullisuuden osaksi jokapäiväisiä käytäntöjä. Tulokset myös osoittavat, että suurin osa työntekijöiden motivaatiosta tulee heidän sisäisestä kiinnostuksestaan ympäristövastuullisuutta kohtaan. Tuloksista nousi kuitenkin esille myös esteitä, jotka voivat estää yhteiskuntavastuullisuuteen sitouttamisen. Luotu malli yhdessä kyselyn tulosten kanssa tarjoaa Skanskalle kohdennettua tietoa, mitä yritys voi käyttää kehittäessään yhteiskuntavastuullisia toimiaan.

## **ACKNOWLEDGEMENTS**

Writing this thesis was challenging, yet rewarding and enlightening process. I want to thank everyone who has supported me during this journey. I want to thank my supervisors Laura Albareda and Laura Olkkonen for providing me continuous guidance. I also want to thank Mia Andelin from Skanska, who has supported and helped me throughout this whole journey.

I also want to give special thanks to my friends, and especially to my family that has given me unconditional and continuous support and encouragement. I'm forever grateful.

18.10.2019

Anna Hirsimäki

## TABLE OF CONTENTS

1.	INTRODUCTION .....	1
1.1.	Research question .....	2
1.2.	Background of the study .....	2
1.3.	Company profile and environmental management of Skanska .....	3
1.4.	Previous studies for Skanska .....	4
1.5.	Structure of the Thesis .....	6
2.	THEORETICAL BACKGROUND.....	7
2.1.	Corporate social responsibility .....	7
2.2.	Micro-CSR.....	10
2.3.	Employee engagement .....	14
2.3.1.	Main theories of employee engagement .....	16
2.3.2.	Drivers of employee engagement .....	20
2.4.	Research Model: Integrated model of employee engagement and micro-CSR.....	23
3.	RESEARCH DESIGN AND METHODS.....	29
3.1.	Research methodology and data analysis .....	29
3.2.	Data collection .....	29
3.3.	Demographics .....	30
3.4.	Reliability and validity.....	32
4.	FINDINGS.....	34
4.1.	Perceived roles and responsibilities .....	34
4.2.	Perception of the company performance: Improvements .....	37
4.3.	Sources of motivation .....	40
4.4.	Perceptions of sustainability goals.....	44
4.5.	Company performance: communication.....	47
4.6.	Company performance: Barriers to work in a sustainable manner.....	49
4.7.	Observations on CSR activities .....	52
5.	DISCUSSION.....	54
5.1.	Theoretical implications .....	54
5.2.	Results for the research question .....	58
5.3.	Practical implications of the study.....	60
6.	CONCLUSIONS .....	63
6.1.	Summary of findings .....	63
6.2.	Limitations and future research .....	64
	REFERENCES .....	65

APPENDICES .....76

## **LIST OF FIGURES**

Figure 1: Skanska's environmental goals .....	4
Figure 2: The Pyramid of Corporate Social Responsibility (adapted from Carroll 1991) ....	8
Figure 3: Different levels of CSR research (Frynas and Stephens 2015).....	10
Figure 4: Psychological microfoundations of corporate social responsibility (adapted from Gond et al. 2017) .....	11
Figure 5: Integrated model of employee engagement and micro-CSR .....	25
Figure 6: The age distribution among respondents.....	31
Figure 7: The distribution of personnel groups among respondents .....	32
Figure 8: Sustainability role or responsibilities of the respondents.....	35
Figure 9: Improvement ideas at workplace according to respondents.....	38
Figure 10: The sources of motivation among respondents .....	41
Figure 11: How well sustainability goals are seen in respondent's work.....	45
Figure 12: Opinions related to environmental communication from respondents .....	48
Figure 13: What is preventing working in a sustainable manner according to respondents	50
Figure 14: Integrated model of employee engagement and micro-CSR complemented with study results .....	55

## **LIST OF TABLES**

Table 1: Antecedents and factors that explain employee engagement .....	16
Table 2: Drivers of employee engagement .....	20
Table 3: The influence of age to source of motivation .....	44
Table 4: The influence of age to reaction to communication .....	49

## 1. INTRODUCTION

Corporate social responsibility, or more commonly CSR, has become a widely known concept in past decades among companies. Werthter and Chandler (2011, 5) comment on their book the importance of corporate social responsibility wisely: “Understanding CSR is important because it represents nothing less than an attempt to define the future of our society”. Today’s modern world, that has developed incredibly fast, faces new challenges in our society and surrounding environments. According to Carroll (1999), the concern towards society isn’t a new phenomenon, evidence on this date back several centuries. But the major wave came approximately half a century ago, with an increasing number of large corporations and the realization of the power behind their actions.

CSR has promoted important research since 1970. A main expanded topic within CSR research is micro-CSR, which examines the effects CSR has on individuals (Jones, Willness & Glavas 2017). This has become an interesting topic among scholars since employees are one of the most important stakeholder groups in companies. This is because employees both affect and react to the company’s CSR practices. (Aguilera, Rupp, Williams & Ganapathi 2007) With this realization, companies have started to pay more attention to the relationship between employees and CSR.

Another continuously rising trend that is closely connected to the individual level of CSR is employee engagement. Employee engagement is described as an action where employees are harnessed to their work role (Kahn 1990). Polman and Bhattacharya (2016) recognize a problem where companies are unsure of how to combine strategy and values for sustainability into employees’ daily work. This is where the importance of employee engagement emerges. Employees are a crucial part of a company’s success because engaged employees are motivated, enthusiastic and perform well. This leads to better creativity, productivity and profits for the company (Markos & Sridevi 2010).

In this master thesis, I connect micro-CSR theory with employee engagement literature building an integrated model of micro-CSR and employee engagement. The model will be applied to the study of how Skanska's employees in Finland perceive CSR actions of the

company, where their motivation stems from, what are the barriers for embedding sustainability and finally, the evaluation of the level of engagement to sustainability among employees.

### **1.1. Research question**

The interest for this thesis is to discover how sustainability, more precisely environmental sustainability, is connected with the employee's work. This is approached through engagement, perception, motivation and barriers. The main goal of the research is to create a framework from the theory, that will be further complemented with the results from the questionnaire. Thus, the following research questions are:

*Q1: How employees have embedded sustainability in their practices?*

*Q2: What is the main motivation of employees to adopt sustainability practices?*

*Q3: What are the main barriers for employees to work in a sustainable manner?*

### **1.2. Background of the study**

The idea behind this thesis stems from my own interest toward sustainability issues, especially related to environmental sustainability. This particular topic, on the other hand, originates from the construction and development company Skanska. Sustainability is an important value for Skanska and it leads the everyday actions in the organization. Skanska aims for being Finland's leading construction company in terms of quality, while still considering the sustainable impacts. (Skanska 2019a)

Aiming for the goal, to promote sustainability and welfare to its stakeholders and the surrounding environment, the whole organization needs to be heading in the same direction. This is where the importance of an engaged workforce emerges. With an engaged workforce, the company can gain many positive benefits for example in terms of productivity, because employees are more motivated, innovative and perform better (Marrelli 2011).

With this aspiration, it is important for Skanska to pay close attention to its employees and examine what is their perception of environmental actions in the company. While impacts of corporate social responsibility are typically measured and seen through external benefits

to the community, the real sustainability actions should start from inside of the company, by taking care of the employees. (Craig 2018) Therefore this thesis aims to reveal how employees perceive environmental sustainability in their own work and how are they reacting to actions that Skanska is conducting.

### **1.3. Company profile and environmental management of Skanska**

Skanska AB is one of the world's leading construction and project development companies, founded in Sweden in 1887. In 2018 Skanska AB had revenue of 16,6 billion euros, with the Nordic region producing 40 percent of the total revenue. The company has expertise in construction and infrastructure development, as well as in residential and commercial development. Skanska Group is operating in the Nordic Region, Europe and in the USA. The Finnish business unit is Skanska Finland, and it is part of the Skanska Group. Skanska Finland is an employer of about 2 150 employees. (Skanska 2019b, Skanska 2018f) This thesis is solely focusing on Skanska Finland, and it is referred later in the text as Skanska.

Caring for people and the environment is a priority in Skanska's operations, and the company has done important work to promote environmental sustainability since 1995. This year World Business Council for Sustainable Development (WBCSD) was founded and Skanska became one of its members. Since then Skanska has paid attention to improve its operations for example by using environmental certifications and exploiting recent technology in construction. In 2016 Carbon Disclosure Project (CDP) listed Skanska Climate A -list for its management of climate change risks. Skanska is aiming to connect all stakeholders including employees, suppliers and partners to controlling sustainability. In Skanska's perspective sustainability includes environmental, social as well as economic dimension. (Skanska 2019d) However, in terms of this thesis, only the environmental aspect will be considered.

In 2009 Skanska created Color Palette that is designed to illustrate the level of sustainability in development and construction. This tool helps to indicate the level of environmental sustainability in a project, and also guide it even more sustainable direction. The Color Palette consists of three colors: vanilla, green and deep green. The color of vanilla indicates that the construction or infrastructure process is conducted according to laws, regulations

and standards. This is the minimum level that the project needs to fulfill. Green indicates that environmental efficiency is not utilized to the maximum level, but more effort is done than just fulfilling the mandatory regulations. The color of deep green means that all environmental effects have been minimized and also the environmental impact in the future has been considered. (Skanska 2019e)

In Color Palette Skanska has four main sustainability goals that are related to energy, carbon, materials and water. These present global trends that will help to indicate how environmentally sustainable particular project is. The idea is that Skanska's Color Palette can be used to evaluate how well these four sectors are covered in terms of sustainability. (Skanska 2019e) These goals are presented in Figure 1.

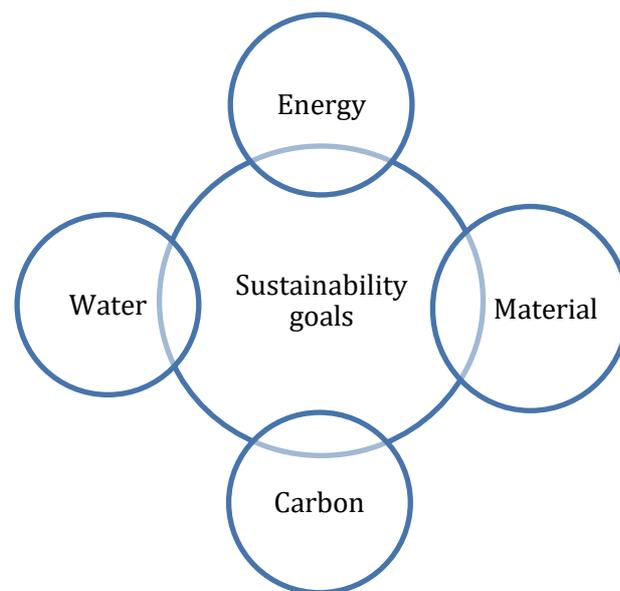


Figure 1: Skanska's environmental goals

#### **1.4. Previous studies for Skanska**

Employee's relationship with sustainability has also been previously studied in Skanska. Yearly conducted personnel survey includes approximately 70 questions related to different aspects of the work. This includes for example safety, communications, values, managerial

work and accessibility. Personnel survey that has been conducted in 2018, included two questions that were directly related to environmental sustainability. These questions were (translated in English): “*Skanska encourages me to work in environmentally sustainable manner*” and “*In my opinion, Skanska is a leading company in environmental sustainability*”. (Skanska 2018)

The results are presented with percentages on how many respondents agree with these statements. With the first statement “*Skanska encourages me to work in environmentally sustainable manner*” 75 percent of the respondents agree. With the second statement “*In my opinion, Skanska is a leading company in environmental sustainability*” only 59 percent of respondents agree. These were among the lowest percentages of the whole survey. (Skanska 2018)

Skanska has also conducted a survey in 2018 on how contented the employees are with Skanska’s support services. The survey was sent out to 1213 employees with a 25 percent response rate. The survey included separate questions for the environmental sector that were related to support, knowledge, cooperation and guidance. Overall the responses were good, but the weakest results were from support on construction sites concerning environmental issues. The questionnaire also provided some open-ended answers on how the environmental department could improve its actions and what kind of education employees would wish for more. (Skanska 2019g)

Jussi Heikkinen has also done his bachelor’s thesis for Skanska in 2009, where he conducted a quantitative study of the level of environmental awareness among Skanska’s personnel. The survey was comprehensive, including 66 questions. Questions were mainly related to knowledge and attitudes among the employees. This study concluded that employees have fairly good knowledge about sustainability and that they are aware of the demands of ISO14001 standards. The results also indicate that Skanska’s employees are interested in sustainability and that they are ready to do extra effort to promote sustainability. Employees also wished for more information about sustainable material choices and how different decisions are affecting the environment. (Heikkinen 2009) However, this study has been conducted 10 years ago, therefore the results are not necessarily relevant anymore.

These studies have already presented valuable information on how employees see sustainability and how they are affected by it. This thesis intends to bring even more in-depth information for the company on certain issues. This thesis and the questions for the employees are designed according to relevant literature, the wishes from Skanska and considering these previously conducted studies.

### **1.5. Structure of the Thesis**

This thesis is divided into three parts: one that examines the relevant literature, second empirical part with data collection and analysis, and a third part that combines the literature and results of the study and evaluates these together. The theoretical part is presented first to create an understanding of the topics that are relevant for this study. This part of the thesis is divided into two main topics: CSR and employee engagement. CSR as a concept is explained more generally and it is then further narrowed down to micro-CSR. Employee engagement is explained more profoundly, by investigating the benefits, drivers and different theories explaining employee engagement. At the end of this theoretical part, the drivers of employee engagement and the outcomes of micro-CSR are combined into a coherent integrated model, with features of communication and barriers.

The second part of this thesis explains the study that was conducted to the employees of Skanska. First, the used methods and data collection are explained in detail, and after this, the results of the questionnaire are presented question by question. In the final section of the thesis, the theoretical part and the results of the questionnaire are critically evaluated. The results of the employee questionnaire are used to complement the integrated model to present theoretical implications. After this, the practical implications are presented and in the end, the thesis is concluded with suggestions for future research.

## 2. THEORETICAL BACKGROUND

The theoretical background consists of two parts. The first part studies corporate social responsibility at a general level with the help of Pyramid of corporate social responsibility. This part acts as an introduction, and it is then further narrowed down to micro-CSR that explains the effects on CSR to individuals. The second part studies employee engagement. In this section, the text concentrates on presenting what factors drive engagement in practice, and what theories can be used to explain employee engagement.

### 2.1. Corporate social responsibility

Nowadays corporate social responsibility is the main trend in business and management research. CSR has developed from modern challenges that have forced organizations to scrutinize and improve their actions towards the environment and community. (Khatun, Islam, Noor, Sa'aban 2015) According to Davidson (2009), two fundamental principles are included in corporate social responsibility. The first one is that the business operations cannot solely revolve around maximization of profits, but also reflect responsibility toward society and surroundings. This means that sustainable initiatives have to be in line with the overall strategy of the company. The second principle is that the company has to bear the responsibility for the company's stakeholders, not only shareholders. The operations should be conducted in a way that these also create value for stakeholders, like employees and communities.

The term corporate social responsibility as we know it today has developed and changed its form throughout the years. One of the earliest definitions is by Howard Bowen (1953, 44) who stated that it is *"the obligations of businessmen to pursue those policies, to make those decisions, or to follow those lines of action which are desirable in terms of the objectives and values of our society"*. Since then the definition of CSR has got many forms and the focus has shifted from philanthropic responsibilities to actual business strategy (Hamidu, Haron and Amran 2015).

Archie Carroll has also provided an explanation of CSR in 1979: *"The social responsibility of business encompasses the economic, legal, ethical and discretionary expectations that*

*society has of organization at a given point in time.*”. Carroll also created the famous Pyramid of corporate social responsibility that presents four sectors that consider all the responsibilities CSR has. The pyramid is built in a way that the most important sector, economic responsibility, is at the bottom of the pyramid. The pyramid model has been highly referred and it has been commonly used to explain the idea of CSR (Arnold & Valentin 2013; Baden 2016; Masoud 2017) The pyramid is presented below in Figure 2 and the stages are explained after it.



Figure 2: The Pyramid of Corporate Social Responsibility (adapted from Carroll 1991)

The bottom of the pyramid consists of economic responsibility, which presents the original purpose of companies: to provide services and goods to consumers for profit. This is the foundation of business, and also an incentive for entrepreneurship. The economic responsibility includes gaining profit, maintaining competitive positioning and operating effectively; everything that needs to be covered in order for a firm to success at a certain market. Without a profitable business, the company cannot run a long period of time, and other stages of the pyramid cannot be accomplished. (Carroll 1991; 2016)

After the economic sector, there are legal responsibilities. The business cannot only operate towards maximum profits, but it has to do so in terms of laws and regulations. These legal responsibilities are usually seen coexisting with economic responsibilities because the company can only gain economic benefit in a permissible way by working according to legal responsibilities. It is important for the company to be seen as an operator that fulfills its legal obligations in the eyes of its stakeholders. (Carroll, 1991) Kang and Wood (1995) also state that if the business is not able to make a profit within the laws and regulations, it is better for the society that the business would not operate at all.

Among academics, there has been discussion whether the order that economic responsibilities come before legal ones is correct. Nalband and Kelabi (2014) suggest that legal responsibility should be at the bottom of the pyramid before economic responsibility. This is because legal responsibilities should be the first responsibility to fulfill, even before starting the business. The idea is partly based on an article by Friedman (1970) where he stated that the only responsibility for a company is to create profit in a legal manner, in order for the business to flourish and create wealth for the society.

When legal responsibilities are about justice and what is allowed and prohibited, ethical responsibilities are something that are not coordinated by the law, but by the societal members. It is about the unwritten rules on what is expected or prohibited by individuals and organizations that are included in a certain society. This includes working according to the ethical and moral norms and also being aware of the changes of these in the surrounding environment. These perceptions on what is right or wrong, are usually the driving force behind actual laws and regulations. (Carroll, 1991) As laws and regulations, ethical responsibilities are also something that have different characteristics in different countries. However, unlike laws, ethical differences are something that commonly divides opinions and might cause problems when starting a business in a new country. (Donaldson 1996)

At the top of the pyramid is philanthropic responsibilities. These responsibilities are filled when company actively takes part in programs and fundraisings that promote societal good. It is ultimately about donating time or money, without commercial benefit. (Gautier & Pache, 2015) These philanthropic responsibilities are not mandatory by law or regulations, but these are almost expected nowadays. People expect companies to be good corporate

citizens too, and this is one way for companies to show that they are doing something voluntary work and extra effort for mutual wellbeing in society. (Carroll, 2016)

Werther and Chandler (2011, 15) comment on their book that because of the changing environment, ethical and philanthropic (or as they refer discretionary) responsibilities are becoming more and more important. Especially ethical responsibility is almost a necessity today because societies are demanding companies to operate ethically. It has become almost equal to legal and economic responsibilities.

## 2.2. Micro-CSR

Formerly CSR scholars have mainly focused on meso- and macro-level studies, that are focusing on the organization level. To be more specific, *“meso-level is connected with the relational issues among organizations and macro-level with wider political, societal and economic dynamics.”* (Frynas and Stephens 2015.) These levels are demonstrated in Figure 3. However, with CSR being widely discussed topic, now researchers have started to focus on the individual aspect of CSR (Aguinis, 2011, 858). Rupp & Mallory (2015) characterize micro-CSR as a study on how individuals experience CSR and are affected by it. De Roeck and Maon (2018) extend this definition by accentuating how employees react to activities related to CSR.

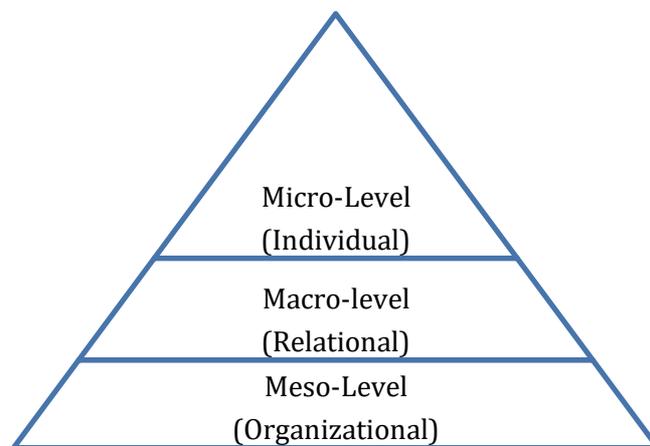


Figure 3: Different levels of CSR research (Frynas and Stephens 2015)

Gond, Akremi, Swaen and Babu (2017) examine in their article studies that are focusing on a person-centric CSR approach. They also created a coherent behavioral framework which is consisting of three separate parts: drivers of CSR, evaluations of CSR and reactions to CSR. This framework complements prior micro-CSR research (e.g. Glavas 2016; Rupp, Ganapathi, Aguilera & Williams 2006) but also presents points for future research. The framework is presented below in Figure 4 and explained after it. Drivers of CSR, evaluations of CSR and the mechanisms and boundary conditions are presented more generally. Outcomes of reactions to CSR are more important in terms of this thesis, that is why this section is presented with more detail.

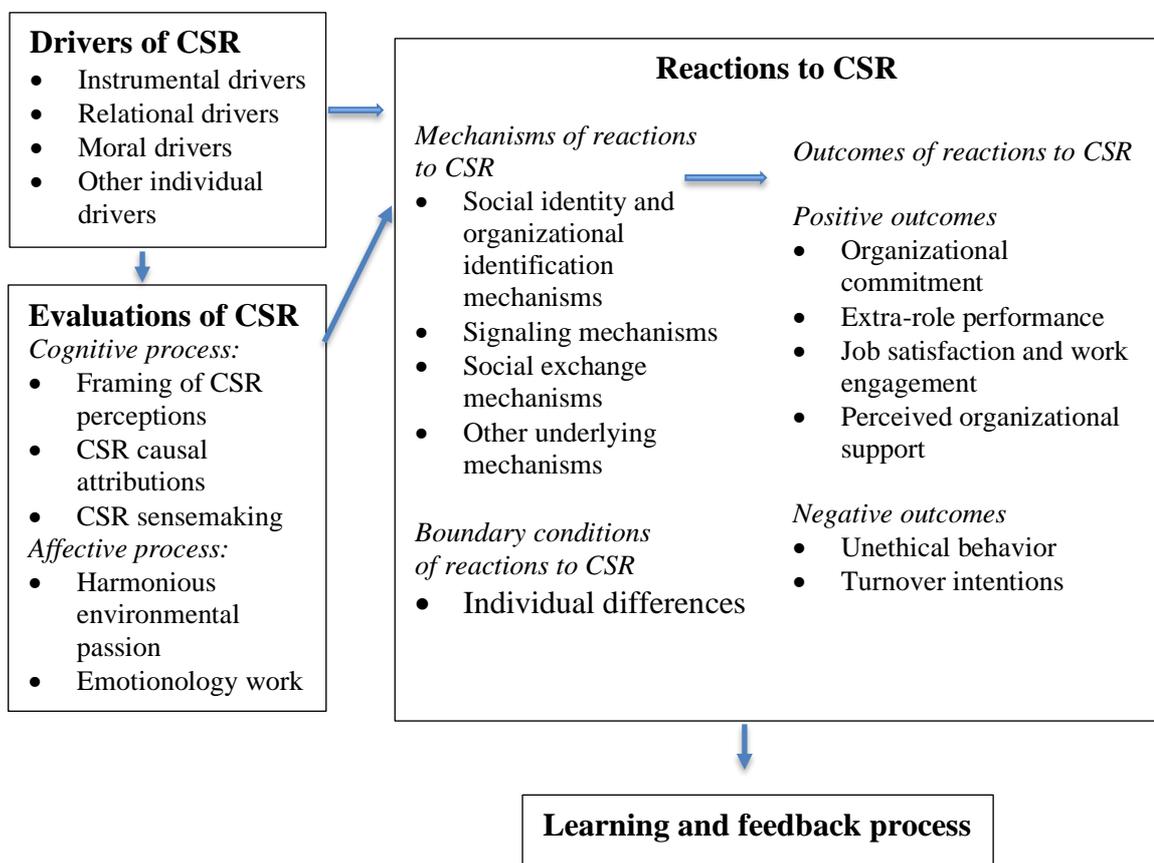


Figure 4: Psychological microfoundations of corporate social responsibility (adapted from Gond et al. 2017)

The *individual drivers* of CSR are characterized as forces or motives that result in CSR engagement. This can either be reactive where an individual believes they have to be engaged, not always willingly, or happen facultatively where an individual chooses to

engage CSR activities. (Aguinis & Glavas 2012). Gond et al. (2017) are dividing drivers into four categories: *instrumental drivers* (e.g., self-serving concerns), *relational drivers* (e.g., need for belongingness) and *moral drivers* (e.g., need for meaningfulness). This approach stems from the multiple needs model of justice by Cropanzano, Bryne, Bobcoel and Rupp (2001). Recent studies have also found other factors like sociodemographic characteristics, that do not fit with the categories originally presented in the model. Therefore, these are approached as a separate category: *other individual drivers* (e.g., personality).

*Individual evaluations* of CSR is a process where individual collect information about the company's CSR initiatives and activities, to form a vision and experience emotions related to this. This subjective perception is a foundation of behaviors and decisions, and it is affecting individual's desire to support the organization reaching for its goals. (El Akremi, Gond, Swaen, De Roeck, Igalens 2015). With individual evaluations, the framework distinguishes cognitive and affective as separate processes, where cognitive focus on how CSR initiatives are conceptualized among employees, and affective is more related to feelings and emotions of individuals (Gond et al. 2017).

Finally, the *individual reactions* are examined through three separate components: mechanisms of reactions to CSR, boundary conditions of reactions to CSR and outcomes of reactions to CSR. These are all individual reactions to CSR, but examines this phenomenon with different approaches. (Gond et al. 2017)

Mechanisms of reactions to CSR are answering the question "*why?*", why individuals react to CSR. According to Gond et al. (2017), this can be for example through social identity theory or signaling mechanisms, which are the two most common ways to explain the reasons for reactions. With social identity theory, individuals want to connect with a certain group that they find somehow appealing. When individuals are connected to this type of group it is rewarding for them in one way or another. Individuals might want to enhance their status, or then they are receiving a sense of self-esteem and pride out of it. (Turner & Oakes 1986) Signaling theory, on the other hand, refers to a situation where one party is conveying information to another party. In this case, CSR is acting as a party that is conveying vital information about the company to mainly prospective employees. With this

information, prospective employees can evaluate how they would be treated if they would work for the company. (Gond et al 2017)

Boundary conditions of CSR are answering the question “*When?*”. Boundary conditions include factors, that affect reactions like socio-demographic factors, individual differences, attitudes and personal perceptions of the company. Hence, it includes all the personal differences individuals have, that could promote major variation among the reactions. (Gond et al. 2017)

Finally, in the model from Gond. et al (2017) present the outcomes of reactions to CSR. Outcomes are responding to the question “*How?*”. Outcomes are divided in the model to attitudinal and behavioral outcomes. In the model, negative outcomes are processed as a separate section. From the model presented above (Figure 4) it is possible to see that there are several positive outcomes of reactions to CSR. More in depth-view will be on organizational commitment, job satisfaction and work engagement, and extra-role performance.

One of the positive outcomes that is presented in Gond et al. (2017) model is organizational commitment. For example, Nejati and Ghasemi (2013) discovered that a higher level of commitment is shown by employees that work in a responsible organization. Mory, Wirtz and Göttel (2016) also studied the effect of CSR on organizational commitment but narrowed it down to internal CSR activities. This study also revealed that internal CSR has a positive effect on affective commitment to the organization. This affective commitment also seems to be stronger and more valuable than the commitment that is based on obligations.

The importance of internal CSR activities has also been recognized by Ferreira and Oliveira (2014). They are accentuating that there is a clear difference between internal and external CSR, where internal CSR is much more likely to promote work engagement than external CSR. A study by Chaudhary (2017) also promoted similar results. Also, implications that CSR could act as a strategy to improve and maintain healthy relationships among employees and managers, and that CSR could promote for example trust and satisfaction, were found from a study conducted by Dhanesh (2014).

Story and Neves (2014) examined in their study the impact of CSR on internal stakeholders (employees) performance. The study indicated that employees evaluate the CSR practices organization is doing, both intrinsic and extrinsic, and this is affecting both in-role and extra-role performance. Findings of the study suggest that when actions the company is conducting are both morally consistent and good strategic choice (value for investment), employees' performance increases.

One aspect that the model by Gond et al. (2017) does not include, but has been discussed among other micro-CSR scholars, is the barriers of CSR. Garavan, Heraty, Rock and Dalton (2010) identify in their article that there are three types of barriers in CSR and in corporate sustainability (CS): *individual-level barriers*, *organizational-level barriers* and *institutional-level barriers*. These barriers include different factors that affect the adoption of CSR among stakeholders, or in this case among employees. These factors include for example motivation and commitment, (individual barrier), teamwork, organizational culture and climate (organizational barrier) and regulatory forces (institutional barrier). Loerzel (2019) examines somewhat the same topics and adds barriers like inflexibility and relying too much on time-based measures. These barriers are important to recognize when discussing micro-CSR because these can have a crucial effect on the success of the implementation of CSR on the micro-level.

### **2.3. Employee engagement**

Employee engagement as a concept has developed over time, and during this received several different definitions. This has led to a situation where the concept has become ambiguous and it is hard to find a completely precise definition. (Macey & Schneider 2008). William Kahn is one of the most well-known fathers of employee engagement and he has provided a definition in 1990: "*the harnessing of organization members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances*". This is one of the earliest definitions of employee engagement, but since then it has also had many other definitions that examine the phenomenon from different perspectives.

One approach to define engagement is to examine it with the term *burnout*. Maslach, Schaufeli and Leiter (2001) characterized employee engagement as an opposite to job burnout, that address characteristics of cynicism, exhaustion, and decreased professional efficacy. The positive contrast for this is conceptualized as employee engagement that has characteristics of participation, energy and effectiveness. The same approach to employee engagement as the opposite of job burnout has also been used by Schaufeli, Bakker and Rhenen (2004) that associates vigor and dedication as positive characteristics of employee engagement.

The reason employee engagement has risen to be an interesting topic for companies, is the benefits engagement could bring. Several academics have studied the effects that employee engagement could provide for companies. These studies have indicated that employee engagement could provide several major benefits for companies to improve their operations and profit (e.g. Kumar & Pansari 2015) According to Sun and Bunchapattanasakda (2019) the outcomes of employee engagement are commonly focusing on two outcomes: individual performance and organizational performance.

As an individual outcome, Saks (2006) argues that employee engagement has a positive effect on organizational citizenship behavior and organizational commitment. The same study also reveals that employee engagement is negatively associated with intentions to quit among employees. Similar results have also been found by Yang (2005), who accentuates the satisfaction from work that employee engagement is also generating. Employees feel happier about what they do and this again increases the level of engagement.

Employee engagement is also affecting the performance of individuals. Several studies have revealed positive effects with in-role and extra-role performance of employees (e.g Salanova, Agut & Peiro 2005; Bakker & Demerouti 2008). Bailey, Madden, Alfes and Fletcher (2017) discovered with their systematic narrative synthesis on meaning, antecedents and outcomes of employee engagement, that several studies indicate a link between employee engagement and innovative behavior and knowledge sharing. The same study also found other positive effects concerning employee's wellbeing, health, and positive work-related attitudes.

Positive outcomes for organizational performance have also been studied by several academics. For example, Xanthopoulou, Bakker, Demerouti and Schaufeli (2009) stated that employee engagement could have a positive effect on a company's financial performance. The same conclusion has been declared by Harter, Schmidt and Hayes (2002). Other organizational outcomes can be benefits to shareholders, in terms of returns, and improvements in customer service performance. Engaged employees are usually more dedicated and they have a positive mindset for their work. This leads to a situation where employees are more eager to serve customers. (Zhao & Sun 2010)

### 2.3.1. Main theories of employee engagement

The antecedents and factors that cause employee engagement has been an interesting topic among several academics in recent years (e.g. Yang 2005; Saks 2006; Bailey et al. 2017). Alongside with more recent studies, employee engagement can also be explained through some well-known theories that are presented below in Table 1. All of these theories present antecedents or initiatives that have an effect on engagement. Some of these theories have been created before employee engagement has been a known concept, but have been connected to it later on. These theories have performed an important foundation for current employee engagement literature and studies.

Table 1: Antecedents and factors that explain employee engagement

AUTHOR	NAME	DIMENSIONS
William Kahn, 1990	Psychological Conditions of Personal Engagement	Psychological meaningfulness, psychological safety, psychological availability
Frederick Herzberg, 1959	Two Factor Theory	Hygiene factors, motivation
Edward L. Deci & Richard M. Ryan, 1985	Self-Determination Theory	Competence, autonomy, relatedness
Alan M. Saks, 2006	Social Exchange Theory	Contributions vs. benefits
John S. Adams, 1963	Equity Theory	Contribution vs. benefits

### *Psychological Conditions of Personal Engagement*

William Kahn has been characterized to be the founding father of employee engagement. His study conducted in 1990 has been referred widely and it has promoted interest for other academics for further studies (e.g. Leeds & Nierle 2014; Burch, Heller, Burch, Freed & Steed 2015). In this study, Kahn (1990) identified the conditions that enable engagement to occur, and also the situations that prevent it. With this study, Kahn discovered three psychological conditions that enable engagement: psychological meaningfulness, psychological safety and psychological availability.

The first dimension, psychological meaningfulness, is seen as a feeling where a person is gaining a physical, cognitive or emotional return for its investments (Kahn 1990). The importance of this meaningfulness has also been recognized by other academics, for example, Glavas (2012) and Allan (2017) who have both studied the effects and antecedents of meaningful work.

Psychological safety, on the other hand, has been characterized as a feeling of security. This means that an individual does not have to be afraid of negative consequences to self-image or career when expressing and employing his- or herself. In a work environment, this means for example freedom of expressing oneself. (Edmondson, 1999; Kahn 1990) Psychological availability, on the other hand, refers to a level in which an individual is able to engage fully in the performance. This refers to physical, psychological and emotional resources, and how well the individual is coping with challenges in work and in free time. (Kahn 1990)

Khan (1990) had demonstrated that engagement occurs when employees can apply their “full selves” to their work role, raising them to their productive and creative pinnacles. May, Gilson and Harter (2004) have supported Kahn’s theory by conducting a study to 213 employees that worked in an insurance company. The study revealed that all three aspects: meaningfulness, safety and availability had a positive correlation with engagement. The same study also indicated that role fit and job enrichment were predicting meaningfulness, while safety is positively connected with rewarding and supportive supervisor. Availability seemed to have indications with the availability of resources.

### *Two Factor Theory*

Even though William Kahn has risen to be one of the most influential names among employee engagement, there have also been previous studies that had laid the foundation on creating the idea of engaging and driving the motivation of employees. One of those is Fredrick Herzberg's Two Factor theory (also called Dual-Factor theory or Motivation-Hygiene theory), that has been first introduced in 1959. Two Factor theory discusses the drivers of employee motivation. Herzberg presents that job satisfaction can be divided into two factors: hygiene factors and motivators. (Herzberg, Mausner & Snyderman 1959; Herzberg 2003)

Hygiene factors are the factors that are essential to be fulfilled in order for motivation to exist in the workplace. These hygiene factors are for example sufficient working conditions, job security, adequate salary and all other factors that enable the work to be done. The important thing is that these factors do not lead to satisfaction or motivation, but they could lead to dissatisfaction if these are not fulfilled. (Herzberg 2003) This theory is based on the same idea as Maslow's Hierarchy of Needs (1943) where it is essential to satisfy the necessary needs first, before concentrating on the needs at a higher level.

Motivation factors, on the other hand, can lead to job satisfaction. These factors include for example growth opportunities, recognition and a sense of achievement. Lack of these motivation factors will not lead to dissatisfaction, but the existence of these can lead to job satisfaction and motivation. (Herzberg 2003). These two factors of hygiene and motivation can also be seen as engagement drivers, where hygiene factors can be seen as extrinsic drivers and motivation as an intrinsic driver. Intrinsic desire is more important factor in terms of engagement, since it is the indicator when the job is feeling satisfying. (Young, 2017)

### *Self-Determination Theory (SDT)*

In addition to Herzberg, another groundbreaking theory related to employee engagement and motivation is Self-Determination Theory (SDT), which was originally introduced by Deci and Ryan already in 1985. This theory is based on the idea that people have three fundamental needs that are related to motivation: autonomy, relatedness and competence. Our motivation depends on the level of how well these three fundamental needs are satisfied. (Deci & Ryan 1985; Deci & Ryan 2003, 9-10)

According to this theory, motivation is either extrinsic or intrinsic or in other words controlled or autonomous. When a person is extrinsically motivated, the drive for work comes from an external source, for example from the fear of punishment. An intrinsically motivated person, on the other hand, works because of internal motivation and enjoyment. (Deci & Ryan 2003, 9-10) This follows somewhat the same idea as Herzberg's Two Factor Theory (1959).

### *Social Exchange Theory*

Alan Saks has also presented a theory in his article Antecedents & Consequences of Employee Engagement (2006) that can be utilized when evaluating employee engagement. This is called Social Exchange Theory (SET) and it is based on the idea that individuals are constantly assessing the benefits that different relationships are offering for them. SET has roots in psychology and this phenomenon has been mostly studied through personal relationships, probably most well-known scholars being Homans (1958) and Emerson (1976), but the theory can as well be applied to organizational environment.

Saks (2006) was the first person to connect this psychological tool to employee engagement. In the work environment, this assessment of benefits is based on the evaluation of what resources the company is offering. This determines how much effort employees are willing to put into their work. If employees feel like the company is providing an adequate amount of resources, employees are repaying this with their dedication and engagement to work. However, if employees feel like the amount of different resources is not adequate, the level of motivation and engagement decreases. In this situation, employees feel that their effort is not paid off by their employer. Through this, the continuous examination of social exchanges is connected to the level of engagement. (Saks 2006)

### *Equity Theory*

Also, Adams Equity theory (1963) follows the same idea as SET. Equity theory is based on the balance between the effort and reward or in other words input and output. The effort is everything that the employee is bringing to his/her work: knowledge, skills and the level of commitment. Reward, on the other hand, is what employee is gaining from the work: salary, bonuses and also emotional rewards like recognition. This ratio between rewards and efforts is constantly examined by employees. If employees feel unrewarded, they will either demand

compensation or then it might affect negatively to their efficiency. If the employees feel over-rewarded they might feel demotivated, and they will not put so much effort into their job, because they get rewarded anyway. Employees are also comparing their rewards with their colleagues to evaluate are they being treated fairly.

### 2.3.2. Drivers of employee engagement

Drivers of employee engagement present factors that promote engagement. These concrete factors that are presented in Table 2 are collected from several authors (Hackman & Oldham 1975; Locke 1968; Maslach et al. 2001; Saks 2006). These theories are presented more detailed after the Table 2.

Table 2: Drivers of employee engagement

AUTHOR	NAME	DIMENSIONS
Richard J. Hackman & Greg Oldham, 1975	Job Characteristics Model	Skills variety, task identity, task significance, task autonomy, job feedback
Edwin A. Locke, 1968	Goal Setting theory	Clarity, challenge, commitment, feedback, task complexity
Christina Maslach, Wilmar B. Schaufeli & Michael P. Leiter, 2001	Burnout vs. Engagement	Workload, control, rewards and recognition, community and social support, perceived fairness and values
Alan M. Saks, 2006	Dimensions from Social Exchange theory	Job Characteristics, perceived organizational support, procedural justice,

### *Job Characteristics Model*

Hackman, Oldham, Janson and Purdy first presented the idea of Job Characteristics Model (JCM) already in 1975. Since then Hackman and Oldham have published several other articles related to JCM, and they have been characterized as the founding fathers of this theory (Young 2017). Job Characteristics model argues that motivation and job satisfaction are the results of job design. The model includes five job characteristics: *skills variety*, *task identity*, *task significance*, *task autonomy* and *job feedback*, that all lead to different psychological stages with an individual, and through this ultimately to satisfaction, meaningfulness and improved performance. (Hackman et al. 2017) Job Characteristics model has been studied and reviewed by several academics, that have discovered the connection between the job characteristics and psychological stages that will lead to positive outcomes in terms of job satisfaction (e.g. Fried & Ferris 1987; Loher, Noe, Moeller, Fitzgerald. 1985).

Hackman and Oldham's Job Characteristics model does not directly include employee engagement, but for example, Kahn (1990) had argued that the search for meaningfulness is closely connected to engagement. Also, Bailey et al. (2017) state in their study that some aspects of job characteristics like autonomy and task significance are creating engagement by providing the necessary psychological conditions for engagement to occur. Also, motivation towards individuals' own work has been argued to be an important factor when discussing increased engagement.

### *Goal Setting Theory*

Goal Setting Theory was created by Edwin Locke already in 1968. It is based on the idea that clear goal-setting can lead to improved performance. This stems from the principle that goals give individuals drive and motivation to reach this point. Locke and Latham (2006) state that five rules are important for clear goal-setting: *clarity*, *challenge*, *commitment*, *feedback* and *task complexity*. They also accentuate the importance of clear and specific goals that are also measurable. This makes the goal more concrete, understandable and also motivating. Goals should be set in a way that individuals have to push themselves to do something that they have not done before. Still, the task cannot be too difficult, just enough that achieving it will create a sensation of accomplishment and exceeding own limits. (Young 2017)

This Goal Setting theory can also be utilized when engaging employees. When employees are reaching for their goals, it will provide a sense of achievement, autonomy and opportunity to grow, which also Herzberg (1959) emphasized with his Two Factor theory. The relationship among goal setting and engagement has also been studied for example by Medlin and Green (2008) who argue that structured goal-setting leads to increased employee engagement.

### *Burnout vs. Engagement*

Maslach et al. (2001) have a unique approach to employee engagement as presented earlier. According to the authors, engagement is positive contrary to job burnout. They argue that there are six dimensions of work that determine whether an individual is engaged or feeling burnout. These are: *workload, rewards and recognition, control, community and social support*, and finally *perceived fairness and values*. When employees are engaged the workload is reasonable, their work is recognized and rewarded in a fair way, and employees feel supported and treated equally. When these dimensions are not being fulfilled, the result might lead to job burnout.

Maslach et al. (2001) also argue that generally employees are engaged with a new job. The conditions presented above will determine whether the engagement level increases or lead to job burnout. This creates the assumption that job burnout is not the starting point, but more of erosion from engagement. This creates a situation where the positive end is engagement and the negative end is burnout. This confrontation has also been noticed by Schaufeli and Bakker (2004).

### *Dimensions from Social Exchange theory*

Alan Saks (2006) has also studied which factors predict job and organizational engagement and can Social Exchange theory be used to explain these. Firstly, in his study, he discovered that job engagement and organizational engagement are distinct constructs, even though these are often seen as a similar phenomenon or used as an equal term. Saks (2006) suggest that both antecedents and consequences differ in several ways with organizational and job engagement, and are both affected by different psychological conditions. In this thesis, only the factors that predict job engagement are considered.

According to Saks' study (2006), the factors that predict job engagement are *job characteristics*, *perceived organizational support* and *procedural justice*. These are all factors that can lead to employee engagement, and the results also suggest that SET can be used to explain the engagement through these factors. This means that employees that are provided job with challenging and rewarding characteristics, who enjoy continuous support and who have a higher assumption on procedural justice, will have a higher level of job engagement.

### *Communication*

Besides these drivers, communication is also an important factor for successful engagement. In this case, especially internal communication is the most important form of communication in terms of engagement. According to Karanges, Johston, Beatson and Lings (2015), internal communication plays an important role in terms of creating meaningful relationships at work and maintaining the level of engagement. Morsing and Schultz (2006) also accentuating the importance of communication with stakeholder engagement, which can as well be applied to employees. They argue that communication should shift from usual informing to involving. This means that the employee's voice should be heard when planning strategies and operations. According to authors, well designed and executed communication is one way to build strong and long-lasting relationships and a positive reputation.

Jo and Shim (2005) argue in their article that communication, especially when it is supportive towards employees, will have a positive effect on creating relationships with management level. Besides communication to be supportive, Barrett (2002) evaluates in her article that successful communication is consistent, well planned, aligned with the company's strategic goals, measured frequently and well-targeted.

## **2.4. Research Model: Integrated model of employee engagement and micro-CSR**

In this project, I build an integrated model based on the interconnection between micro-CSR and employee engagement. This model expresses how these concepts are affecting each other and what other matters are affecting this interconnection. Understanding this connection can broaden the perception of both of these concepts. Figure 5 presents a model that includes dimensions from employee engagement and micro-CSR and presents the

mutual connection of these while adding features of communication. This model aims to present these theories in understandable way and make it easier to complement the results of the questionnaire with the used theories.

The drivers of employee engagement have been collected from relevant literature by Hackman and Oldham (1975), Locke (1968), Maslach et al. (2001) and Saks (2006). These dimensions present factors, that these authors have collected to be the most important drivers that promote engagement. Individual outcomes of micro-CSR are also based on relevant literature, mainly following the idea of Gond et al. (2017). This model also includes communication, which is included because of the importance it performs both with engagement and with micro-CSR. This model also includes the barriers of CSR, that were not originally brought up with model by Gond et al. (2017). However, the importance is recognized with other authors such as Garavan et al. (2010). The model is presented in Figure 5.

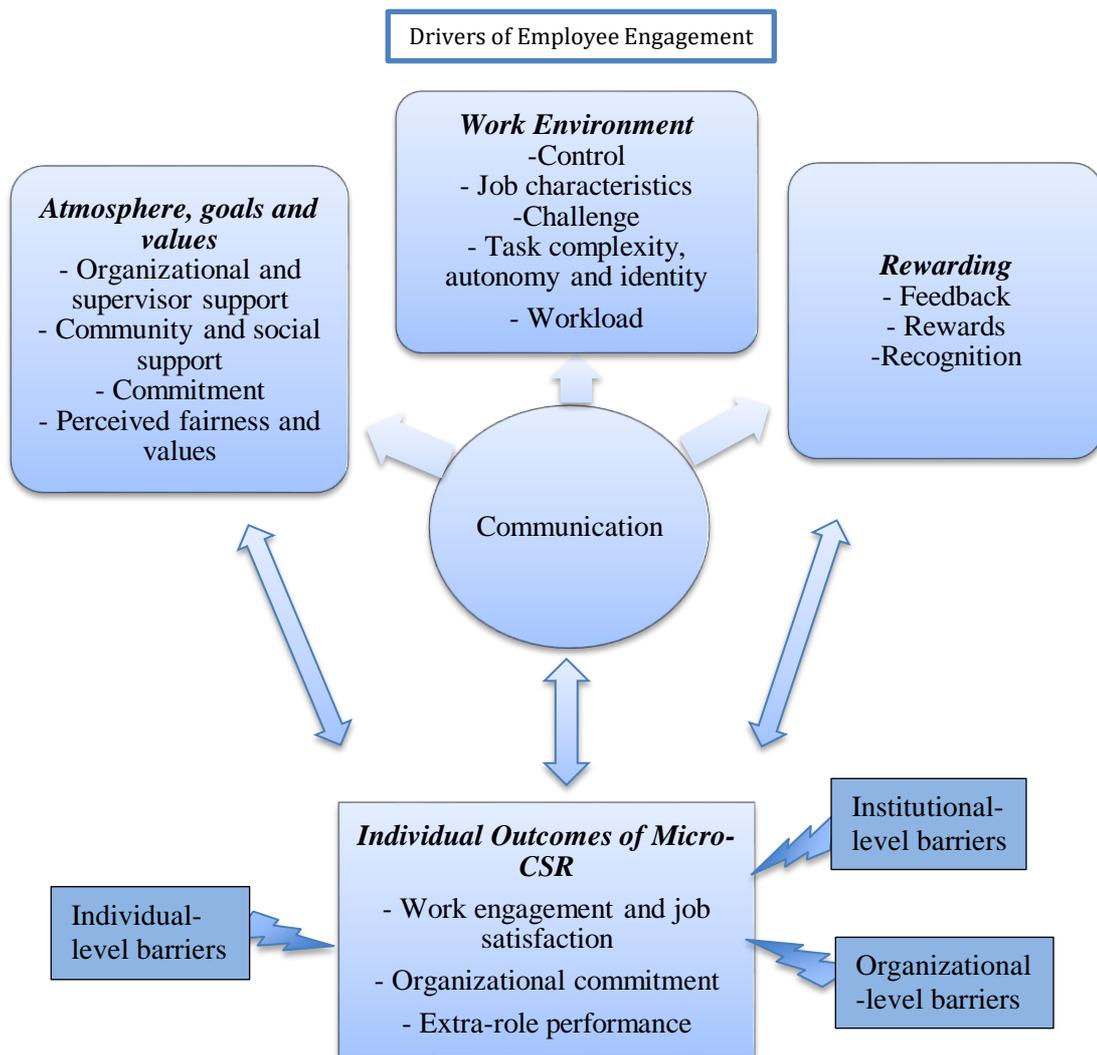


Figure 5: Integrated model of employee engagement and micro-CSR

This model consists of two different dimensions that are all connected through stakeholder communication, and surrounded by barriers. These two dimensions are employee engagement and the outcomes of micro-CSR. The model shows the connection between these two sections because both parts are affecting each other. When employees are engaged, they are also more connected and affected by the CSR actions of the company. This again indicates that they are also more likely engaged in working towards sustainability goals. Micro-CSR, on the other hand, can lead to the outcome of employee engagement and commitment to the organization like presented previously in Figure 4 by Gond et al. (2017).

The upper section of the model, employee engagement, is divided further into three dimensions that present the most important drivers of employee engagement. These drivers are *atmosphere, goals and values, work environment, and rewarding*. These dimensions have been created from the theory presented previously. (e.g. Hackman & Oldham 1975; Locke 1968; Maslach et al. 2001; Saks 2006) From this theory the drivers of employee engagement have been collected and further sorted in different groups, thus similar dimensions are in the same group. This labeling created three headlines, that are the main drivers of employee engagement.

#### *Atmosphere, goals and values*

The first dimension includes drivers that are all connected in creating and maintaining a supportive atmosphere. This dimension accentuates the importance of making the connection between managers and employees, for example by offering support and being a confident leader. This dimension also includes, that employees should be treated equally by their superiors and also by other employees. The organization should be able to provide an environment where employees can do their job without the fear of judgment. Ultimately it is about creating an atmosphere where it is easy to create connections and build bonds with supervisors as well as other employees. Positive atmosphere creates a good ground for employee engagement to occur. This dimension also includes conveying the goals and values for employees. Embedding and conveying these values and goals is easier when the atmosphere of trust and open communication has already been set up.

#### *Work environment*

When the first dimension is connected to the atmosphere, the second dimension, work environment, is about more concrete subjects revolving around employees' job characteristics. This is an important dimension since employees feel motivated when they are given a certain amount of autonomy over their own work. People also have an inner desire to challenge themselves. Therefore, companies need to make sure that the work environment is designed in a way that it is easy for employees to do their work, but are also offered enough challenges so they feel motivated. This dimension also accentuates the importance of making sure that the employees have an adequate workload. Too heavy workload might lead to burnout and loss of motivation.

### *Rewarding*

The last of the three engagement dimensions emphasizes the importance of giving employees recognition of their success. Commonly, negative performance and mistakes are directly brought up, and that can naturally cause embarrassment and negative feelings among the receiver. Positive feedback, on the other hand, can be forgotten, because employers naturally expect that employees perform well at work. This third dimension accentuates the importance of giving positive feedback, and that it would not be taken as a granted. As stated before, rewarding and congratulating will increase the motivation of employees, improve performance and increase the positive image of the employer. Again, this will further increase the level of engagement.

### *Outcomes of micro-CSR*

The second part of the integrated model is the outcomes of micro-CSR. As presented earlier in the theory, CSR is affecting employees in several ways and it creates several positive outcomes. This integrated model includes three of these positive outcomes as an example: *work engagement and job satisfaction, organizational commitment and extra-role performance*. These outcomes also show a good example of the mutual connection between employee engagement and micro-CSR. For example, employee engagement aims to increase the organizational commitment among employees, but at the same time, it is also the result of individual outcomes to CSR.

### *Communication*

This integrated model also includes a section of communication. It is placed in the middle of the model to present the importance it performs both with employee engagement and micro-CSR. This section of the model emphasizes the importance of clear and congruent communication. Communication is included in this model because it is important how the company communicates externally, but as important how the company is communicating with its employees. According to the literature by Barrett (2002) successful communication is consistent, well-targeted and connected to the overall strategy of the company. The communication should also be conducted in a way that it is more mutual conversation between the parties, away from traditional one-way informing.

### *Barriers of CSR*

This model also includes barriers that can affect or even prevent the CSR implementation to employees. These barriers are divided into *individual-level barriers*, *organizational-level barriers* and *institutional level-barriers*. These barriers include factors like motivation, organizational culture, organizational climate and regulatory forces. These barriers are included in the model to remind that these dimensions and the relationships between these are not always so straightforward and that there are barriers that need to be considered.

*This integrated model of employee engagement and micro-CSR* is constructed in a way that it presents three important relationships with three separate components. Firstly, it presents the importance of communication with three dimensions of employee engagement. This refers to a mutual two-way communication with employees that aims to enhance the level of engagement. Second important connection is communication and micro-CSR. This connection also accentuates the importance of mutual communication, where employees are included in decision making. Successful communication will lead to the positive outcomes of CSR presented in the model. A third important connection is between employee engagement and micro-CSR. These two separate components include surprisingly similar factors. This model shows that the drivers of employee engagement includes several factors that are commonly connected with CSR activities like community and social support, perceived fairness and values, and giving recognition to the employees. This indicates that the drivers of employee engagement are also promoting CSR actions in the company. In return, literature argues that when a company is engaging employees in CSR activities, this generates positive outcomes among employees, which again promotes engagement (e.g. Mirvis 2012). This shows that these two separate components are closely connected, and this connection should be considered while planning employee engagement or CSR strategy.

### **3. RESEARCH DESIGN AND METHODS**

This chapter presents the empirical part of the thesis. First, the research methodology is presented and after this, the data collection and analysis methods are explained. After this, the demographic information of the questionnaire is presented. Before the findings chapter, the validity and reliability of the questionnaire are examined.

#### **3.1. Research methodology and data analysis**

Research methods can be divided into two different approaches depending on the nature of the study: qualitative and quantitative. (Bryman & Bell 2015, 726) The chosen research method for this study was quantitative content analysis based on qualitative data. Because the questionnaire was conducted with open-ended questions, the nature of this is qualitative. However, because of the number of responses and the desire to present the results in an easy and informative way, quantitative content analysis was chosen as the research method.

In content analysis, a set of categories is established and number of cases that fall in these specific categories are presented (Silverman 2001). The aim of content analysis is to present the data in a simple and informative way, without losing the initial idea. Content analysis can either be done with an inductive or deductive approach, where the inductive approach aims to generate new theories, and the deductive approach is based on previous research and theories. (Tuomi & Sarajärvi 2002.) This thesis will utilize deductive approach.

According to Tuomi and Sarajärvi (2002), the data from the content analysis can be further converted into numerical form. In this case, the frequency of codes is counted and thus presented in quantitative form. According to Morgan (1993) when applying quantification with qualitative data, it helps to reveal the patterns behind the codes and thus help the further interpretation of the data. In this thesis, the analyzed data that has been summarized into different codes will be displayed in numerical form.

#### **3.2. Data collection**

The data for this thesis was collected from the employees of Skanska. The aim for Skanska was to get as comprehensive amount of answers from as many employees as possible, for

them to use in further development of the environmental department. Because of this, the questionnaire was spread widely across the employees of Skanska in Finland.

The data was collected through an online questionnaire that was made with Google Forms. The questionnaire form included nine mandatory questions and one optional question, where employees were able to write down anything they had in mind related to environmental sustainability. The first three questions were multiple-choice questions that provided demographic information. Other questions were open-ended questions without limitations in the number of words.

The questionnaire had three background questions: age, personnel group and operations. With these questions, it was possible to evaluate how comprehensive sample respondents presented. These questions were also added to this questionnaire since it was hard to evaluate how many answers the questionnaire would generate. If there would be several hundred respondents, these demographic questions would be used to narrow down the sample size used in this thesis.

After the background questions, the questionnaire included six mandatory open questions and one optional question for other comments related to environmental sustainability. Questions were designed with a supervisor from Skanska, so they would provide as much relevant information as possible. After this, the questions were finally formed according to literature, so the results would also generate theoretical implications.

The questionnaire form was opened 12<sup>th</sup> of June and it was sent out via e-mail to quality and development managers of different units to obtain coverage around all units in Finland. At the same time, the link to the questionnaire was included in the monthly newsletter that was sent out to all Skanska's employees in Finland. Ads were also put out in the headquarters of Skanska. The questionnaire was open until the 27<sup>th</sup> of June, hence altogether 16 days.

### **3.3. Demographics**

Altogether 97 employees responded to the questionnaire. The respondents' age distribution was fairly equal. About 34 percent of respondents were between the age 31-40 years old.

The percentage of under 30-year-old respondents was 23 percent. 21,5 percent of respondents were either 41-50 years old, or then older than 51 years. This equal distribution of different age groups is providing sufficient information about the differences between different age groups. The age distribution is presented in Figure 6.

### The Age Distirbution Among Respondents

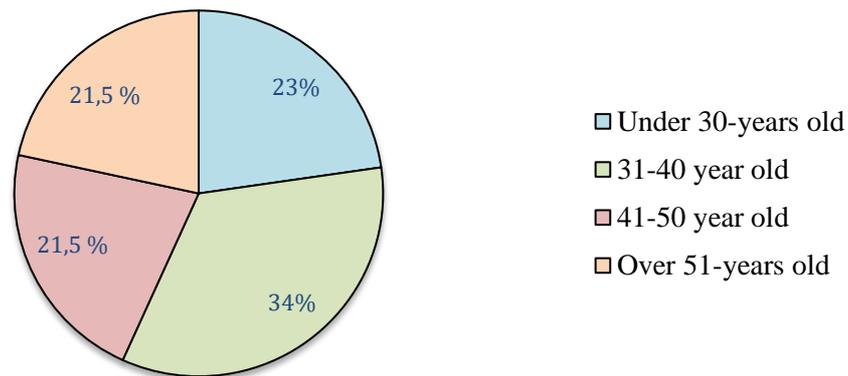


Figure 6: The age distribution among respondents

The distribution among different personnel groups was not as equally divided. Almost half of the respondents (43 %) were officials from construction site. The second biggest group was officials from office (27 %). The percentage from upper officials from office was also significant related to the number of respondents (20 %). Only 5 percent of respondents were upper officials from construction site, 4 percent were managers, and only 1 percent were employees from construction site. This information will not be further used when presenting or analyzing the results. The distribution of different personnel groups is presented in Figure 7.

### The Distribution of Personnel Groups among Respondents

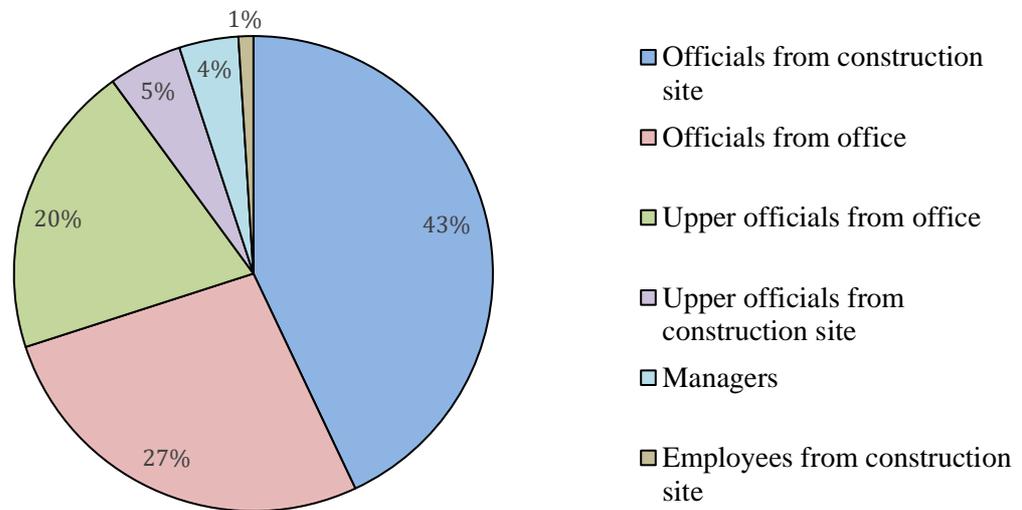


Figure 7: The distribution of personnel groups among respondents

Last of the demographic questions were operations. In this question, there were 20 options for the respondents to choose from. Due to this, there was a lot of dispersion among the responses. In this thesis, this information will not be further explained or used when presenting the results.

#### 3.4. Reliability and validity

Reliability and validity are concepts that are used to evaluate the quality of research, by assessing how well the used method is measuring or testing the topic that has been studied (Golafshani 2003). Even though there are ways to assess reliability and validity in a qualitative study, it is more common and useful to use these to evaluate studies that have been conducted with quantitative methods. (Tuomi & Sarajärvi 2002, 133).

Generally, reliability has been referred as a concept that measures whether the study would be able to replicate. This means that the study should not include any measurement errors in order for the reliability to be good. (Vehkalahti 2008, 41). With this, study the data collection was conducted with an open-ended online questionnaire. Thus, the chances to replicate this is better than if it would be a one-to-one interview or observance of any social setting. Also,

because there was only one person to collect and analyze the results, the internal reliability is better than if there would be more people involved. With several people analyzing the answers, there is always a risk for different personal interpretations (Bryman & Bell 2011, 395).

Validity means whether the study is measuring the concept it should be measuring (Vehkalahti 2008, 41). In this study, the aim was to examine how employees have embedded sustainability as a part of their job, what is the source of their motivation and what are the barriers to work in a sustainable manner. Considering these research questions, the study conducted to employees is measuring the desired concepts.

Besides these aspects, few things stood out from the questionnaire: one related to layout to the questionnaire and issues related to distribution. Few respondents presented a question for the meaning of “*ympäristövastuullisuus*”, so this word could have been explained in the questionnaire form. If this word was unfamiliar for some of the respondents, this may have affected the validity of the answers.

Also, the distribution of the form may have affected the outcome of the study. The form was sent out in June, which means that some of the employees were already in summer holiday. Also, the questionnaire was only in electronic form and sent to work e-mails. This may limit the number of respondents who do not use a computer regularly in their work, for example, employees in construction sites.

## 4. FINDINGS

This findings chapter presents the results of this thesis. These results are analyzed question by question with content analysis. The results are presented with codes, and percentages are added to create a better conception of the proportions between the answers.

### 4.1. Perceived roles and responsibilities

First, open question in the questionnaire was: “*Describe what is your role or responsibility in promoting environmental sustainability in your work?*” This was a mandatory question. The analysis started by dividing the answers into two groups. One group with answers that stated that the respondents are unsure of their role or responsibility in promoting sustainability. The second group consisted of respondents that in some way indicated that they know their role or responsibility. Only 4 percent of the respondents stated that they are unsure of their role, or that their role is insignificant.

Analyzing the responses that in some way indicated that they are aware of their role or responsibility, the answers were possible to divide into five different groups: *concrete actions in the workplace, stakeholder activities, controlling and monitoring, planning and developing* and *finally guidance and showing an example*. All the answers were effortless to divide into different groups because even though some of the respondents disclosed several things, it was easy to remark what they assumed as their main responsibility or role. The result of the analysis is presented in Figure 8. The generated codes are presented in detail after the figure and characterized as different archetypes.

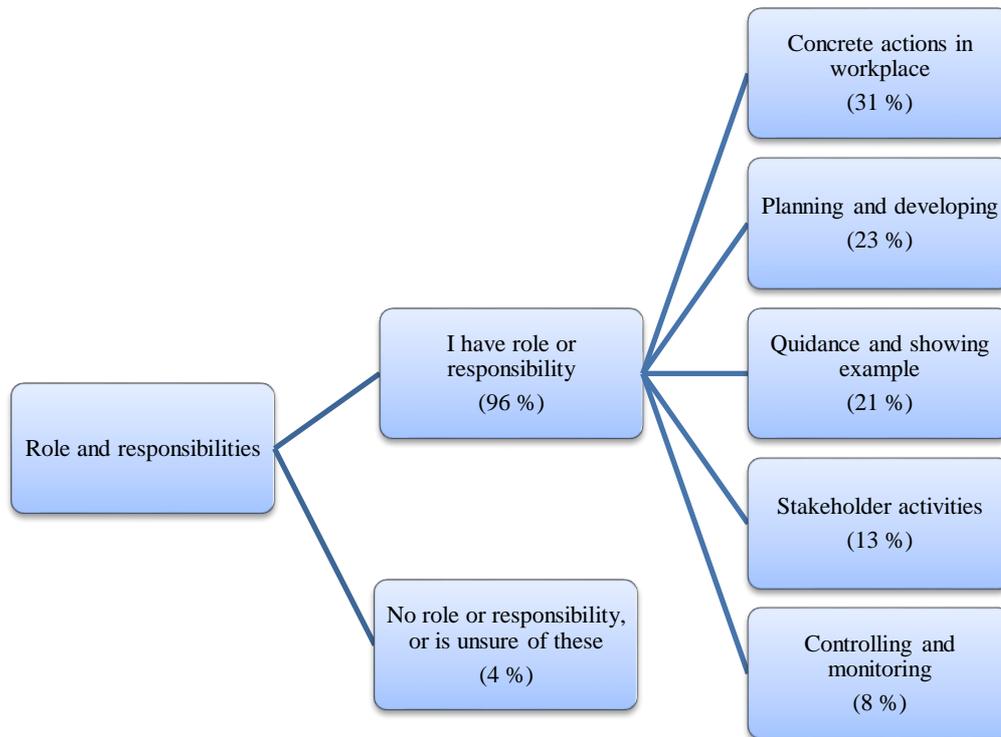


Figure 8: Sustainability role or responsibilities of the respondents

*Concrete actions in the workplace: The-Hands-on person*

31 percent of the respondents characterized as their role or responsibility to be some form of concrete actions in the workplace. Half of the responses were related to waste management, energy efficiency or water consumption. Especially waste management was something that many of the respondents brought up as their responsibility. This category also includes working according to laws and regulations or according to a certain certificate. One respondent stated that “*working towards deep green*” is seen as his/her responsibility, which is referring to Skanska’s Color Palette.

One respondent described “*small everyday decisions*” and it describes well the things that are included in these concrete actions. It is clear to see from the majority of answers, that the employees have a clear vision on how to carry out their responsibility at a concrete level at the workplace. These responses indicate that the employees are aware of the organizational sustainability goals that Skanska has, and the communication has been successful for them

to know what are the concrete actions that can be done in the workplace to promote sustainability.

#### *The planner and developer*

23 percent of the respondents indicated that their responsibility is either to plan or to develop sustainability-related actions. The majority of these respondents stated that their role is to plan and choose the most sustainable options and further bring these suggestions into the decision-making process. Some also stated that they are part of a certain group, for example, the executive committee and that they are the ones responsible that the actions that are planned are done according to a sustainable manner.

#### *The Guide*

21 percent of the respondents said their responsibility is guiding others and/or showing a good example. These answers differ from the monitoring because the respondents clearly state that they are not only supervising but also educating, helping and sharing knowledge. Many also included the importance of their own example. *“Showing example, or in other words act in an environmentally sustainable manner, and not only talk about it”* is what one respondent has declared to be his/her responsibility. Some of the responses also indicate that it is not just mandatory guiding and teaching, but more voluntary efforts in sharing knowledge on how to be more sustainable. *“Sharing with my colleagues on how important it is to recycle”*

#### *The Stakeholder manager*

One group that also stand out from the results, were respondents that indicated their responsibility to be related to working with different stakeholders. This was approximately 13 percent of the respondents. Customers stand out the most as one of the stakeholders, but also working with suppliers, contractors and cooperation partners were mentioned. With stakeholders the main responsibilities seemed to be communication, bringing up sustainability issues, making sure contracts fill the required sustainability demands and offering more sustainable alternatives. One respondent described his/her role to be: *“Communication with suppliers, contractors and cooperation partners. Finding new possibilities from external resources along with demanding sustainability from internal stakeholders.”*

### *The controller*

Approximately 8 percent of the respondents indicated that their responsibility is monitoring or controlling at the workplace. Mainly this was said to be monitoring of employees but also in some cases monitoring other stakeholders' actions. This monitoring or controlling was said to be mainly related to waste management and following the environmental regulations. None of the respondents that stated their responsibility to be monitoring, mentioned what is their personal role besides controlling that others are acting in a sustainable manner.

## **4.2. Perception of the company performance: Improvements**

The second open question of the questionnaire was “*What Skanska could improve in your work environment or in your work position so you could work in a more environmentally sustainable manner?*” The answers were profound and only one respondent concluded that there is no need for improvement. The answers that indicated there is something to improve, were analyzed and sorted under different labels. In the end, six different themes arise from the results: *education, instructions and training, recycling and waste management, traveling, personnel* and *other concrete ideas in the workplace*. The themes of ideas are presented in Figure 9.

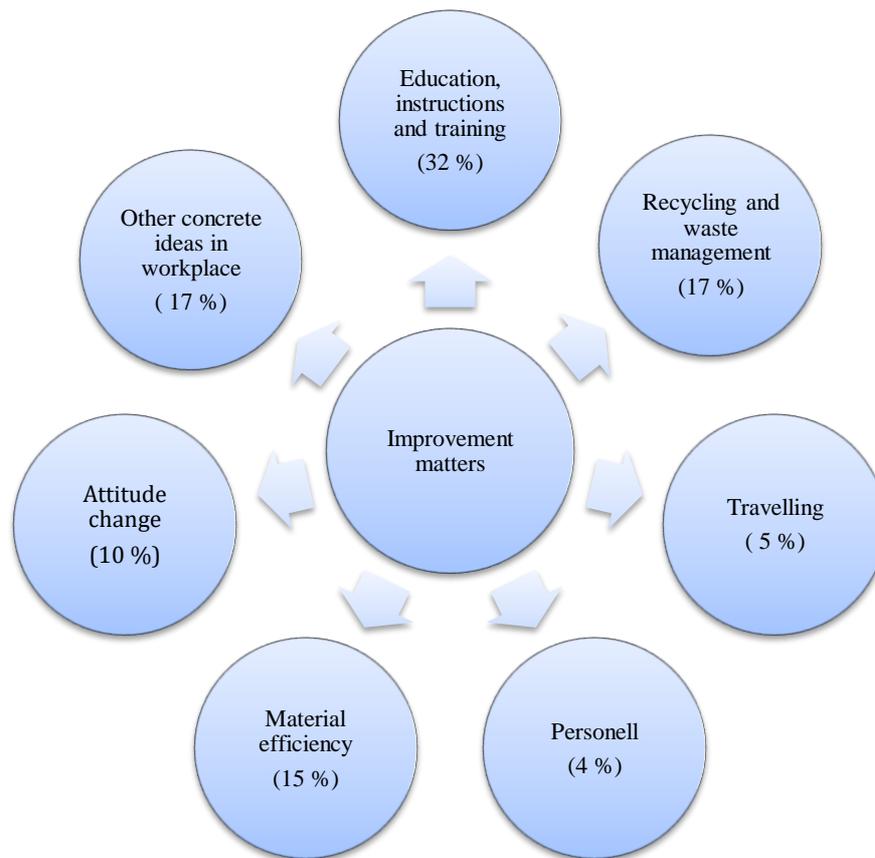


Figure 9: Improvement ideas at workplace according to respondents

#### *Education, Instructions and Training*

About 32 percent of the respondents stated that they would hope for more education and instructions on how to work in a sustainable manner. According to responses, employees hoped for training that would concentrate sustainability at a concrete level. They especially wished for instructions and education on how they could be more sustainable in their position. Respondents also hoped for more coherent instructions, like the following respondent: *“More clear and concordant training and actions in construction sites, so if and when you change from one site to another, you don’t have to learn new customs because these would be same in every construction site”*

Respondents also hoped for more information about the possible negative effects on the environment if they are working in a non-sustainable manner. Presenting possible harms could also work for an incentive to consider the effects of individual actions. Also, how to

replace materials for more sustainable alternatives, knowledge on how to choose the most sustainable option and more information about the carbon footprint and how to utilize the carbon footprint calculations in work, were topics that were also mentioned among the responses.

Education, instructions and training was the biggest theme that came up from the responses. Other responses (58 %) were more concrete ideas for Skanska on how to offer possibilities to work in a more sustainable manner. These are presented next, divided into recycling and waste management, material efficiency, personnel and traveling, and other concrete ideas that provide more concrete tips for Skanska.

#### *Recycling and waste management*

The most significant concrete improvement point, excluding education and training, was related to recycling and waste management and material re-use. Altogether 17 percent of the respondents agreed that there could be improvements with this area. Many of the respondents wished more recycling possibilities and waste bins both to construction sites as well as offices. It is clear from the results that many of the respondents would be eager to recycle more and give excess waste material to new use, rather than sending it to landfill.

#### *Personnel and traveling*

Another concrete improvement idea that was easy to point out from the answers were related to personnel and traveling. Some of the respondents feel that there could be improvements with the positions: in order to work more sustainable manner, there should be separate positions for employees that would be responsible for sustainable matters. Also, Skanska should educate their employees to become specialists of certain certificates, because using outsourced consultants will not build the important knowledge inside the company. Educating employees for this would generate benefits already in the early stages of projects.

With traveling, respondents wished that company cars would be electric, and that Skanska would offer charging for hybrid and electric cars. Skanska should also encourage employees to use public transport and avoid unnecessary travelling. This would be done for example by participating in meetings through Skype. Traveling and improvements with positions collected together 9 percent of the answers.

### *Material efficiency*

About 15 percent of the respondents indicated that there are matters that could be improved with material efficiency. Respondents state that Skanska should concentrate on using more sustainable materials and ordering these just the right amount, so the amount of waste would be minimized. Respondents also wish that the excess material would be used for example in other construction sites, or that it would be donated or used for something good, rather than thrown away.

### *Attitude change*

10 percent of the respondents indicated that there should be a change in attitudes among colleagues and managers. Respondents state that sustainability should be brought up more and make it more visible in the workplace. Respondents also emphasize the importance of engaged management in promoting positive attitudes toward sustainability.

### *Other concrete ideas*

17 percent of the respondents had also many other clever ideas on how to shift work to more sustainable direction. Environmental sustainability is wished to bring closer to everyday work, for example by collecting sustainability related info in the form of a written guide or online course. Also using stickers and wallpapers that would remind and guide in the workplace, are seen as a good idea. Also allowing remote work, reducing the use of disposable tableware and offering rewards or incentives were ideas that stand out from this question. Some respondents also indicated that there is a need to improve the attitudes and approaches towards sustainability.

*“We have launched ourselves as “Green Skanska”, but still projects are designed at price first principle. We should accept and keep in mind as a company that sustainable and eco-effective products will be more expensive, than non-sustainable alternatives.”*

## **4.3. Sources of motivation**

The third open-ended question of the questionnaire was *“Do you work in an environmentally sustainable manner only because of regulations, or is there something that motivates you to do so? If there is, what is it?”* The main idea behind this question was to find out how many

employees feel like they are only working in an environmentally sustainable manner because they have to, and how many have some other motivator in doing so.

When analyzing the answers to this question, three distinct sources of motivation were found, that present the themes with this question: one includes respondents that feel like they are primarily working in sustainable manners because they are instructed to do so. The second group consisted of respondents that were motivated by profit and finance, and the third group consisted of persons that had environmental motivator behind their sustainable actions. The result of this classification was that 76 percent of the respondents stated that they have some source of personal motivation toward the environment, and are not only following the regulations. 13 percent stated that their work is guided primarily by regulations and obligations and 11 percent were motivated mainly by making a profit. The themes that present the sources of motivation are presented in Figure 10.

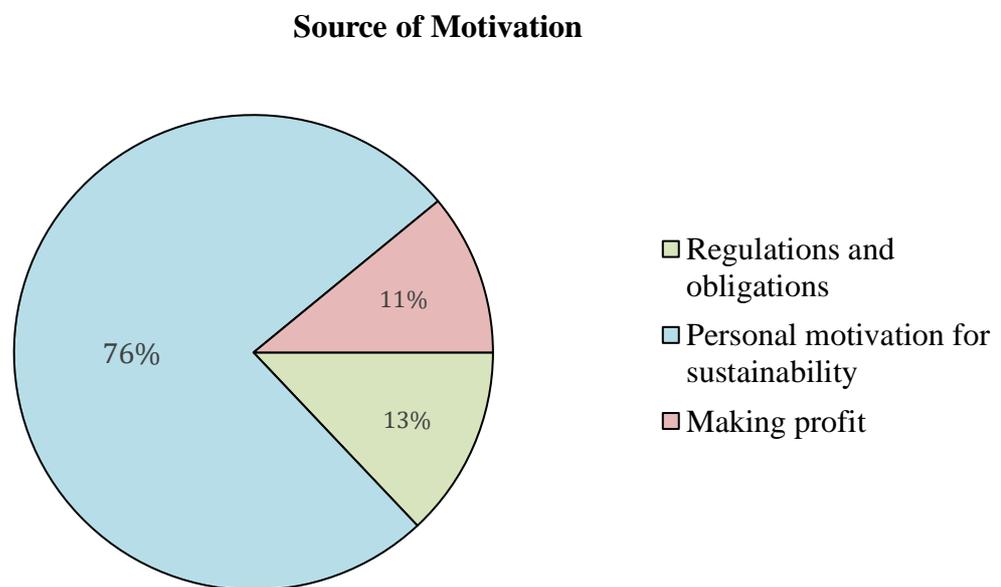


Figure 10: The sources of motivation among respondents

### *Regulations and obligations*

This 13 percent consists of respondents that have clearly announced that their work is guided by regulations. Some have indicated that they are only working in a sustainable manner because of regulations, but few have indicated that if there is a possibility, the environmental aspect might be considered, or that they try not to produce unnecessary waste. The characteristics of this group is that the environmental work that is mandatory to be done, is taken care of, but the respondents do not have any other source for motivation when dealing with environmental issues.

### *Personal motivation for sustainability*

The majority of the respondents (76%) have indicated they have a source of motivation, other than just following the regulations or making a profit. This majority of the respondents indicated that their source of motivation comes from environmental concerns and a personal desire for working in an environmentally sustainable manner. The answers included in this group were variable, but the motivation seemed to stem from the concern about the future, preserving nature, recycling, disliking the state of consuming natural resources and their own interest toward acting in sustainable manner. Many of the respondents also stated that they act in a sustainable manner outside work too, and some declare that it is a self-evidence to work while still considering environmental impact. One respondent stated: *“in my opinion environmental sustainability is everyone's duty. For life to continue, it is everyone's responsibility to consider these things and act the best way possible.”*

### *Making a profit*

The remaining 11 percent of respondents stated that they are not only working sustainable manner because of regulations and instructions, but their motivation neither stems from personal motivation to work in an environmentally sustainable manner. This group includes respondents that are either motivated by making a profit or because of other reasons excluding environmental responsibilities. About half of these respondents indicate that their motivation is purely driven by either making profit, lowering costs or creating competitive advantages. Few respondents also declared that they are motivated by fulfilling customers' needs or value sustainable choices as an important strategic choice and competitive advantage. One respondent indicated that the reason why it is important to work in a sustainable manner should be emphasized more to employees: *“It should be more justified*

*to employees why it is important to work in a sustainable manner. Short term profit is now leading the work. Environmental sustainability is not considered the best path to profitable income.”*

#### *The influence of age to the source of motivation*

There was also a variation with the source of motivation with different age groups. As presented previously, the majority of the respondents are motivated by personal motivation towards sustainability issues. The second biggest reason was following laws and regulations, and the smallest group presented respondents that are motivated by making a profit. Over 51-year-old respondents and respondents between the age of 31-40 years old, present this same pattern where environmental presents the biggest role, second comes laws and regulations and third biggest motivation among these age groups comes from making a profit. With age group 41-50 and respondents that are under 30 years old, the biggest motivating factor is a concern for the environment, but the second biggest source of motivation is profit and following regulations presents the smallest motivation factor.

By examining these results through these drivers of motivation, respondents between the ages 41-50 years old haven the biggest proportional number of respondents that are motivated by environmental issues, with over 95 percent of respondents. Respondents that are under 30 years old on the other hand have the smallest percent of respondents that are motivated by environmental issues (70 %). This age group is also more motivated by profit than respondents in any other age group. Respondents that are over 51-year old seemed to work only according to the laws and regulations more than any other age group. Surprisingly none of the respondents between the age 41-50 are not working because of mandatory instructions, and this group also presents the smallest age group concerning motivation that comes from profit and finance. All the percentages are presented in Table 3.

Table 3: The influence of age to source of motivation

Age group	Laws and regulations	Profit and finance	Personal motivation for sustainability
< 30	12 %	18 %	70 %
31-40	18 %	9 %	73 %
41-50	0 %	5 %	95 %
> 51	19 %	10 %	71 %

#### 4.4. Perceptions of sustainability goals

The fourth open question was following: *“The main sustainability goals of Skanska are: energy efficiency during use, close zero carbon footprint during construction, material efficiency, recycling of construction waste so nothing would end up in the landfill and minimizing of clean water. Are all these goals seen in your work or is there something that needs improvement?”* Almost all of the respondents answered this question. Only four respondents left this question blank or stated that they cannot answer this. Therefore only 93 respondents are examined.

The analyzing of this question begins by dividing responses into three different groups according to answers. The first group presents respondents that replied that all the goals are covered or seen in their work somehow, and do not need any major improvement. The second group consists of respondents that indicated that there are one or more improvement points. The third group consists of respondents, that have not seen any of these goals being fulfilled in their own work, or that all the aspects need improvement. This is visualized in Figure 11.

### How well sustainability goals are seen in work

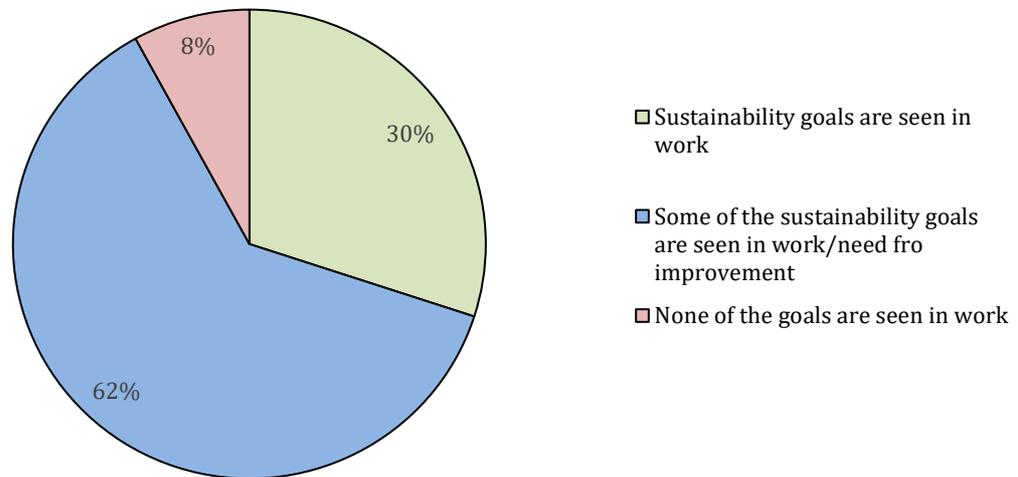


Figure 11: How well sustainability goals are seen in respondent's work

30 percent of the respondents explained that all of these goals are seen in their work. In this group also answers that indicated that all the needed goals are seen, are accepted. Understandably, not all operations are connected with all these goals. Altogether 62 percent of respondents indicated that not all the goals are seen in their work and that there is a need for improvement.

Few respondents stated that there could be improvements with water usage. Respondents feel like the amount of water that goes to waste is still too significant, and there are actions that could be done to minimize the use of clean water. Also, recycling and waste management was a point that needs to be improved according to some of the respondents. The amount of mixed waste is still worrying the respondents, and there is a need for improvement with sorting the waste both in office and in the construction site. On the other hand, some of the employees indicate that waste management is the only thing that is working properly. This dividing of opinions might indicate that there are some differences in how well the waste management is executed. Another possibility is that there are differences in instructions or education about waste management.

*“All of the dimensions are seen, or at least that is what we are aiming. For example, recycling and material efficiency are still not what it could be, but there has certainly been an improvement.”*

Energy efficiency was also pointed out to be one of the dimensions that need improvement. Respondents did not give any clear indications on what is lacking with energy efficiency or how to improve it, but clearly, it is a matter that should be considered. Material efficiency was also a dimension that got few responses. Respondents were worried about the amount of material that goes into waste, and that perfectly good excess material is not being used as something good but sent to landfill. Also, there could be improvement with more sustainable material choices and planning the logistics.

Several respondents were also worried about the state of carbon footprinting. Respondents state that there is a lot that could be done to decrease the level of the carbon footprint of operations. There was also a concern for using materials that pollute. For example, concrete was pointed out as being a remarkable source of carbon emissions, and it is used a lot in construction sites. This is also a dimension that the respondents would like to know more and state that this is a topic that should be educated and instructed also in the future.

Part of the respondents also stated that they feel like these goals are seen, but there is a clear need for improvement, with all or with some of the goals, but these aren't explained further. This group also includes improvement points that are not directly related to any of these goals, but more about the operations around them. Some of the respondents wish for better instructions and more information on these goals, and how to utilize these into action.

Finally, only 8 percent of respondents replied that none of these goals are seen in their everyday work. Some comment that profit is a leading force in their work and therefore environmental aspect is forgotten. Other comments were that the amount of mixed waste is significant and according to one respondent carbon-neutral way of building is an unfamiliar concept in the construction fields.

#### 4.5. Company performance: communication

Question number seven, and fifth open question in the questionnaire was “*What kind of image you have about Skanska’s environmental communication?*” The aim of this question was to find out how employees see Skanska’s communication that is related to sustainability. This question wanted to reveal whether the communication is effective and memorable. The answers were divided first into four groups: one that felt that they had a positive image of the communication, the second group consists of respondents that have acknowledged the communication, but think it has some improvements. The third group consists of individuals that have a negative image of the communication, and finally, the fourth group consists of respondents that have not witnessed any environmental communication, or do not have any memory about it.

42 percent of respondents indicated that they have a positive image of Skanska’s environmental communication. Respondents have commented that Skanska’s communication is conducted well, it is active, professional, effective, positive, high quality and even described as a leader in the field. One respondent stated, “*Communication is conducted well and it will definitely reach to everyone and make you think about the environment.*” The nature and the number of positive comments indicate that there are respondents that are positively affected by the communication.

40 percent of the respondents indicate that they have witnessed the communication but are not necessarily that content with it. The comments that stood out the most was that the communication is somewhat irregular and distant. Some of the respondents wish that communication would be more concrete and more understandable. Respondents want to have communication that presents concrete solutions that are connected to their own work. Respondents also indicate that the communication could be more courageous and visible, so it would stand out more. For respondents, it is also important that the image that is brought up is truthful and honest. Some of the respondents feel like Skanska is presenting an overly positive image, for example, the state of recycling in the construction sites. None of the respondents indicated that there is too much environmental communication, rather they would hope more of it.

13 percent of the respondents have something negative to say about the environmental communication. Mainly the respondents state that there is too little amount of communication or then it is too plain. The responses indicate that the employees wish Skanska would communicate more, be more courageous, straightforward and bring the message closer to the concrete level of work.

Finally, only 5 percent of the respondents stated that they have no image or reminiscence about Skanska's environmental communication. This is a positive number because it indicates that a significant majority is affected by environmental communication at some level. Figure 12 presents comments that all these themes collected from the employees, to create a better image of the opinions.

Positive Image (42%)	Neutral image / need for improvement (40%)	Negative image (13%)
<ul style="list-style-type: none"> <li>• On the right path</li> <li>• High-quality</li> <li>• Trendsetter</li> <li>• Effective</li> <li>• Comprehensive</li> <li>• Diverse</li> <li>• Caring</li> <li>• Active</li> <li>• Correct</li> <li>• Visible</li> </ul>	<ul style="list-style-type: none"> <li>• Unregular</li> <li>• Dilute</li> <li>• More concrete approach</li> <li>• Too complicated</li> <li>• Image vs. reality</li> <li>• More visibility/ coverage</li> <li>• Should be seen more often</li> </ul>	<ul style="list-style-type: none"> <li>• Not enough communication</li> <li>• Too distant</li> <li>• Too "quiet and shy"</li> <li>• Inconspicuous</li> <li>• Greenwash</li> <li>• Obscure</li> </ul>

Figure 12: Opinions related to environmental communication from respondents

#### *The effect of age on the reaction to communication*

There was also some variation with the reactions between different age groups. It seems that respondents that are between 41-50 years old have divided opinions since it is the age group with the biggest amount of positive opinions, but also the biggest number of respondents that have a negative image of the communication. Positive thing is that this is the only age group where all the respondents have witnessed environmental communication in some form or another. Respondents between 31-40 years old had the biggest number of respondents that haven't been affected by environmental communication at all. Respondents between the

ages 31-40 also have the smallest number of respondents that have a positive image of the communication. All of these results are presented below in Table 4.

Table 4: The influence of age to reaction to communication

Age group	Positive image	Neutral image or something to improve	Negative image	Have not been affected by communication
Under 30	45 %	41 %	9 %	5 %
31-40	25 %	63 %	6 %	6 %
41-50	52 %	29 %	19 %	0 %
Over 50	45 %	35 %	15 %	5 %

#### 4.6. Company performance: Barriers to work in a sustainable manner

Sixth and last open question was: “*What things are preventing you to work in a sustainable manner?*” First, the responses were divided into two groups: the first group consisted of answers that indicated that there isn’t anything preventing respondents to work in a sustainable manner. The second group consisted of respondents that indicate that there is something that might be preventing them to work in a sustainable manner.

21 percent of respondents offered the pursued answer that there is nothing that is preventing them to work in a sustainable manner. This indicates that the environment is designed in a way that employees feel like they can perform needed operations in the best possible manner. 79 percent of respondents, on the other hand, felt like there is something that is preventing them to work in a sustainable manner. These reasons are grouped under six headings: *personal motivation, work environment and attitudes, lack of resources, lack of information and time, practices and protocols* and *other reasons*. These themes are presented in Figure 13.

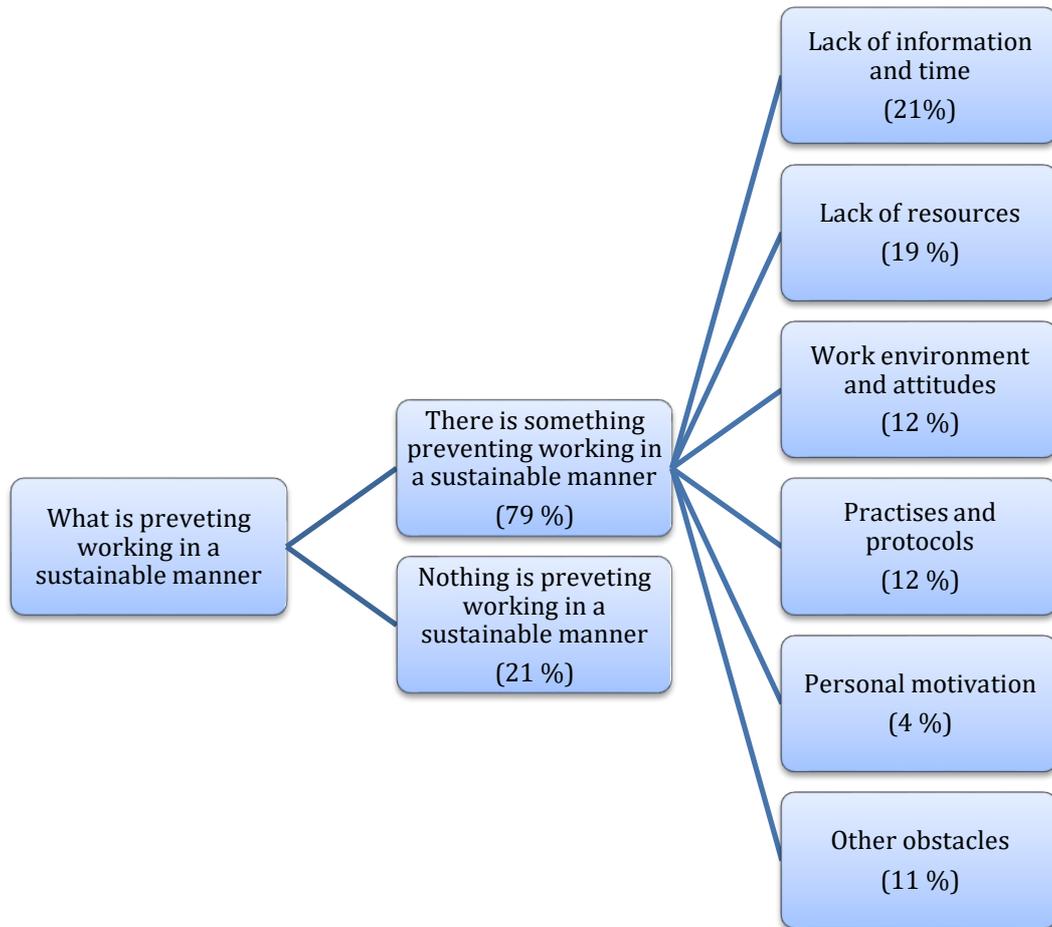


Figure 13: What is preventing working in a sustainable manner according to respondents

#### *Lack of information and time*

Lack of information stood out from these answers with 10 percent, like also with some other questions. With the results, it is possible to see that employees need more information and mainly in the form of concrete instructions. Some state that they have received the information, but it is lacking the concrete guidance on how to conduct it in action. Also, lack of time was stated to be one of the reasons that prevent environmentally sustainable actions, with 10 percent also. When employees are in a hurry, they have no resources on calculating the materials accurately, organize proper recycling or do any developing in this field. When time is limited, the extra work needs to be cut out. Both lack of information and time together are preventing 21 percent of the respondents to work in a sustainable manner.

### *Lack of resources*

Up to 19 percent of respondents stated that the most significant obstacle in their work is strict budgets and the maximization of profits. This creates a situation where it is mandatory to use the cheapest materials, and these are not always the eco-friendliest. This is a major problem, and for employees, almost impossible to influence on. Respondents also commented that a significant amount of economic pressure comes from procurement and customers when the aim is to build as low cost as possible. One respondent has stated the following: *“The economic boundary conditions and objectives don’t necessarily encourage to carry out all the means that could be done in order to fulfill the environmental targets.”*

### *Work environment and attitudes*

12 percent of respondents feel that attitudes among other employees and managers are affecting their ability to work in a sustainable manner. It is difficult if there are colleagues that do not share mutual values and are not ready to put in an effort to promote sustainability. Also, few respondents indicate that the problem is a negative attitude towards environmental issues. For employees, it is also important that the managers are committed to environmental values and share the same state of mind with the whole group.

### *Practices and protocols*

About 12 percent of respondents said that established practices and strict protocols are preventing them to work in a sustainable manner. Respondents state that some of these practices are old-fashioned and do not respond to the modern way of work. Also, different laws and regulations are forcing to be unsustainable. For example, excess material that is not used has to be thrown away instead of recycling it to better use.

### *Personal motivation*

A small number (4 %) of respondents admitted that their personal reasons are preventing them to work in the best possible manner. Respondents describe that they are indolent and unconcerned about environmental issues and that is affecting the efficiency. On the other hand, some state that their own possibility to influence is so low, that it does not motivate. One respondent commented that even though the motivation is not that high, Skanska surely is helping to make it easy to work in a sustainable manner.

### *Other obstacles*

This category includes separate matters that are affecting the respondent's ability to work in a sustainable manner. This category includes 11 percent of the responses. The majority of these answers follow the same ideas than what have come up with questions two and four. The common reasons that emerged from this question included limited possibilities to recycle and using unsustainable materials. Other reasons were lack of established practices, usage of disposable materials and force to travel by own car.

#### **4.7. Observations on CSR activities**

After the mandatory demographic information and open questions, the questionnaire form had a self-imposed question: *“Other comments, observations or improvement points related to environmental sustainability”* this question included 35 responses that were related to some way or another to environmental sustainability. It was possible to roughly divide the answers into two categories:

- 1) the atmosphere, attitudes and non-tangible matters
- 2) tangible, concrete matters

In the first category, answers were related to emphasizing the meaning of sustainability and how important it is that Skanska, and especially the environmental department, is doing active work in promoting sustainability. The respondents accentuate that there is a lot that could still be done, and several respondents state that they hope that the awareness of environmental issues is still spread. Answers also accentuate the importance of attitude change concerning the whole organization, and respondents wish for more courageous steps towards being even more sustainable. One respondent even reminds that customers are becoming more and more demanding, so Skanska needs to prepare to fulfill these demands. Here is a comment from one respondent:

*“I think it is great to work in a company where we have environmental department and aspiration to develop in terms of this topic (sustainability). However, this brings a feeling whether it is only about image and marketing, and ultimately about money. I would like to get rid of this cynic thinking. I hope that these things take great steps forward and that sustainability would be seen more as a part of everyday work. Thank you environmental department, you are doing valuable work!”*

Other comments were related to more concrete suggestions and ideas. These ideas follow somewhat the same idea that came up with mandatory open-questions. Respondents wish that sustainability would be considered already when planning the operations, and that support would be offered in the construction sites, where sustainability is in central role. Respondents also wish that certain materials would be replaced with more sustainable alternatives and that more attention would be directed to waste management and recycling.

## 5. DISCUSSION

This chapter presents a discussion between the theory and the results of the study. I first introduce the theoretical implications of the integrated model. In this section, the results of the study are connected to the model. Second, the results of the research questions are presented. At the end of this chapter, the practical implications of the study are presented, included with suggestions on what Skanska could do at a concrete level.

### 5.1. Theoretical implications

This study examines concepts of employee engagement and micro-CSR and complements this with a questionnaire conducted to the employees of Skanska. Employee engagement is examined through benefits, drivers and different theories explaining the nature of employee engagement. Micro-CSR, on the other hand, is examined mostly through comprehensive model by Gond. et al. (2017), mainly focusing on the individual outcomes of micro-CSR. Communication is also examined briefly in the theory since it is closely connected with both concepts.

In order to gain a better understanding of these theories and how these are connected, an *Integrated model of employee engagement and micro-CSR* was created. This model is originally presented in Figure 5 in the theory section, while in Figure 14, the model is presented and complemented with the results of the employee questionnaire. The employee questionnaire both complemented and evaluated the integrated model. The complemented contributions to this model are marked with a yellow background, to make the distinction with the original model and with the results that are promoted from the questionnaire.

The model presented in Figure 14, was created to present the main ideas of the chosen theories in an understandable way, and to present the relationship between these operators. The questionnaire conducted to the employees did not focus on the entire model, but more as specific parts of it. Firstly, the questionnaire provides characteristics of desired and effective communication. Secondly, it provides a new driver for engagement. Thirdly, the questionnaire provides complements to the barriers of micro-CSR and fourthly, it examines

how well Skanska have succeeded with two dimensions of the employee engagement drivers: work environment and atmosphere and goals

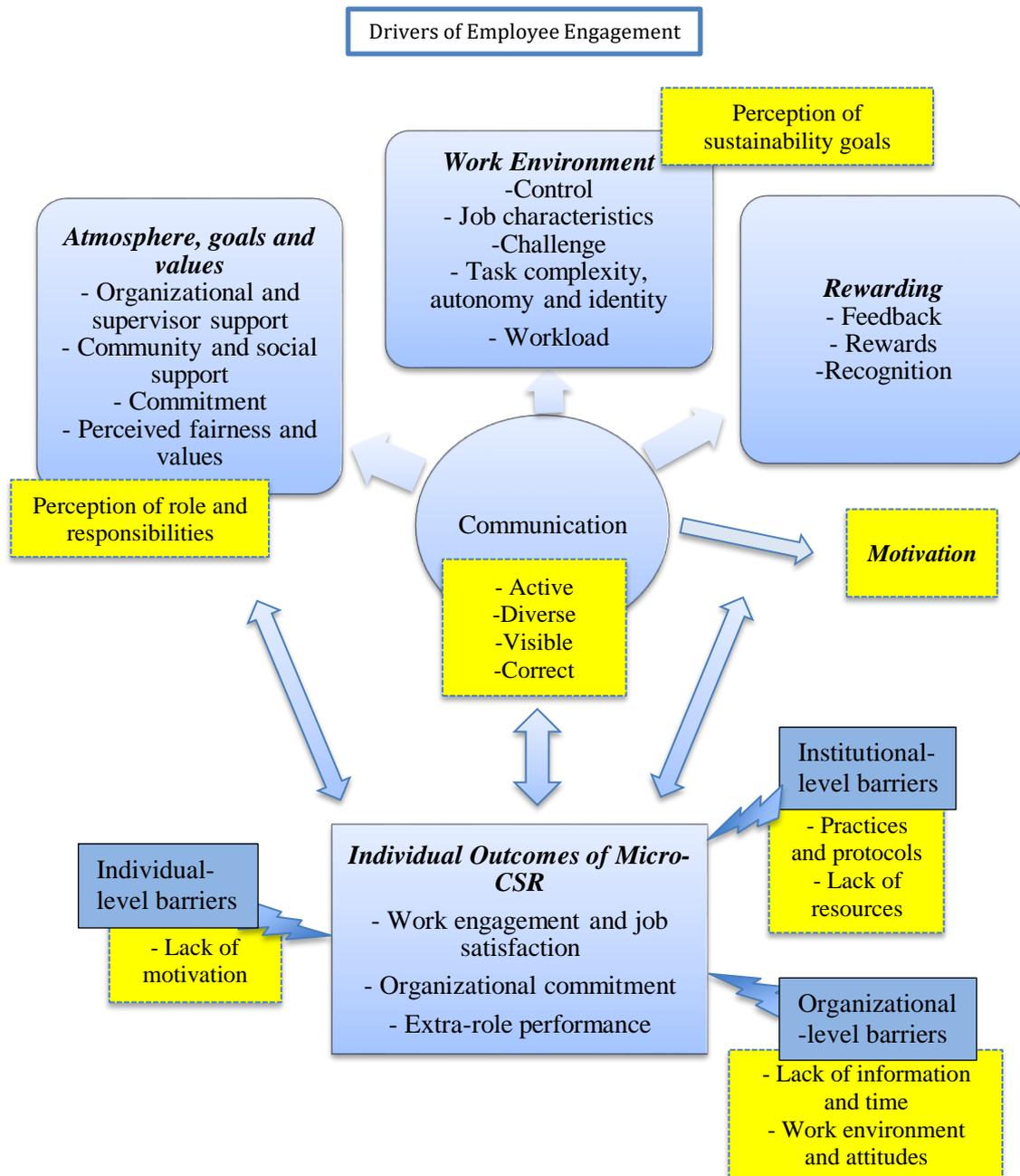


Figure 14: Integrated model of employee engagement and micro-CSR complemented with study results

### *Barriers*

In the model barriers of CSR have been divided into three sectors: individual barriers, institutional barriers and organizational barriers according to Garavan (2010). One of the individual barriers presented by Garavan (2010) was personal motivation, and this can be confirmed with the results from the questionnaire, with few respondents stating that the barrier to work according to sustainable protocols is lack of their own personal motivation. The study did not discover any other personal factors that could affect the individual level of barriers. However, the questionnaire discovered factors that can be used to complement the institutional level as well as organizational level barriers. The results indicated that strict practices and protocols and lack of resources are preventing respondents from promoting sustainability. These factors are included in institutional level barriers. At organizational level, the respondents indicated that the barriers are lack of information and time and organizational culture and climate. This culture and climate as an organizational-level barrier has also been confirmed by Garavan (2010). Thus, these results of the study both confirm and complement the previous studies presented in the theory.

### *Communication*

The results of the questionnaire also indicate that a significant majority of the employees are affected by Skanska's communication on some level. Theories about communication are offering solutions on how to communicate to employees, for example, Barrett (2002) is presenting that communication should be conducted in a way that it is well-targeted, consistent and aligned with the company's strategic goals. These characteristics can be complemented with results that have been promoted by respondents. From the employee's perspective, Skanska's communication should be active, diverse, more visible and correct. These attributes have been used to complement the model in Figure 14.

### *Motivation*

The results of the questionnaire also provided a complement to the drivers of employee engagement. Even though the motivation, or more precisely the lack of it, seems to be connected with the barriers of working in a sustainable manner, the results indicated that it could also be seen as an engagement driver. The connection between motivation and employee engagement has also been noticed for example by Bailey et al. (2017) and with Herzberg's Two Factor Theory (1959). From the results, it was positive to see that the

majority of respondents are motivated because of their own interest towards sustainability. The results indicated that respondents share the same perceptions and values about sustainability than what Skanska is aiming for. For example, Maslach et al. (2001) stated that engagement drivers include the perception of values. Due to this, motivation is added as one of the engagement drivers.

Other engagement drivers that are connected in this model include atmosphere and goals, work environment and rewarding. These dimensions are collected from several authors (Hackman & Oldham 1975; Locke 1968; Maslach et al. 2001; Saks 2006) that have presented the most important drivers that promote engagement. One of the goals for this thesis was to find out indications of the level of engagement among employees. Therefore, the questionnaire included questions related to two of these engagement dimensions to have basic knowledge of what is the perception of certain engagement drivers among employees.

#### *Perceptions of roles and responsibilities*

A clear perception of the role and responsibilities at work is classified under the theme *work environment* in the integrated model. A significant majority (96%) of the employees stated that they are aware of their role or responsibility and can identify what it is. This evaluates one aspect of the work environment -driver that promotes the atmosphere of engagement. This result indicates that Skanska has succeeded in conveying the role and responsibilities to employees, which provides one crucial factor for engagement to be successful.

#### *Perceptions of sustainability goals*

Perception of the sustainability goals of the company is labeled under the driver *atmosphere and goals*. This part of the model was evaluated by measuring how many of the respondents indicate that these goals are seen in their everyday work. According to the results little under one third indicated that these goals are seen in their work. The rest of the respondents indicated that not all the goals are seen, or then none of the goals are seen in everyday work. This indicates that at least this aspect of the driver *atmosphere and goals* is not conducted as well as it could be in order to promote engagement.

From the Figure 14, it is possible to see that the employee questionnaire provided several features to either complement or evaluated the existing model that was created based on

relevant literature of employee engagement and micro-CSR. The study provided important details for the model, and also to existing literature. The model presented in Figure 14, is a tool that Skanska can use when planning their CSR operations or when improving their employee engagement strategy. This model provides insight for relevant literature, and also opinions and ideas from their employees, that convert this model to be more personal and directly allocated for Skanska.

## **5.2. Results for the research question**

The aim of this thesis was to find out the answer for three research questions. The study was successful because it provided answers to each question. These questions and the results are presented below one by one.

*Q1: How employees have embedded sustainability in their practices?*

This question can be answered by evaluating how employees see their role and how well the sustainability goals are seen in their work. The results of the questionnaire indicated that a significant majority of employees (96 %) know their role in promoting sustainability and can identify more precisely what it is. This indicates that Skanska has been able to engage employees successfully to their position, in order for them to recognize what is expected.

Another measure is how well employees recognize the sustainability goals of Skanska in their work. Little over one-third of the respondents state that all the goals are seen, and over half of the respondents indicate that some of the goals are seen, but there is a need for improvement. This again indicates that Skanska has been rather successful in conveying the sustainability goals to employees. However, the results indicate that there is still room for improvement.

The fact that employees acknowledge barriers that prevent working in a sustainable manner and are eager to point out improvement matters, also indicates that employees are embedded in sustainability at a level that they can point out defects from their environment. This indicates that the employees have assimilated sustainability as a part of everyday work and are ready to express their opinions.

*Q2: What is the main motivation of employees to adopt sustainability practices?*

The second research question was related to the source of employees' motivation to work in a sustainable manner. The answer to this research question can be directly found from the question six. Surprisingly 89 percent of the respondents have some other motivation to work in a sustainable manner than just mandatory obligations. Rest of the respondents are working mainly because of regulations and obligations, so they do not have any other major motivation in doing so. 76 percent of these respondents that have some other motivation than obligations, stated that their inner motivation stems from concern towards the environment. The majority of the respondents are worried about the state of our environment, are interested in environmental sustainability and want to offer a better future for new generations. This inner source of motivation to work for a better future is only a positive thing for Skanska since the employees are more willing to work towards mutual sustainability goals when their values are in the same line with Skanska. This also offers Skanska the perfect opportunity to put extra effort on promoting sustainability, since it seems that it is also something that the majority of the employees would appreciate.

Exploring the results of the questionnaire in the light of the integrated model, the results present that motivation can either be seen as a barrier of CSR actions or act as a driver for engagement. The results indicate that a lack of personal motivation is seen as one of the barriers to work in a sustainable manner according to the respondents. The number of respondents that indicate that a lack of personal motivation is a barrier for them was modest. However, it was still seen as significant because it presents a personal barrier, whereas other barriers were mainly related to organizational or institutional factors. On the other hand, motivation can also be seen as a driver of engagement according to literature. Some of the responses verify this statement by indicating that the respondents share the same values and goals than Skanska, and this is seen as an important factor for engagement. Hence, the role of motivation can either be seen as a driver, or lack of it can be seen as a barrier.

*Q3: What are the main barriers for employees to work in a sustainable manner?*

In the integrated model the barriers are divided into individual-level barriers, organizational-level barriers and institutional-level barriers. According to the results of the employee questionnaire, some barriers extend to all of these dimensions. Altogether five main barriers were collected from the answers: *lack of information and time, lack of resources, work*

*environment and attitudes, practices and protocols* and *personal motivation*. Personal motivation found to be also one of the drivers for engagement, but lack of it appears to be one of the barriers of engaging in CSR activities.

### **5.3. Practical implications of the study**

This study aimed to find out how employees see and react to Skanska's environmental sustainability. The questionnaire that was conducted to employees collected a fair amount of responses in a short time. Collected answers gave a good impression on how employees see their role, what motivates them, what could be improved and how the communication is affecting them.

The questionnaire that was conducted generated several positive results. For example, it was positive to see that only a small minority of respondents stated that are unsure of their role, and the significant majority seemed to understand and recognize their role and responsibility. This indicates that Skanska has succeeded in engaging employees rather well to environmental sustainability because they are aware of what is expected. This also indicates that the communication has been clear, and employees are aware of the sustainability goals in their own work.

Even though it seems that employees are quite aware of how to work in a sustainable manner, there seem to be several things that could be improved. This shows that the employees are active and aware to point out the possible improvement points. Many of the things that emerged from the responses are concrete actions that could easily be done with low-budget. Also, things like attitude related problems were mentioned, but these are issues that demand more long-term dedication.

What emerged from open questions five, eight and nine is the need for education and instructions. Responses indicated that there is a need for better instructions and more training on how to work in a sustainable manner. The specific need seems to be how sustainability can be considered in employees' own work, or other words, how to conduct sustainability in concrete. Some even responded that lack of consistent, clear instructions is preventing them to work in a sustainable manner.

Communication, which is an important point in engaging employees, seems to be conducted well. Almost half of the respondents stated that they have a positive image of Skanska's environmental communication. It was also positive to discover that the majority of the respondents have been affected by the communication at some level. When the coverage of communication is this successful, it is easy to solely concentrate on improving the content. However, one clear improvement that could be conducted, is to communicate more about the five main sustainability goals. Also, some respondents feel like Skanska is presenting an overly positive image for example about the state of recycling in the construction sites. This can be one way to encourage employees and lift the spirit, but if the reality is different in the eyes of employees, this might affect the reliability of the communication. With stakeholder communication, it is important to maintain the trustworthiness. Therefore, environmental communication should be as realistic as possible.

Probably the most positive result arises from the question that inquired the source of motivation. A remarkable majority of respondents stated that their motivation stems from their own interest toward sustainability. It is positive to see that employees have internal motivation on working towards being more sustainable. This makes it easy for Skanska to engage them in CSR activities. This also indicates that the employees might be more willing to engage since they are sharing the same values. This naturally means that Skanska needs to continue working for improving sustainability, and through this the employees might become even more engaged in the future.

To conclude these findings on a concrete level, in the future Skanska could concentrate on improving its communication. It seems that the environmental communication is reaching the majority of the employees that participated in the study, but according to the results there could be even more communication, and it should be more courageous and opinionated. Since the coverage of the communication is comprehensive, the resources can be sifted only to improving it. Closely connected to communication is also instructions and education, which was mentioned several times in the responses. Employees would wish for more coherent information on how to promote sustainability in their work, and they would also hope for more education related to this. Skanska should pay attention that all employees are aware of what is expected for their job in terms of promoting sustainability, and that there is always a possibility to get help and access for further instructions.

Skanska should also pay attention to barriers and improvement points that emerged from the responses. Some of these improvement matters are simple and easy to conduct with low-budget. These affordable changes are small steps, but these would have a big impact in the long run. Conducting these changes would also indicate to employees that even the smallest matters are considered. Some of the improvement ideas would consume more work and resources, but these are something that could still be considered and taking account when planning future operations.

## 6. CONCLUSIONS

This is the final chapter of this thesis. First, this chapter concludes all the important findings this study generated. After this, limitations and suggestions for future research are presented.

### 6.1. Summary of findings

From the recent state of Skanska's environmental sustainability and the results of the questionnaire, it is easy to see that sustainability is taken seriously in Skanska. Sustainability is considered in strategy, planning, communications and embedding it also to more concrete actions. The company is taking significant efforts in changing its operations to be more sustainable and to connect the environmental aspect into the everyday work.

From the results of the questionnaire, it is possible to see that Skanska's environmental actions are also affecting the employees. The questionnaire collected a reasonable amount of responses and the nature of the responses indicate that sustainability is a topic that the majority of the respondents are interested in. It is also something that promotes opinions and ideas among employees. This is a positive thing since it means that the employees are clearly affected by Skanska's sustainability actions. Knowing that the respondents are alert and responsive towards sustainability, it is easy to engage them more and also involve them in decision making.

This thesis also generated an integrated model that is based on the literature used in this thesis. This model can be used as a guidance tool on what to consider when engaging employees in CSR activities of the company. This model is a reminder of how different aspects of communication, employee engagement and micro-CSR are connected, and how this connection should be utilized at a concrete level. In the findings, this model is complemented and evaluated with the results of the questionnaire that makes the model more concrete and allocated for Skanska. The model was complemented with new engagement driver, barriers and characteristics for effective communication. The aim is that this integrated model presents the most important factors of the theory together with the results of the questionnaire, to perform a coherent picture of how the theory and results are

connected. Hopefully, this model will provide insights for Skanska when planning future operations

## **6.2. Limitations and future research**

The study that was conducted to the employees of Skanska, provided a fair amount of responses in a short time. It also collected answers wide across the whole organization from respondents in different operations and different age groups. However, this sample size presents only a small number of employees that work for Skanska in Finland. Therefore, the study only presents some indication of the opinions among employees.

This study and the results can be used as a foundation or inspiration for new studies. In the future, the questionnaire could be spread to reach more employees, for example, construction workers who do not use a computer in their work and are harder to reach. The same study could also be conducted to two different operation groups, for example, the construction field workers and upper executives in the office, to discover are there differences in opinions between different operation groups. To get even deeper view of the opinions, the data collection could be done with personal interviews.

In the future, this type of study could be also conducted to subcontractors, suppliers and other business partners to find out how they feel about certain topics. It would be interesting to discover how they see Skanska's environmental sustainability, what is their approach to this topic and how are different stakeholders affecting each other.

The topic of environmental sustainability could be studied in a myriad of ways, and it will always provide interesting results. The important thing is to closely inspect how opinions, motivation and engagement toward sustainability is evolving. This way it is possible to evaluate whether the development of environmental sustainability in Skanska is going in the right direction. In a year or two this same study could be conducted again to see if employees' source of motivation has changed, and has Skanska been able to make changes to promote sustainability even more than before.

## REFERENCES

- Adams, J. S. (1963) Toward an Understanding of Inequity. *Journal of Abnormal and Social Psychology* 67, 422-436.
- Aguilera, R. V., Rupp, D. E., Williams, C. A. & Ganapathi, J. (2007). Putting the S back in Corporate Social Responsibility. A multilevel Theory of Social Change in Organizations. *Academy of Management Review* 32, 3, 836-863.
- Aguinis, H. (2011) Organizational Responsibility: Doing Good and Doing Well. In Zedeck, S. (Ed.) *APA handbook of industrial and organizational psychology*. Washington, DC, American Psychological Association.
- Aguinis, H. & Glavas, A. (2012) What We Know and Don't Know About Corporate Social Responsibility: A Review and Research agenda. *Journal of Management* 38, 4, 932-968.
- Allan, B. (2017) Task Significance and Meaningful Work: A Longitudinal Study. *Journal of Vocational Behavior* 102, 174-182.
- Arnold, D. G. & Valentin, A. (2013) Corporate Social Responsibility at the Base of the Pyramid. *Journal of Business Research* 66, 10, 1904-1914.
- Baden, D. (2016) A Reconstruction of Carroll's Pyramid of Corporate Social Responsibility for the 21st Century. *International Journal of Corporate Social Responsibility* 1, 1, 1-15.
- Bailey, C., Madden, A., Alfes, K. & Fletcher, L. (2017) The Meaning, Antecedents and Outcomes of Employee Engagement: A Narrative Synthesis. *International Journal of Management Reviews* 19, 1, 31-53.
- Bakker, A. B. & Demerouti, E. (2008) Towards a Model of Work Engagement. *Career Development International* 13, 3, 209-223.

Barrett, D. J. (2002) Change communication: using strategic employee communication to facilitate major change. *Corporate Communications: An International Journal* 7, 4, 219-231.

Bowen, H. R. (1953) *Social Responsibilities of the Businessman*, Harper, New York.

Braun, V. & Clarke, V. (2006) Using Thematic Analysis in Psychology. *Qualitative Research in Psychology* 3, 2, 77-101.

Bryman, A. & Bell, E. (2011) *Business Research Methods*. 3<sup>rd</sup> Ed. New York, Oxford University Press.

Bryman, A. & Bell, E. (2015) *Business Research Methods*. 4<sup>th</sup> Ed. New York, Oxford University Press.

Burch, G. F., Heller, N. A., Burch, R. F. & Steed, S. A. (2015) Student Engagement: Developing a Conceptual Framework and Survey Instrument. *Journal of Education for Business* 90, 4, 224-229.

Carroll, A. B. (1979) A Three-dimensional Conceptual Model of Corporate Social Performance. *Academy of Management Review*, 4, 4, 497–505.

Carroll, A. B. (1991) The Pyramid of Corporate Social Responsibility: Toward the Moral Management of Organizational Stakeholders. *Business Horizons* 34, 4, 39-48.

Carroll, A. B. (2016) Carroll's Pyramid of CSR: Taking Another Look. *International Journal of Corporate Social Responsibility* 1, 3, 1-8.

Chaudhary R. (2017) Corporate Social Responsibility and Employee Engagement. Can CSR Help in Redressing the Engagement Gap? *Social Responsibility Journal* 13, 2, 323-338.

Craig, W. (2018) 8 Benefits of Measuring Employee Engagement [www document]. [Accessed 20 May 2019]. Available

<https://www.forbes.com/sites/williamcraig/2018/09/18/8-benefits-of-measuring-employee-engagement/#2e3880da7c55>

Cropanzano, R., Bryne, Z. S., Bobcoel, D. R. & Rupp, D. E. (2001) Moral Virtues, Fairness Heuristics, Social Entities, and Other Denizens of Organizational Justice. *Journal of Vocational Behavior* 58, 2, 164-209.

Davidson, K. (2009) Ethical Concerns at the Bottom of the Pyramid: Where CSR Meets BOP. *Journal of Business Ethics* 2, 1, 22-32.

Deci, E. L. & Ryan, R. M. (1985) *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum.

Deci, E. L. & Ryan, R. M. (2003) *Handbook of Self-Determination Research*. New York, The University of Rochester Press.

De Roeck, K. & Maon, F. (2018) Building the Theoretical Puzzle of Employees' Reactions to Corporate Social Responsibility: An Integrative Conceptual Framework and Research Agenda. *Journal of Business Ethics* 149, 3, 609-625.

Dhanesh, G. S. (2014) CSR as Organization-Employee Relationship Management Strategy: A Case Study of Socially Responsible Information Technology Companies in India. *Management Communication Quarterly* 28, 1, 130-149.

Donaldson, T. (1996) Values in Tension: Ethics Away from Home. *Harvard Business Review* 74, 5, 48.

Edmondson, A. (1999) Psychological Safety and Learning Behavior in Work Teams. *Administrative Science Quarterly* 44, 350-383.

El Akremi, A., Gond, J.-P., Swaen, V., De Roeck, K. & Igalens, J. (2015). How do Employees Perceive Corporate Responsibility? Development and Validation of a

Multidimensional Corporate Stakeholder Responsibility Scale. *Journal of Management* 44, 2, 619-657.

Emerson, R. M. (1976) Social Exchange Theory. *Annual Review of Sociology* 2, 335-362.

Ferreira, P. & Oliveira R. (2014) Does Corporate Social Responsibility Impact on Employee Engagement? *Journal of Workplace Learning* 26, 3 / 4, 232-248.

Flick, U. (2009) An Introduction to Qualitative Research. 4<sup>th</sup> ed. London: SAGE Publications.

Fried, Y., & Ferris, G. R. (1987) The Validity of the Job Characteristics Model: A Review and Meta-Analysis. *Personnel Psychology* 40, 2, 287-322.

Friedman, M. (1970) The Social Responsibility of Business is to Increase its Profits. *New York Times*, 122-126.

Frynas, J. G. & Stephens, S. (2015) Political Corporate Social Responsibility: Reviewing Theories and Setting New Agendas. *International Journal of Management Reviews* 17, 4, 483-509.

Garavan, T. N., Heraty, N., Rock, A. & Dalton, E. (2010) Conceptualizing the Behavioral Barriers to CSR and CS in Organizations: A Typology of HRD Interventions. *Advances in Developing Human Resources* 12, 5, 587-613.

Gautier, A. & Pache, A.-C. (2015) Research on Corporate Philanthropy: A Review and Assessment. *Journal of Business Ethics* 126, 3, 343-369.

Glavas, A. (2012) Employee Engagement and Sustainability: A Model for Implementing Meaningfulness at and in Work. *Journal of Corporate Citizenship* 46, 13-29.

Glavas, A. (2016) Corporate Social Responsibility and Organizational Psychology: An Integrative Review. *Frontiers In Psychology* 7, 144.

- Gillham, B. (2000) *Case Study Research Methods*. London, Bloomsbury Publishing PLC.
- Golafshani, N. (2003) Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report* 8, 4, 597-606.
- Gond, J.-P., Akremi, A. E., Swaen, V. & Babu, N. (2017) The Psychological Microfoundations of Corporate Social Responsibility: A Person-Centric Systematic Review. *Journal of Organizational Behavior* 38, 2, 225-246.
- Hackman, J. R., Oldham, G. R., Janson, R. & Purdy, K. (1975) New Strategy for Job-Enrichment 17, 4, 57-71.
- Hamidu, A. A., Haron, H. M. & Amran, A. (2015) Corporate Social Responsibility: A Review on Definitions, Core Characteristics and Theoretical Perspectives. *Mediterranean Journal of Social Sciences* 6, 4, 83-95.
- Hamidu, A. A., Ibrahim, M. & Daneji, B. (2014) Exploring the Roles of Stakeholder Engagement and Stakeholder Management in CSR Practice. *Australian Journal of Business and Management Research* 4, 5, 1-8.
- Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002) Business-Unit-Level Relationship Between Employee Satisfaction, Employee Engagement, and Business Outcomes: A Meta-Analysis. *Journal of Applied Psychology* 87, 2, 268-279.
- Heikkinen, J. (2009) *Skanskan Henkilöstön Ympäristötietoisuuden Kartoitus*. Bachelor's Thesis. Turku University of Applied Sciences, Sustainable Development.
- Herzberg, F., Mausner, B. & Snyderman, B. B. (1959) *The Motivation to Work*. 2<sup>nd</sup> ed. New York, John Wiley.
- Herzberg, F. (2003) One More Time: How Do You Motivate Employees? *Harvard Business Review* 81, 1, 87-96.

- Homans, G. C. (1958) Social Behavior as Exchange. *American Journal of Sociology* 63, 6, 597-606.
- Jo, S. & Shim, S. W. (2005) Paradigm shift of employee communication: The effect of management communication on trusting relationships. *Public Relations Review* 31, 277-280.
- Jones, D. A., Willness, C. R. & Glavas, A. (2017) When Corporate Social Responsibility (CSR) Meets Organizational Psychology: New Frontiers in Micro-CSR Research, and Fulfilling a Quid Pro Quo through Multilevel Insights. *Frontiers in Psychology* 8, 520.
- Kahn, W. (1990) Psychological Conditions of Personal Engagement and Disengagement at Work. *The Academy of Management Journal* 33, 4, 692-742.
- Kang, Y. C. & Wood, D. J. (1995). Before-Profit Social Responsibility: Turning the Economic Paradigm Upside-down. *Proceedings of the International Association for Business and Society* 6, 809-829.
- Karanges, E., Johnston, K., Beatson, A. & Lings, I. (2015) The Influence of Internal Communication on Employee Engagement: A Pilot Study. *Public Relations Review* 41, 1, 129-131.
- Khatun, K., Islam, A., Noor, I. & Sa'aban, S. (2015) A Review on Trends of Corporate Social Responsibility. *The Social Sciences* 10, 2, 166-170.
- Kumar, V. & Pansari, A. (2015) Measuring the Benefits of Employee Engagement. *MIT Sloan Management Review* 56, 4, 67-72.
- Leeds, J. P. & Nierle, D. (2014) Engaging in Healthy Debate Over Employee Engagement. *Public Manager* 43, 4, 61-64.
- Locke, E. A. (1968) Toward a Theory of Taks Motivation and Incentives. *Organizational Behavior and Human Performance* 3,2, 157-189.

Locke, E. A. & Latham G. P. (2006) New Directions in Goal-Setting Theory. *Current Directions in Psychological Science* 15, 5, 265-268.

Loerzel, T. (2019) Smashing the Barriers to Employee Engagement. *Journal of Accountancy* 227, 1, 28-32.

Loher, B., Noe, R., Moeller, N. & Fitzgerald, M. (1985) A Meta-Analysis of the Relation of Job Characteristics to Job Satisfaction. *Journal of Applied Psychology* 70, 2, 280–289.

Macey, W. H. & Schneider, B. (2008) The Meaning of Employee Engagement. *Industrial and Organizational Psychology*, 1, 1, 3-30.

Mann, A. & McCarville, B. (2016) Engaging Employees: Big Companies Need the Most Improvement. [www document]. [Accessed 23 April 2019]. Available <https://news.gallup.com/businessjournal/188675/engaging-employees-big-companies-need-improvement.aspx>

Markos, S. & Sridevi, M. S. (2010) Employee Engagement: The Key to Improving Performance. *International Journal of Business Management* 5, 12, 89-96.

Marrelli, A. F. (2011) Employee Engagement and Performance Management in the Federal Sector. *Performance Improvement* 50, 5, 5-13.

Maslach, C., Schaufeli, W. B. & Leiter, M. P. (2001). Job Burnout. *Annual Review of Psychology*, 52, 1, 397-422.

Maslow, A. H. (1943) A Theory of Human Motivation. *Psychological Review* 50, 4, 370-396

Masoud, N. (2017) How to Win the Battle of Ideas in Corporate Social Responsibility: The International Pyramid Model of CSR. *International Journal of Corporate Social Responsibility* 2, 1, 1-22.

May, D. R., Gilson, R. L. & Harter L. M. (2004) The Psychological Conditions of Meaningfulness, Safety and Availability and the Engagement of the Human Spirit at Work. *Journal of Occupational and Organizational Psychology*, 77, 11-37.

Medlin, B. & Green, K. (2008) The Relationship Among Goal Setting, Optimism and Engagement: The Impact on Employee Performance. *Allied Academies International Conference. Academy of Organizational Culture, Communications and Conflict*. 13, 1, 51-56.

Mirvis, P. (2012) Employee Engagement and CSR: Transactional, Relational and Developmental Approaches. *California Management Review* 54, 4, 93-117.

Morsing, M. & Schultz M. (2006) Corporate Social Responsibility Communication: Stakeholder Information, Response and Involvement Strategies. *Business Ethics: A European Review* 15, 4, 323-338.

Morgan, D. L. (1993) Qualitative Content Analysis: A Guide to Paths Not Taken. *Qualitative Health Research* 3, 1, 112-121.

Mory, L. Wirtz, B. W. & Göttel, V. (2016) Factors of Internal Corporate Social Responsibility and the Effect on Organizational Commitment. *The international Journal of Human Resource Management* 27, 13, 1393-1425.

Nalband, N. A. & Kelabi, S. A. Redesigning Carroll's CSR Pyramid Model. *Journal of Advanced Management Science* 2, 3, 236-239.

Nejati, M & Ghasemi S. (2013) Corporate Social Responsibility and Organizational Commitment: Empirical Findings From a Developing Country. *Journal of Global Responsibility* 4, 2, 263-275.

Neuendorf, K. A. (2019) Content Analysis and Thematic Analysis. In: Brough, P. (ed) Oxon, Routledge.

Polman, P. & Bhattacharya, C. (2016) Engaging Employees to Create Sustainable Business. *Stanford Social Innovation Review* 14, 4, 34-39.

Rupp, D. E., Ganapathi, J., Aguilera, R. V. & Williams, C. A. (2006) Employee Reactions to Corporate Social Responsibility: An Organizational Justice Framework. *Journal of Organizational Behavior* 27, 4, 537–543.

Rupp, D. E. & Mallory, D. (2015) Corporate Social Responsibility: Psychological, Person-Centric, and Progressing. *Annual Review of Organizational Psychology and Organizational Behavior* 2,1, 211-236.

Saks, A. (2006) Antecedents and Consequences of Employee Engagement. *Journal of Managerial Psychology* 21, 7, 600-619.

Salanova, M., Agut, S. & Peiro, J. M. (2005) Linking Organizational Resources and Work Engagement to Employee Performance and Customer Loyalty: The Mediation of Service Climate. *Journal of Applied Psychology*, 90, 6, 1217-1227.

Schaufeli, W. B., Bakker, A. B. (2004) Job Demands, Job Resources, and their Relationship with Burnout and Engagement: a Multi-Sample Study. *Journal or Organizational Behavior* 25, 293-315.

Schaufeli, W. B., Bakker, A. B. & Rhenen, W. V. (2009) How Changes in Job Demands and Resources Predict Burnout, Work Engagement, and Sickness Absenteeism. *Journal of organizational behavior* 30, 7, 893-917.

Silverman, D. (2001) *Inrerpreting Qualitative Data: Methods for Analysing Talk, Text and Interaction*. 2<sup>nd</sup> Ed. SAGE Publications, London.

Skanska (2018) Henkiöstötutkimus, BU Skanska Finland.

Skanska (2019a) Laatu [www document]. [Accessed 17 April 2019]. Available <https://www.skanska.fi/tietoa-skanskasta/skanska-suomessa/laatu/>

Skanska (2019b) Skanska Suomessa [www document]. [Accessed 23 April 2019]. Available <https://www.skanska.fi/tietoa-skanskasta/skanska-suomessa/>

Skanska (2019c) Arvot [www document]. [Accessed 23 April 2019]. Available <https://www.skanska.fi/tietoa-skanskasta/skanska-suomessa/arvot/>

Skanska (2019d) Ympäristö [www document]. [Accessed 25 June 2019]. Available <https://www.skanska.fi/tietoa-skanskasta/vastuullisuus/ymparisto/ymparistotehokkuuden-aikajana/>

Skanska (2019e) Skanskan Väripaletti [www document]. [Accessed 25 June 2019]. Available [http://skanska.smartpage.fi/fi/varipaletti/files/Skanskan\\_varipaletti.pdf](http://skanska.smartpage.fi/fi/varipaletti/files/Skanskan_varipaletti.pdf)

Skanska (2019f) Skanska Oy Teki Erinomaisen Tuloksen vuonna 2018 [press release]. [Accessed 18 August 2019]. Available <https://www.skanska.fi/tietoa-skanskasta/media/uutiset/229846/Skanska-Oy-teki-erinomaisen-tuloksen-vuonna-2018>

Skanska (2019g) Tukipalveluiden Tyytyväisyyskysely, Tietohallinto.

Story, J. & Neves, P. (2014) When Corporate Social Responsibility (CSR) Increases Performance: Exploring the Role of Intrinsic and Extrinsic CSR Attribution. *Business Ethics: A European Review* 24, 2, 111-124.

Sun, L. & Bunchapattanasakda, C. (2019) Employee Engagement: A literature Review. *International Journal of Human Resource Studies* 9, 1, 63-80.

Tuomi, J. & Sarajärvi, A. (2002) Laadullinen tutkimus ja sisällönanalyysi. Kustannusosakeyhtiö Tammi, Helsinki.

Turner, J. C. & Oakes, J. (1986) The Significance of the Social Identity Concept for Social Psychology with Reference to Individualism, Interactionism and Social Influence. *British Journal of Social Psychology* 25, 3, 237-252

Vaismoradi, M., Bondas, T. & Turunen, H. (2013) Content Analysis and Thematic Analysis: Implications for Conducting a Qualitative Descriptive Study. *Journal of Nursing & Health Sciences* 15, 398-405.

Vehkalahti, K. (2008) Kyselytutkimuksen mittarit ja menetelmät. Kustannusosakeyhtiö Tammi, Helsinki.

Werther, B. & Chandler, D. (2011) Strategic Corporate Social Responsibility: Stakeholders in a Global Environment. 2nd ed. California, SAGE Publications.

Xanthopoulou, D., Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2009). Work Engagement and Financial Returns: A Diary Study on the Role of Job and Personal Resources. *Journal of Occupational and Organizational Psychology* 82, 1, 183-200.

Yang, Y. (2005) The Model of Improving Employee Engagement. *China Human Resource Management Development*, 55, 6, 100-103.

Young, J. (2017) Heroes of Employee Engagement: No. 3 Frederick Herzberg's Two Factor Theory [www document]. [Accessed 10 June 2019]. Available <https://peakon.com/blog/future-work/frederick-herzberg-two-factor-theory/>

Zhao, X. Y. & Sun, J. (2010) A Literature Review on Employee Engagement. *Journal of Beijing University of Posts and Telecommunications* 12, 5, 93-98.

## APPENDICES

### Appendix 1: Online questionnaire form in Finnish

#### YMPÄRISTÖVASTUULLISUUSKYSELY SKANSKAN TYÖNTEKIJÖILLE JA TOIMIHENKILÖILLE

Olen toisen vuoden maisterivaiheen opiskelija Lappeenrannan-Lahden teknillisestä yliopistosta ja olen tekemässä pro gradu -työtäni Skanskalle. Työn tavoitteena on tutkia miten Skanska pystyisi sitouttamaan työntekijöitensä toimimaan ympäristövastuullisemmin. Työntekijöiden näkemys asioihin on tärkeässä osassa joten olisin kiitollinen, jos sinulla olisi aikaa vastata alla oleviin kysymyksiin. Vastaaminen vie noin 4-6 minuuttia ja vastausaikaa on 21.6.2019 asti. Vastaukset tullaan käsittelemään anonymisti ja luottamuksellisesti. Lisätietoja tutkimukseen liittyen: [anna.hirsimaki@student.lut.fi](mailto:anna.hirsimaki@student.lut.fi) tai [mia.andelin@skanska.fi](mailto:mia.andelin@skanska.fi)

#### 1. Ikä?

- Alle 30-vuotias
- 31-40 -vuotias
- 41-50 -vuotias
- Yli 51 -vuotias

#### 2. Henkilöstöryhmä?

- Johtaja
- Ylempi toimihenkilö toimistolla
- Toimihenkilö toimistolla
- Ylempi toimihenkilö työmaalla
- Toimihenkilö työmaalla
- Työntekijä työmaalla

#### 3. Toiminto?

#### 4. Kuvaile mikä on sinun roolisi tai vastuusi ympäristövastuullisuuden edistämisessä?

5. Mitä Skanska voisi muuttaa työympäristössäsi tai työtehtävissäsi, jotta voisit toimia ympäristövastuullisemmin? (Esimerkiksi: enemmän koulutuksia, uusia hankintoja, käytäntöjen uudistamista) Anna konkreettisia esimerkkejä

6. Työskenteletkö ympäristövastuullisesti vain määräysten perusteella, vai motivoiko sinua jokin muu? Jos motivoi, niin mikä?

7. Skanskan ympäristötyön painopisteet ovat: energiatehokkuus käytön aikana, lähes hiilineutraali rakentaminen, materiaalitehokkuus valintojen avulla, työmaajätteen kierrätys, jotta sekajätettä ei joutuisi kaatopaikalle sekä puhtaan veden käytön minimointi. Näkyvätkö kaikki osa-alueet työssäsi vai kaipaisiko jokin näistä parannusta?

8. Millainen mielikuva sinulle on jäänyt Skanskan ympäristöön liittyvästä viestinnästä?

9. Mitkä asiat estävät sinua toimimasta ympäristövastuullisesti?

Muuta kommentoitavaa, huomioitavaa tai kehitettävää liittyen ympäristövastuullisuuteen?

### **Suostumus tietojen keräämiseen**

Tällä lomakkeella kerättyjä vastauksia käytetään pro gradu -tutkimuksen aineistona, jonka toimeksiantaja on Skanska. Tutkimuksesta vastaa Lappeenrannan-Lahden teknillisen yliopiston opiskelija Anna Hirsimäki. Vastaukset näkyvät tutkimuksen tekijälle ja ne jaetaan Skanskan ympäristötehokkuustiimille. Koonti tuloksista julkaistaan julkisena verkkojulkaisuna ja tuloksissa ei eritellä yksittäisen henkilön vastauksia. Vastaukset säilytetään luottamuksellisesti ja hävitetään 6 kuukauden sisällä vastausten keräämisestä. Vastaajilla on oikeus tarkistaa tai pyytää poistamaan tietonsa. Lisätietoa [anna.hirsimaki@student.lut.fi](mailto:anna.hirsimaki@student.lut.fi) tai [mia.andelin@skanska.fi](mailto:mia.andelin@skanska.fi)

Kyllä, annan suostumukseni tietojeni keräämiseen

### **Appendix 2: Online questionnaire form in English**

## **ENVIRONMENTAL SUSTAINABILITY QUESTIONNAIRE FOR THE EMPLOYEES OF SKANSKA**

I'm second-year Master's student from Lappeenranta-Lahti University of Technology and I'm making my thesis for Skanska. The aim is to discover how Skanska could engage its employees to work even more sustainable manner. The view of employees plays an important role, so I would be grateful if you would have time to answer these questions. Answering these questions takes about 4-6 minutes and the deadline is 21.6.2019. The answers will be analyzed confidentially and anonymously. More info concerning this study: [anna.hirsimaki@student.lut.fi](mailto:anna.hirsimaki@student.lut.fi) tai [mia.andelin@skanska.fi](mailto:mia.andelin@skanska.fi)

### **1. Age?**

- Under 30 years old
- 31-40 years old
- 41-50 years old
- Over 52 years old

### **2. Henkilöstöryhmä?**

- Manager
- Upper official in office
- Official in office
- Upper official in construction site
- Official in construction site
- Employee in construction site

### **3. Operation?**

**4. Describe what is your role or responsibility in promoting environmental sustainability in your work?**

**5. What Skanska could improve in your work environment or in your work position so you could work in a more environmentally sustainable manner. (For example: more training, new appliances, new practices) Give concrete examples**

6. Do you work in an environmentally sustainable manner only because of regulations, or is there something that motivates you to do so? If there is, what is it?"

7. The main sustainability goals of Skanska are: energy efficiency during use, close zero carbon footprint during construction, material efficiency, recycling of construction waste so nothing would end up in the landfill and minimizing of clean water. Are all these goals be seen in your work or is there something that needs improvement

8. What kind of image you have about Skanska's environmental communication?"

9. What things are preventing you to work in a sustainable manner

Other comments, observations or improvement points related to environmental sustainability

#### **Consent on collecting data**

The data collected with this form will be used in a Master's thesis, that is done for the company Skanska. The study is done by student Anna Hirsimäki from Lappeenranta-Lahti University of Technology. The person conducting the study and Skanska's environmental department will be able to see the answers to this questionnaire. Summary of the results will be published online and all the results will stay anonymous. The results will be held confidentially and will be disposed after 6 months after collecting. The respondents have a right to check or ask to remove their answers. More info [anna.hirsimaki@student.lut.fi](mailto:anna.hirsimaki@student.lut.fi) or [mia.andelin@skanska.fi](mailto:mia.andelin@skanska.fi)

Yes, I give my permission on collecting the data