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**THE INFLUENCE OF GREEN TRAINING AND DEVELOPMENT PRACTICE ON
ENVIRONMENTAL SUSTAINABILITY IN SELECTED SERVICE BASED STATE
CORPORATIONS IN KENYA**

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THE INFLUENCE OF GREEN TRAINING AND DEVELOPMENT PRACTICE ON ENVIRONMENTAL SUSTAINABILITY IN SELECTED SERVICE BASED STATE CORPORATIONS IN KENYA

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ABSTRACT

Purpose: The general objective of this study was to evaluate the influence of green training and development practice on environmental sustainability in selected service based state corporations in Kenya.

Methodology: The study adopted a descriptive design but specifically a survey which involved collecting data from five state corporations in order to test hypotheses of the study. The target population was 13,940 management employees of the 170 state corporations. Primary data was collected using a self - administered semi structured questionnaire. Descriptive statistics was used mainly to summarize the data. SPSS was used for analysing complex data. Regression analysis was used to establish the relationship between the independent and dependent variables. Data presentation was through the use of pie charts, bar charts, graphs and frequency tables.

Results: The study found that there was incorporation of green training and development in the organization policies. The State Corporation incorporated green training and development practices through the establishment of e-learning portals, use of job rotations to train environmental staff and conducting staff awareness on green matters, and scheduling green trainings annually.

Unique Contribution to Theory Practice and policy: This study aims at making policy recommendations based on the findings which can be used by state corporations in Kenya to continuously adopt green training and development practices since they lead to improved environmental sustainability.

Keywords: Green Training, Environmental Sustainability and Green Procedures

1.0 INTRODUCTION

1.1 Background to the Study

Organizations take up policies and practices, and implement rules linked to environmental protection. A study by Mandip (2012) indicates that Green Human Resource Management (GHRM) refers to the use of every employee interface to promote sustainability practices and supplementing employee responsiveness and commitments on sustainability problems. He asserts that GHRM engages activities and programs which are environmentally friendly which in return lead to greater efficiencies, reduction in costs, improved employee engagement and retentions. This will result in organizations practicing job sharing, carpooling, teleconferencing, virtual interviews, recycling, telecommuting, e-learning, reduction of carbon footprint by adoption of electronic filing and energy efficient office spaces. Moreover, Jabbour (2010) explained that green HRM is one which engages two important fundamentals, environmentally friendly human resource practice and the conservation of knowledge capital. Green HR involves reducing carbon footprint by minimizing printing of papers, adopting video conferencing and online interviews. Organizations that are quick to dismiss when economic times are hard must understand future suggestions of losing the knowledge capital. For the implementation of corporate green management initiatives, there is need of a high level of technical and management skilled workers. This explains the reasons why most businesses are developing innovation-focused environmental initiatives and programs with a significant impact on the sustainable competitiveness of the firms (Callenbach et al., 2013).

1.1.1 Environmental Sustainability

HR managers play an integral part in implementing sustainability due to a collection of tools available for them to help embed sustainability into an organization's culture (Garg, 2014). Environmental sustainability can be described as the state in which the demands placed on the environment can be met without reducing its capacity to allow all employees to work well, now and in the future (Gerhart et al., 2010). HR departments have the ability to communicate overall business goals, which is why they can be essential in helping implement change within an organization (Wilkinson et al., 2001). He further acknowledges that activities naturally associated with the HR department are being utilized to some degree in order to implement sustainability, but the findings indicate that many HR professionals lack knowledge on sustainability initiatives as well as how these initiatives affect them. A study by Sroufe et al., (2010) on HR's role in creating sustainability, reported that pressures from multiple stakeholders are forcing companies to make changes, but many executives lack an understanding of the policies and actions that would result in sustainability. Overall, 49 per cent of the respondents were HR managers and key findings in this study showed that large firms that are considered leaders in sustainability have utilized a range of HR activities to implement their sustainable strategy. Research in the fields of HR and environmental management has shown that integration of environmental issues is problematic (Renwick et al., 2008).

1.1.3 State Corporations in Kenya

State Corporations Act (1987) describes a state corporation as a body that is described that way by statute. A body corporate established by an Act of Parliament; a bank or other financial institution or other company whose shares or a majority of whose shares are owned by government or by another state corporation, and; a subsidiary of a state corporation. According to Njiru (2007), they are established to meet both commercial and social goals. He asserts that they exist to correct market failure, exploit social and political objectives, provide education and health as well as redistribute income or develop marginal areas. The Kenyan government has acknowledged that over the years there has been poor performance in the public sector, especially in the management of public resources which has hindered the realization of sustainable economic growth. This led to the development of Kenya Vision 2030 as the country's development blueprint covering the period 2008 to 2030. Challenges facing State Corporations include Environmental issues, factors for sustainable development and improvement of people's livelihoods.

Key environmental problems include climate change, forest depletion and degradation, and land and water degradation and loss of ecosystem services. Agricultural production is severely affected by land degradation which causes losses of biodiversity and ecosystem services. Continued climate change is expected to increase climate variability and the incidence of extreme weather events GOK (2013). There are some improvements seen in the area of environmental health in Kenya. Looking at the trend in environmental performance, Kenya is declining in the area of climate change and it is for this reason that human resource managers should be on the front line in combating these effects (Owino, 2016). Over 36 per cent of Kenya's rural poor live on marginal lands or areas that are particularly vulnerable to environmental degradation, such as floodplains, coastal areas, where Environmental hazards and extreme events are more damaging. The main drivers behind Kenya's environmental degradation include high population growth and associated pressures on scarce natural resources, high urbanization rates as well as a rapid economic growth. The Kenyan government recognizes that full attention is needed to secure the Kenya's environment and build resilience to climate change and other hazards and State corporations in order to play this role must be managed sustainably (GOK 2012).

All human resource managers in government entities should transition towards an inclusive and resilient green economy which will constitute a new opportunity to enter the path of sustainable development through the human resource management practices. Careful design and implementation of green economy policies will be crucial for the country's environmental as well as economic and social outlook as it would stimulate a green, inclusive and equitable growth, reduce poverty and create green jobs. From the above, it is clear that the human resource practices that are key to environmental sustainability of state corporations are Green recruitment management practice, green training and development practice, green reward and compensation practice, and green performance management practice (GOK, 2012).

2.0 LITERATURE REVIEW

In GHRM, training means to equip the employees with foundational skills as to teach them to collect waste data, to raise the level of eco-literacy, and environmental proficiency in the organization (Roy & Therin, 2008). Development of attitudes, behaviors, knowledge and skills in the employees that stop the corrosion of environment related attitudes, skills and knowledge comes under the umbrella of training and development (Zoogah, 2011). Training is considered as the preparation of multi-talented employees that is concerned with the development of knowledge and skills required for innovation (Liebowitz, 2010). Performance of the organization is also associated with the training and development of employees because training incorporates knowledge and skills in the employees needed to achieve organizational goals and objectives. Training is a key intervention to manage waste (in terms of both prevention and reduction), and occurs through organizations training teams of front-line employees to produce a waste analysis of their work areas. He asserts that, such employees are seen as ideal staff to spot and reduce waste as they are closest to it, but they must be knowledgeable on how to collect the relevant data.

Employees must be equipped with the necessary skills in order to perform effectively in the organization. The capability to acquire new knowledge can be produced among employees through training that can be used for innovation and enhanced performance and competitiveness of the organization as a whole. Exploratory learning is associated with organizations conducting training. The skill development and the exploratory learning are the potential means of encouraging innovations in the organization (Zakaria, 2012). Employee training and development programs should include social and environmental issues at all levels, from technical health and safety considerations on the shop floor, to strategic sustainability issues at executive management and board level. They should cover the full range of social, environmental and economic risks and opportunities involved with the business and the means to identify them. The focus should be on developing competencies for different business functions and different levels of seniority. Green orientation programs for the newly hired employees should be an integral part of the training and development process.

They should inform the employees about the green procedures and policies including the vision/mission statement of the company, the sustainability oriented benefits, company-wide initiatives like reducing greenhouse gases, creating green products (Prasad, 2013). Training and development is a practice that focuses on development of employees' skills, knowledge, and attitudes, prevent deterioration of EM-related knowledge, skills, and attitudes (Zoogah, 2011). He further says that Green training and development educate employees about the value of EM, train them in working methods that conserve energy, reduce waste, diffuse environmental awareness within the organization, and provide opportunity to engage employees in environmental problem-solving. Green training and development activities make employees aware of different aspects and value of environment management. It helps them to embrace different methods of conservation including waste management within an organization. Further, it sharpens the skill of an employee to deal with different environmental issues.

A study by Ramus (2012) concluded that environmental training and education, along with establishing a favorable environmental culture for the employees where they feel that they are the part of environmental outcomes, were the most important HRM processes that facilitate the achievement of environmental goals. Similarly, Liebowitz (2010), in his study on the role of human resource in achieving a sustainability culture, suggests that the human resource department can offer leadership development workshops to help managers develop their “front wheel” soft, people e- skills, or behavioral competencies, diversity, managing change, and collaboration. A study by Olusanya (2013) investigated on embedding environmental sustainability competencies in human capital training and development. The study concluded that green organizations would require using learning in association with environment and sustainability as an intrinsic and continuous part of the social responsibility process. In other words, training and development are essential elements in the implementation of green management (Delmas & Pekovic, 2013).

Training and developmental processes are appropriate mechanisms to facilitate corporate sustainability and pro-environmental practices, which in turn can create an opportunity to develop intellectual capital (Olusanya, 2013). Furthermore, among the green HRM practices considered essential for the success of green management at organizations, green training stands out. According to Teixeira et al. (2012), “green training is one of the most important tools to develop human resources and facilitate the transition to a more sustainable society”. A study by Owino (2016) supports the idea as she concludes that offering training and development programs on green aspects of the organization and environmental consciousness will help the organization to improve its environmental sustainability. According to Wee and Quazi (2015), the seven critical factors established through reliability and validity analyses were top management commitment, total involvement of employees, training, green product/process design, supplier management, measurement and information management which showed higher performance measure scores for ISO 14000 certified companies than non-certified companies.

A study by Nancy et al, (2013) analyzed the experiences of graduates from a New York City, USA green jobs training program targeting 18–24 year olds previously disconnected from the workforce as they transition to full-time employment. Findings reveal the significant challenges facing training program graduates and their supervisors, but also the benefits of urban conservation job training and employment that are potentially transformational for these economically disadvantaged young adults. Green job training and employment present real opportunities for intellectual stimulation and an increased sense of accomplishment, due in part to the uniqueness of environmental work. Individuals reported positive environmental attitudes and behaviors as a result of green jobs training and employment.

3.0 METHODOLOGY

The study adopted a descriptive design but specifically a survey which involved collecting data from five state corporations in order to test hypotheses of the study. The target population was 13,940 management employees of the 170 state corporations. The sample size was 122

respondents; 22 top level management, 33 middle level management and 67 Supervisors/ line managers from five service based State Corporations in Nairobi. Multistage sampling was adopted to select the individual subjects randomly. Primary data was collected using a self-administered semi structured questionnaire while secondary data was collected from journals and databases. Data was analyzed quantitatively and both descriptive and inferential statistics was used. Multiple regression model was used to establish the relationship between the independent variables and the dependent variable which are explained in the model. The results were presented in form of frequency tables and percentages.

4.0 RESEARCH FINDINGS AND DISCUSSION

4.1 Demographic Data

4.1.1 Gender of the Respondents

The respondents were required to indicate their gender by ticking against the option of either male or female. The findings revealed that 52% of the respondents were female while the remaining 48% were male. The findings indicated female respondents were slightly more 57 in total, and male respondents were 53 showing that there was diversity in respondents and hence the data collected was not distorted by factors relating to data distribution.

Table 1: Gender of Respondents

Gender	Frequency	Percentage
Male	53	48
Female	57	52
Total	110	100

4.1.2 Level of Education of Respondents

The study sought to determine the respondents' level of education. The study findings revealed 52% of the respondents were found to be Bachelor holders, 30% had attained master's level, 16% had diploma while 2% had attained PhD level. This is attributed to the fact that state corporations when advertising for jobs indicate bachelor's degree as the minimum qualifications. There are also organizations who sponsor their employees for degree courses and some offer scholarships which give employees opportunities to further their education. There has also been an increase on the modular studies which encourage most employees to attend evening or classes over the weekend.

Table 2: Level of Education of Respondents

Level of Education	Frequency	Percentage
Diploma	18	16
Bachelors	57	52
Masters	33	30
PhD	2	2
Total	110	100

4.1.3 Employment Duration

The respondents were required to state the number of years they had worked with the state corporation. The findings indicated that 58% of the respondents had worked for over 5 years. A further, 28% had worked for between 3 to 5 years while 14% had worked for less than 3 years. According to most corporations interviewed over 5 years of work experience was considered adequate for an employee to be considered informative on the study. This means that the information provided was reliable and could be used to make conclusions on the study hypothesis and variables.

Table 3: Employment Duration of Respondents

Duration	Frequency	Percentage
0 to 3 years	15	14
3 to 5 years	31	28
Over 5 years	64	58
Total	110	100

4.2 Descriptive Results

4.2.1 Green Training and Development and Environmental Sustainability

The study sought to establish the influence of green training & development on environmental sustainability. From the findings 36% disagreed that there is training introduced on environmental management & processes/material use while 34.8% strongly disagreed that the state corporation conducts environmental management training needs analysis. The results revealed that 31.5% disagreed that there is integration of training on instruction and generation of eco-values while 38.2% disagreed that there is development of skills and building competence of employee in environmental management. The study endeavored to determine whether the state corporation conducts green orientation programs (socialization) in green values/management, 36% of the respondents disagreed to the statement.

The findings indicated that 36% of the respondents strongly disagreed that employees are educated about climate change and other environmental issues. The study also found out that 28.1% disagreed that environmental management uses green teams while 29.2% disagreed that there was training of staff to produce green analysis of workplace. Another 24.7% of the respondents strongly agreed that State Corporation conducts job rotation to train green managers of the future and 28.1% disagreed that their firms had safety representatives who give emerging information on green programs.

The study further examined the ways in which use of green training and development influence environmental sustainability. The findings showed that the respondents indicated that it led to competitive advantage while some revealed that using green training and development helped the organization fulfill its mandate. Others revealed that it led to increased forest cover and others indicated through that it increased staff awareness on environmental issues. Average mean of

3.55 indicated that green training and development influenced environmental sustainability to a greater extent. The standard deviation describes the distribution of the response in relation to the mean. It indicates how far the individual responses to each factor diverge from the mean. A standard deviation of more than 1 shows that the responses are moderately distributed, while less than 1 indicates that there is no agreement on the responses obtained. An average of 1.763 for all statements on green training and development practice indicates that the responses are moderately distributed

The study by Sarkis et al., (2010) concluded that in order to manage effective green HR practices it is vital to promote environmental training in an organization as it presents essential knowledge for promoting green teams in an organization and presents them with the ability to deal with the different issues which emerge as a result of problems related to environment and the associated opportunities

The study differs with those by Jabbour et al., (2010) who supports these as they propose the idea that companies which promote novel and effective green management practices always provide a methodological environmental training program to their employees.

Table 4: Green Training and Development Practice and Environmental Sustainability

Green Training & Development Practice and Environmental Sustainability	N	SA %	A %	N %	D %	SD %	Min	Max	Mean	SD
There is training introduced on environmental management & processes/material use.	110	9.0	6.7	16.9	36.0	31.5	1	5	3.54	1.35
Conduction of environmental management training needs analysis.	110	10.1	5.6	21.3	27.0	34.8	2	5	4.04	5.18
Integration of training on instruction and generation of eco-values.	110	7.9	9.0	27.0	31.5	24.7	1	5	3.43	1.25
Development of skills and competence of employee in environmental management.	110	10.1	5.6	18.0	38.2	27.0	1	4	3.79	3.13
The state corporation socializes employees in green values/management.	110	9.0	16.9	15.7	36.0	22.5	1	5	3.39	1.31

Green Training & Development Practice and Environmental Sustainability	N	SA %	A %	N %	D %	SD %	Min	Max	Mean	SD
Environmental management uses green teams.	110	9.0	15.7	28.1	27.0	20.2	2	4	3.25	1.27
Training of staff to produce green analysis of workspace.	110	14.6	19.1	24.7	29.2	12.4	1	5	3.53	1.28
The state corporation conducts job rotation to train green managers of the future.	110	24.7	19.1	24.7	15.7	15.7	1	5	3.78	1.37
Safety representatives who give information on green programs.	110	19.1	10.1	16.9	28.1	0	1	5	3.23	1.47

4.3 Inferential Statistics

Table 5: Overall ANOVA for Green training and development and Environmental Sustainability

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	8988.300	44	204.280	2.840	.000
Within Groups	4674.690	65	71.918		
Total	13662.991	109			

The results showed a significant difference in the percentage means of the different green training and development practice in state corporations influencing environmental sustainability { $F(44, 65) = 2.840, p = .000$ }. The null hypothesis was therefore rejected and the alternative hypothesis accepted. The results indicate that the green training and development practices that influenced environmental sustainability included the following:

Existence of training of staff to produce green analysis of workspace { $F(1, 98) = 5.420, p = .022$ }, Environmental management uses green teams { $F(1, 98) = 4.685, p = .033$ }, The state corporation socializes employees in green values/management { $F(1, 98) = 12.636, p = .001$ }, Integration of training on instruction and generation of eco-values { $F(1, 98) = 5.750, p = .018$ }, Training introduced on environmental management and processes/material use { $F(1, 98) = 7.377, p = .008$ } and Conducting job rotation to train green managers of the future { $F(1, 98) = 5.173, p = .025$ }. The other green training and development practices under study did not show any significant difference between the different practices of green training and development practice: Safety representatives who give emerging information on green programs { $F(1, 98) = 3.045, p = .084$ }, Conducting of environmental management training needs analysis { $F(1, 98) = 2.162, p = .145$ }.

Development of skills and building competence of employee in environmental management { $F(1, 98) = 2.760, p = .100$ }, Employees being educated about climate change and other

environmental issues $\{F(1, 98) = 3.624, p = .060\}$. Their significance level is above $p = .05$ and therefore there is no any statistically significant difference in the means of the three grouped categories of green training and development practice. The overall results therefore concluded that green training and development practices have positive significant influence on environmental sustainability among the state corporations in Kenya.

Discussion of Findings on the Relationship between Green Training and Development Practice and Environmental Sustainability

The study indicates that green training and development practices have a positive effect on environmental sustainability among state corporations in Kenya ($F(44, 65) = 2.840, p = .000$). This emphasizes the fact that a well-functioning training department has some influence on the environmental sustainability of the organization. This implies that the state corporations have incorporated green training in their human resource management policies by adopting use of slides rather than printed notes during employee training to enhance environmental sustainability.

Green training being a practice of human resource, plays a crucial role in ensuring that the department performs an enabling function within the organization which leads to the achievement of organizational goals. A study by Renwick (2008) supports these finding as he concludes that training is a key intervention to manage waste (in terms of both prevention and reduction), and occurs through organizations training teams of front-line employees to produce a waste analysis of their work areas.

He asserts that, such employees are seen as ideal staff to spot and reduce waste as they are closest to it, but they must be knowledgeable on how to collect the relevant data. Employees must be equipped with the necessary skills in order to perform effectively in the organization. Improvement to the training function in state corporations leads to improvement in environmental sustainability. In Kenya, the Kenya school of Government is responsible for giving training to government officers and employees and it is therefore important that training is introduced on environmental management and processes.

During such trainings, environmental gaps should be identified. This is important as it leads to training being tailored towards the development of skills and building of employee competence on environmental management which in turn yields to improved environmental sustainability in the organization. The findings further supports an argument by Olusanya (2013) that green organizations would require using learning in association with environment and sustainability as an intrinsic and continuous part of the social responsibility process. Further, Ramus 2012 concluded that environmental training and education along with establishing a favorable environmental culture for employees is the most important HRM process that facilitates the achievement of environmental goals. The ISO 14001 management system model supports these findings because training offered during the implementation and operation of EMS ensures that employees understand issues touching on environmental sustainability in the organization. From the findings therefore, state corporations need to adopt green trainings to ensure that their employees are well equipped with knowledge in EM. State corporations should therefore

endeavor to sensitize their employees more on issues of climate change through field workshops, use of green teams and induction trainings done regularly as a means to relay important issues that touches on the sustainability.

5.0 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The state corporations have incorporated green training & development in HRM policies and practices. A few of the state corporations had established e-learning as a practice of green training and development. In order to manage effective green HR practices it is important to promote environmental training in an organization as it presents essential knowledge for promoting green teams in an organization and presents them with the ability to deal with the different issues which emerge as a result of problems related to environment and the associated opportunities. The ISO 14001 management system model proposes training being offered at the implementation and operation stages to ensure that all employees understand all the environmental issues of the organization.

5.2 Recommendations

The study recommends that state corporations in Kenya continuously adopts green training and development practices since they lead to improved environmental sustainability. The practices should include establishment of e-learning portals, use of job rotations to train environmental staff and conducting staff awareness on green matters, and scheduling green trainings annually. The study recommends the state corporation to use job rotations to train green managers. The study further recommends the use of PowerPoint presentations during staff trainings which can be enhanced by offering soft copy notes to the trainees rather than printed copies. This will reduce the usage of papers that cause pollution and hence enhance environmental sustainability

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