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**Employee engagement programmes as an arena for citizenship – a case  
study from Cadbury plc.**

**by**

**Leticia Côrtes Ferreira**

**2009**

A dissertation presented in part consideration for the degree of MA in Corporate  
Social Responsibility

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To the one that is everything, alpha and omega, beginning and end; in whom I fully am and nothing lacks and who has cumulated me with endless goods and wonders my lips will never be able to proclaim or my fingers to transcribe; and without who nothing, including this dissertation would be possible;

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Finally, to all of those who have crossed my path and make me who I am today; those that have gone by and those that remained;

I am eternally thankful to all of you!

## **ABSTRACT**

In their book 'Corporations and Citizenship' (2008), Crane, Matten and Moon suggest that the corporation could be an arena for different stakeholders' citizenship. They detail varied possibilities, however do not empirically test any of them. This dissertation empirically evaluates this assumption, using Cadbury's employee engagement programme (the Green Advocates' Network) case as an antecedent to employees' citizenship.

To conduct the research the author put together a framework based on different literatures; that considers two manners in which corporations can be an arena: by providing the space in which employees can enact their citizenship; and by provoking change that result in citizenship.

It uses concepts of status, entitlements and processes of participation as citizenship's concepts; and awareness, behaviour and discourse and change's stages to support the analysis and provide insights on the extent to which corporations can be arenas for citizenship.

## TABLE OF CONTENTS

<b>Acknowledgements</b> .....	I
<b>Abstract</b> .....	II
<b>Chapter 1 – Introduction</b> .....	1
1.1 – Background .....	1
1.2 – Research question and main objectives .....	2
1.3 – Research Scope .....	3
1.4 – Choice of company .....	4
1.4.1 – Cadbury plc .....	4
1.5 – Research contributions .....	5
1.6 – Structure .....	6
<b>Chapter 2 – Literature Review</b> .....	8
2.1 – Introduction .....	8
2.2 – Employee engagement .....	9
2.3 – Employee engagement programmes .....	12
2.4 – Corporate Citizenship .....	14
2.5 – Change .....	16
2.6 – Chapter Summary .....	18
<i>Figure 1 – The organisation as an arena for employees’ citizenship</i> .....	19

<b>Chapter 3 – Research Methodology</b> .....	20
3.1 – Introduction .....	20
3.2 – Research strategy .....	20
3.2.1 – <i>Perspective</i> .....	20
3.2.2 – <i>Qualitative versus quantitative</i> .....	21
3.2.3 – <i>Study Case</i> .....	22
3.3 – Data collection .....	23
3.3.1 – <i>Method</i> .....	23
3.3.2 – <i>Interviews and surveys</i> .....	23
<i>Table 1 – Interview types</i> .....	26
3.3.3 – <i>Personal observation and Secondary data</i> .....	27
3.3.4 – <i>The selection of participants</i> .....	27
3.3.5 – <i>Data recording and transcription</i> .....	29
3.4 – Data Analysis .....	29
3.4.1 – <i>Discourse analysis techniques</i> .....	29
3.5 – Reflection .....	31
3.5.1 – <i>Cadbury’s culture</i> .....	31
3.5.2 – <i>Language barriers</i> .....	32
3.5.3 – <i>Ethical implications</i> .....	33
3.5.4 – <i>The researcher’s influence</i> .....	33
3.6 – Constraints .....	34
3.7 – Summary of chapter .....	35

<b>Chapter 4 – The Green Advocates’ Network .....</b>	<b>36</b>
4.1 – Introduction .....	36
4.2 – The Green Advocates’ Network according to Cadbury .....	37
4.2.1 – <i>Description and objectives</i> .....	37
4.2.2 – <i>Perceived Benefits</i> .....	40
4.2.3 – <i>The Green Advocates’ Network as an arena for citizenship</i> .....	42
4.3 – The programme according to the Green Advocates .....	42
4.3.1 – <i>Perceived objectives</i> .....	42
4.3.2 – <i>Motivations to join and perceived benefits</i> .....	46
4.4 – The programme according to Cadbury’s employees .....	51
4.5 – Summary of Chapter .....	52
<b>Chapter 5 – The impacts of the programme .....</b>	<b>54</b>
5.1 – Introduction .....	54
5.2 – Change stages and impacts .....	55
5.2.1 – <i>Awareness</i> .....	57
5.2.2 – <i>Behaviour</i> .....	59
5.2.3 – <i>Discourse</i> .....	60
5.3 – No perceived change .....	61
5.4 – Impacts beyond participants .....	62
5.5 – Summary of Chapter .....	63

<b>Chapter 06 – Perceived Challenges and Cadbury’s support</b> .....	65
6.1 – Introduction .....	65
6.2 – Perceived Challenges .....	65
6.3 – Cadbury support .....	67
6.4 – Summary of Chapter .....	71
<b>Chapter 7 – Discussion</b> .....	73
7.1 – Introduction .....	73
7.2 – Theoretical Implications .....	73
<i>7.2.1 – The corporation as a space to enact citizenship</i> .....	75
<i>7.2.2 – The corporation as driver for change that results in citizenship</i> .....	76
7.3 – Managerial implications .....	77
7.4 – Limitations and Further Research .....	80
<b>Chapter 8 – Conclusion</b> .....	82
<b>References</b> .....	86
<b>Appendixes</b> .....	96
Appendix 1 – Cadbury Overall Strategy – Vision into Action .....	97
Appendix 2 – Questionnaires .....	98
<i>2.1 - Online Structured Survey to the Green Advocates</i> .....	98
<i>2.2 – Semi-structured interviews with sponsors</i> .....	100
<i>2.3 – Structured Online interviews with employees that do not participate in the programme</i> .....	101
Appendix 3 – Example of Data Collected .....	102

## **Chapter 1 – Introduction**

The aim of this chapter is to provide the reader with an overview of this dissertation project.

It includes brief background information explaining the choice of topic; elucidates research questions and objectives; and clarifies the scope of the study, as well as expected theoretical and managerial contributions.

Finally, it offers a brief introduction to Cadbury plc and why the company was chosen as a study case; and provides the reader with the structure that holds this study together.

### **1.1 – Background**

In their book 'Corporations and Citizenship' (2008); Crane, Matten and Moon suggest that the corporation could be an arena for different stakeholders' citizenship. The authors detail various possibilities; however, they do not empirically test any of their theories. The idea for this dissertation came from the intention to empirically test this assumption and its scope.

Nevertheless, given the breadth of the subject, it needed to be adequate to suit constraints regarding time and the size of this study. The researcher chose employees as the stakeholder group to be studied; and exploited her experience in the field of Corporate Social Responsibility (CSR) which indicated that employee engagement programmes could be a suitable starting point as they accommodate

employees' deliberation and potentially drive change. In particular, she considered how the practice seems to be getting stronger as a CRS practice inside companies.

While working at Cadbury's Business Unit in her home country – Brazil - the researcher joined the establishment of the Green Advocates' Network: an advocacy programme with the objective of changing behaviours on environmental issues at Cadbury. The programme seemed perfect for the empirical study and serendipity played its part when a summer internship became available in the company's headquarters in the United Kingdom.

## **1.2 – Research question and main objectives**

The main question being explored by this research is: *"To what extent are corporations arenas for their employees' citizenship?"*

Considering employee engagement programmes as a start point, and through the analysis of a pragmatic case: the Green Advocates' Network at Cadbury plc; this research has the objective to evaluate whether corporations can be arenas for employees' citizenship. Based on concepts such as status, entitlements and processes, it attempts to verify if Cadbury has effectively created a space in which employees can enact their citizenship and/or has permitted change that led to citizenship.

To achieve this result, the main question was divided into smaller ones to help the reflection: "do employee engagement programmes provide a space for individuals to enact their citizenship?"; "do they impact on perceptions of status, entitlements and/or processes of participation?"; "do they effectively provoke

individual change?"; "on which level do they promote change: cognitive, behavioural and/or discursive?"; "do they impact on organisational and societal levels?"; "which are the theoretical and managerial implications of corporations being an arena for employees' citizenship?". These questions were answered with more or less depth accordingly to its contributions to the understanding of the main question.

### **1.3 – Research Scope**

This research marks an attempt to empirically evaluate Crane et al's (2008) suggestion that organisations can be an arena for stakeholders' citizenship. It focuses on employees only; therefore analysing other stakeholders is beyond its scope.

Moreover, it considers how employee engagement programmes, as an increasingly relevant part of CSR, could be used to confirm the assumption; therefore, other alternatives are not considered nor questioned.

Finally, the research studies Cadbury plc's Green Advocates' Network as a means to achieve insights that could confirm or refute the statement. Employee engagement programmes from different organisations are not considered and no comparisons are made. The researcher believes that Cadbury is a strong enough example to stand on its own, providing relevant insights to the subject.

## **1.4 – Choice of company**

The choice of having Cadbury plc as the researched company was mostly a matter of serendipity. Although the researcher had an interest in the subject and previous experience with the Green Advocates' Network, if an internship had not been offered and with it, the needed access; this dissertation would not exist.

Once the access was granted, the choice to study only Cadbury's case was a conscious decision made by the researcher. Given that the network was created with the intention to build awareness, she felt that the example was strong enough to provide the desired insights.

The next section offers an introduction to the company based on its websites; however, the Green Advocates' Network will be further explored on Chapter 4.

### **1.4.1 – Cadbury plc**

Cadbury was founded in 1824 by John Cadbury. The company recently separated from the Americas Beverages businesses, with the objective to focus on what they state as their core purpose ("Creating brands people love") in confectionary.

It has 50,000 employees and direct operations in over 60 countries split between seven business units (North America, South America, Britain and Ireland, Europe, Middle East and Africa, Asia, and Pacific). Therefore its business is subjected to the challenges of managing operations in different locations and markets, and employee engagement faces barriers regarding language and culture.

As a confectionery company, from the sourcing to the final purchase of its products (chocolate, gum and candy) by the consumer, Cadbury is bombarded with environmental issues: ethical sourcing, sustainable agriculture, energy, water, packaging, waste, and CO2 emissions. Moreover, the company deals with 35,000 direct and indirect suppliers; requiring an awareness of the impacts on and from its value chain in the business.

In 2007, the company earned over £5,093m in revenue and its overall strategy (Vision into action) is shown at appendix 1. It is important to highlight that the CSR Strategy (Sustainability Commitment) is included in this overall business strategy.

### **1.5 – Research contributions**

Findings obtained by crossing theory with discourse extracted from interviews, surveys and documents provide insights to Crane et al's (2008) statement that corporations are arenas for citizenship.

From a theoretical perspective, this study is a unique attempt to empirically verify the assumption. It considers theories on corporate citizenship and on employee engagement programmes; opening further research opportunities in these areas.

From a managerial perspective it offers a number of insights for companies on how employee engagement programmes might contribute to employees' commitment and organisational change. It offers a business case for corporate

citizenship and employee engagement programmes; as well as suggestions of how business-community relation might be affected by them.

## **1.6 – Structure**

This dissertation is divided into introduction (Chapters 1 to 3); analysis (Chapters 4 to 6) and conclusion (Chapters 7 and 8). Each chapter's main content is described below.

Chapter 2 provides the theoretical framework that underpins this research analysis, suggesting a map to empirically evaluate the assumption and answer research questions.

Chapter 3 describes the methodology used by the researcher to collect and analyze the data. In addition, it offers a reflection about decisions made, constraints and possible biases.

Chapter 4 analyzes the Green Advocates' Network; its objectives, meanings and perceived benefits. It considers three perspectives: Cadbury's, the green advocates' and society's (represented by employees not directly related with the programme). Moreover, it relates these findings with citizenship concepts of status, entitlement and processes.

Chapter 5 studies perceived changes experienced by the green advocates on cognitive, behavioural and discursive levels, as a result of their involvement with the programme; relating it with citizenship theory.

Chapter 6 discusses green advocates' expectations and Cadbury's support; in-putting managerial implications.

Chapter 7 summarizes main findings; discussing their theoretical and managerial implications; as well as limitations and further research possibilities.

Chapter 8 concludes the study.

## **Chapter 2 – Literature Review**

### **2.1 – Introduction**

The objective of this chapter is to explore how concepts of employee engagement, citizenship and change can be linked together to provide an understanding of the extent to which an organisation is an arena for citizenship; as proposed by Crane et al (2008). Additionally, it combines concepts highlighted by different contributions in each subject to create a framework that supports the analysis of the data collected.

Due to the extent of the terms' meanings and applications, only books and articles that summarize existing definitions and the evolution of the subject; and/or exemplify the different uses and connections between terms, were chosen. Further review of academic contributions for any of the subjects is beyond the scope of this dissertation.

The last section concludes by presenting a framework to consider the extent to which a corporation is an arena for citizenship, constructed using varied concepts explored along the chapter.

## 2.2 – Employee engagement

According to the *Compact Oxford English Dictionary of Current English* 'to engage' means:

"**1** attract or involve (someone's interest or attention). **2** (engage in/with) participate or become involved in. **3** chiefly Brit. employ or hire. **4** enter into a contract to do. **5** enter into combat with. **6** (with reference to a part of a machine or engine) move into position so as to come into operation." (www.askoxford.com, 2009)

Through the analysis of the word's different meanings one can observe that the verb can be used to either (1) demonstrate a pro-active intention towards the other (to attract, to involve, to employ, to enter into contract and even to enter into combat); or (2) signify a personal action/decision (to participate, and to become involved). However, the verb does not have meaning in itself. 'He engages' leaves a wide spectrum of possibilities opened; and it is impossible to infer from the use of term alone: with what or whom he engaged; for which reasons and with which results.

Although it is not the intention of this paper to analyse the linguistic application of the verb 'to engage'; it seems important to understand its characteristics as they offer insights to the use of the term "employee engagement" in theory and in practice.

For example, the duality between 'intention towards the other' and 'personal decision' is observed by Robinson et al (2004), when defining engagement as a two-way process. The authors suggest that if, from one side, organisations work to engage employees; from the other, employees also choose the level of engagement they will give the organisation. This process is also analysed by Saks and Rotman

(2006), adding to it the idea that the variance in engagement is a direct result of resources deployed by the organisation (as explored in Chapter 6).

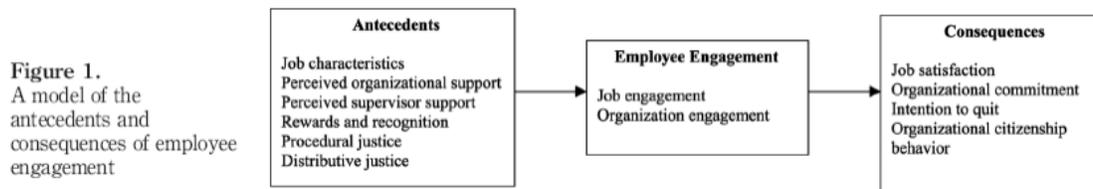
Moreover, in an attempt to make sense of different understandings about employee engagement, Little and Little (2006) summarize existing definitions and compare the term with other concepts often used with similar purposes. They argue that several problems regarding clarity emerge when analyzing definitions together; such as: if engagement is an attitude or behaviour; an individual or a group phenomenon; and/or how they relate to other constructs (job satisfaction, organisational commitment, job involvement, and organisational citizenship behaviour). The article however, does not offer alternatives or a conclusion other than welcoming further research to make the term less 'fad' and more practical.  
(p.118)

Saks and Rotman, on the other hand, argue that:

"Although the definition and meaning of engagement in the practitioner literature often overlaps with other constructs, in the academic literature it has been defined as a distinct and unique construct that consists of cognitive, emotional, and behavioral components that are associated with individual role performance. Furthermore, engagement is distinguishable from several related constructs, most notably organizational commitment, organizational citizenship behavior, and job involvement."

(2006, p.602)

For them, these related constructs can be consequences of engagement, not synonyms; job and organisation engagement are distinct; and there are antecedents that influence on the level of engagement shown by employees. The following figure extracted from their article summarizes their view:



**Source:** Saks and Rotman, 2006, pp. 604

This dissertation understands employee engagement as *"the commitment shown by the employee towards different organisational roles"*. It builds upon Saks and Rotman's idea that employee engagement lies between antecedents and consequences, linking them together, as demonstrated by the framework and analysed in following chapters.

In addition, it considers programmes of employee engagement; despite the name they receive (involvement, volunteering, participation, and/or advocacy); as engagement strategies (antecedents) implemented by the organisation to produce change (consequence). The following extract from one of the Cadbury's documents shows the applicability of this concept to this research, and will be further explored on Chapter 4:

*"Meeting our environmental commitments requires a change in the way we make decisions and operate - as our ambitious targets will not be reached through "business as usual". The first step to achieve our targets is to create awareness of climate change and our company's commitments amongst our employees. Engagement of people at different levels of our company is key to changing mindsets. This engagement facilitates change in the way we operate and the way decisions are made".*

(Cadbury Document, 2007)

Employee Engagement is therefore an essential concept to understand Cadbury, or any other company, as an arena for citizenship. It incites change that might be

seen in the form of citizenship. Moreover, when the organisation provides a space in which the engagement might occur; citizenship can also be enacted. The following section explores employee engagement programmes as spaces for citizenship, as well as, antecedents for engagement and change.

### **2.3 – Employee engagement programmes**

Employee engagement programmes receive many names in the literature: involvement, volunteering, participation, commitment, and/or advocacy. Voluntary or job related, it can be argued that they are often a strategy implemented by the company with change as a desired outcome. Companies will rarely execute a new project just to maintain the status quo. As observed by Swailes, “commitment is linked to positive behavioural intentions and actions that are directly under the control of individuals, and which are an important component in the achievement of organisational change” (2004, p.187).

This research evaluates, Cadbury’s *Green Advocates’ Network*, an engagement programme with the clear intention to provoke change inside the company (as explored by Chapter 4). It verifies if and how, this type of programme enacts citizenship, as well as, how it can be considered as an antecedent to change that results in citizenship; proving that organisations are arenas.

As suggested by Crane et al, the literature on employee participation (among others) seems to explain, for example, how employees can be seen as citizens in relation to the organisation:

“Here the basic assumption is that employees have certain entitlements to participate in the running of ‘their’ organisation. This may be on the basis of legitimacy

(employees have some degree of ownership status), morality (employee participation is ethically desirable), or performance (participation is economically beneficial) (2008, p. 106)

Coincidentally, Cummings and Worley observed that "Employee involvement seeks to **increase members' input into decisions** that affect organisation performance and employee well-being" (2005, p. 306 - bold added). Therefore, it could be argued that by seeking to involve employees into the organisation; giving them the impression of belonging; making it 'theirs'; the company could be allowing citizenship to rise (these assumptions are further studied on Chapter 4).

Moreover, Muthuri et al (2009) explores how employee volunteering contributes to corporate social responsibility and how through offering opportunity, motivation and ability it creates social capital. Chapter 7 will explore further research that could compare these and Chapter 6's observations on how motivation, resource and influence are challenges that demand support from the organisation.

Finally, few examples of empirical studies seem to observe how citizenship behaviour produces participation as well as the other way around. Pelozo and Hassay (2006), for instance, explore the links between organisational citizenship behaviour and what they identified as *intra-organisational employee volunteerism*: "volunteerism in support of philanthropic initiatives that are planned and endorsed by the employer" (p. 358). The authors see organisational citizenship behaviour as a motive, among others, to employee participation in intra-organisational volunteer programs.

On the other side of the coin, Bart et al (2009) study case on Ford seems to reveal citizenship characteristics as result of an employee volunteering programme. Their analysis showed that Ford's volunteering programme helped employees: to

become more aware of community needs; to change predetermined ideas; and to extend their participation in society by committing to volunteering outside the initiative. Similar findings are explored on Chapter 5.

On an organisational level, Appels et al's case study suggests that "by implementing a strategy for enhancing employee commitment the company created a significant catalyst for integrating Corporate Citizenship-related issues into the company" and that "employee commitment is an antecedent to improved corporate citizenship". (2006, p. 244).

Although these studies touch upon the link between company-led initiatives to employees and citizenship, none of them directly explore the second as a consequence of the first. This research attempts to clarify this connection through Cadbury's case study analysis provided on Chapters 4 to 6.

Next section reviews literature on corporate citizenship and explores citizenship concepts that underpins this study and will be considered when analysing the Green Advocates' Network.

## **2.4 – Corporate Citizenship**

Although the construct of citizenship has varied and contested meanings; its use as a metaphor "helps to ground the demands and responses of social responsibility solidly in the reality of human and organizational relationships (Wood and Longsdon, 2008, p. 5)". In fact, seeing the corporation 'like' a citizen implies a new perspective to understand entitlements and processes; and its applications to the corporation have been explored by Crane et al (2008). The authors observed that

corporations could be metaphorically seen as governments; as citizens; and as arenas for stakeholders to enact their citizenship.

It is this last particular understanding of corporate citizenship and its applicability that interests this research. It considers the different levels and process of how individuals create or participate in corporate citizenship as also studied by Glazebrook (2005), Peterson (2004) and Pettigrew (1985). In addition, it observes how the organisation, metaphorically a citizen, creates strategies (such as the Green Advocates' Network) that impact on the individual as suggested by Organ (1988), Smith et al (1983) and, in this particular extract by Boiral:

"A context favourable to environmental OCBs [Organisational Citizenship Behaviours] can be encouraged in different ways, particularly through green leadership by managers, the development of pro-environmental culture, **the establishment of voluntary programs and structures**, and adapted training, information, and recruitment policies". (2009, p. 230 – square brackets and bold added)

Moreover, it uses the concepts of status, entitlements and process as a "common ground on citizenship literature", applied similarly to Crane et al (2008, p.6). First, it understands status as an "identity, an expression of one's membership in a political community" (Kymlicka and Norman, 1994, p.369). It considers that employee engagement programmes can be seen or achieve a position of political community, in which employees can gain membership/status by joining.

Second, it views entitlements as benefits gained from acquiescing to an authority (Crane et al, 2008, p.7). Being the engagement programme the structure that represents the authority of the organisation behind it; entitlements are here

seen as the benefits perceived to be gained from becoming a member, and that might motivate the employee to join the programme.

Finally, it sees process of participation “as a contribution to personal development and societal flourishing” (Crane et al, 2008, p.7). Under this concept, the participant of an engagement programme could be seen as having a duty towards the programme and the organisation; including the searching for personal development, as well as, acting on the organisation’s or the programme’s behalf.

Therefore the corporation could be an arena for citizenship by allowing the individual to participate and enact its citizenship. Moreover, the programme could be an arena for citizenship by provoking change to the individual impacting on his status, entitlements and processes. Finally, this change could go beyond the programme, impacting on organisational and societal level. Next section explores these different stages of change.

## **2.5 – Change**

When considering change as a consequence of employee engagement it is important to notice that it might occur on different levels: individual and/or organisational and/or societal. This study focuses on individual change as the focus for organisational and societal change; suggesting impacts individuals have on organisation and society, but not analyzing change in-depth on those levels.

In this study, change will be looked as a direct result produce by the employee engagement programme; however it will not ignore that change might also be the consequence of an individual process or a combination of both.

Moreover, change will be seen from different stages: awareness, behaviour and discourse. Theory obtained from psychology, social psychology and organisational studies on change can help the reader to understand the reasoning behind this decision.

Three lines of thought were chosen to underpin this study. The first is a cognitive approach, (e.g. gestalt therapy) where change can only occur through individual awareness (Clutterbuck and Kernaghan, 1994; Beisser, 1970; Perls et al, 1951). The second is a behaviourist perspective in which "Individuals do not change themselves; they are changed by others" (Furnham, 1997, p. 624), idea also explored by Lewin (1948); and where attitudes are impacted. Finally, the third stage (discourse) perceives communication and language as central to social activity (Potter and Wetherell, 1987); used as means to engage with other individuals.

Literature on organisational change also follows these different perspectives. Cummings and Worley (2005), for instance, explore the behaviourist (Lewin's Change Model) and cognitive (Positive Model) perspectives and Tsoukas (2005) add the third one – discourse – as a means of organisational change.

These three perspectives, although could be studied in separate, are seen as different stages of change for effect of this research. They consider the manner in which the individual perceive himself and its role inside the programme, on the organisation and on society; the impact that the programme has on his habits; and the how perceptions are communicated to transform others. They are applied on Chapter 5 to underpin the analysis that connects citizenship as a consequence of engagement programmes.

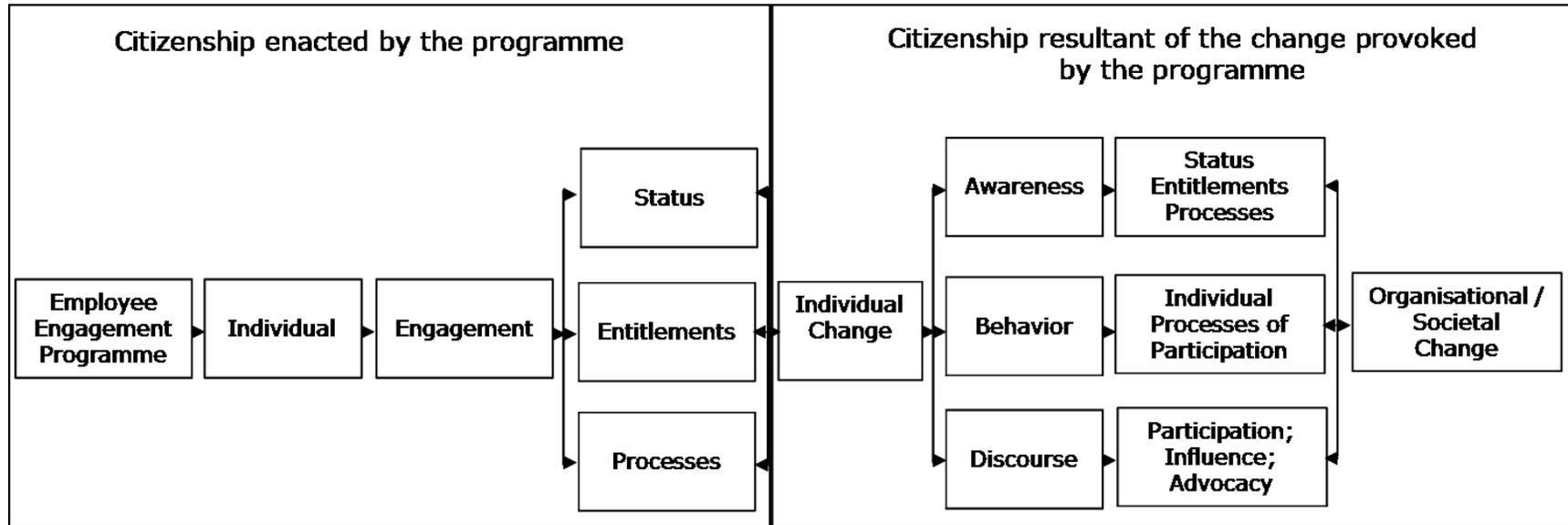
## **2.6 – Chapter Summary**

The objective of this chapter was to explore concepts that underpin this research, such as employee engagement, citizenship and change; finding links between them, and gaps that justify and/or input observations.

The chapter provides the basis for next chapters' discussions. It allows the analysis of Cadbury's study case; by providing a theoretical framework (Figure 1) that supports the analysis of to which extent a company is an arena for citizenship. The framework was built based on Saks and Rotman (2006) perception that engagement has antecedents (employee engagement programmes) and consequences (citizenship and change); and supported by main concepts of citizenship: status, entitlements and processes; and different stages of individual change: awareness, behaviour and discourse.

It shows two different perspectives in which corporations can be an arena for citizenship: by allowing employees to enact their citizenship inside an engagement programme; and by provoking change in different levels that can result in citizenship beyond the programme.

**Figure 1 – The organisation as an arena for employees’ citizenship**



**Source:** Based on Saks and Rotman (2006, p. 604)

## **Chapter 3 – Research Methodology**

### **3.1 – Introduction**

This chapter aims to introduce and justify the chosen qualitative research methods. It explains how the data was collected through face-to-face and online interviews, and how it was analysed using a critical discourse methodology.

In addition, it offers the reader a reflection on decisions made, constraints and possible biases that might have impacted on the final result of this research.

### **3.2 – Research strategy**

#### **3.2.1 – Perspective**

As suggested by Walford (2001) we shall take into account that every research has a subjective element and involves personal decisions by the researcher. Researching and writing a dissertation can be related to the psychological self-consciousness process (Jung, 1978); both are processes of discovery; searches for the solution to a dilemma; complex experiences in which researcher and subjects interact in many ways in the pursuit of truth, even if an ephemeral one.

Throughout the process the researcher is challenged with several questions and decisions: “what to do?”; “which is the best methodology?”; “how many interviews should I do?”; “should I use other documents and other types of analyses?”; “how do I externalize my ‘own voice’?”.

In practice, it means that from beginning to end, writing a dissertation should to be a conscious process. The author also has to juggle many different aspects; take into account each decision and its consequences; the weight that the researcher has as a symbol (Jones, 1996) and as a part of the process. It does not have a recipe, but resembles putting together an unknown puzzle. Once finished, it leads to the main conclusion that it is the reflexivity shown by the researcher in the decisions faced during the process that makes a dissertation stand out.

Moreover, the social constructivist approach of this research surely reflects its author's beliefs that, when studying the individual and its interactions, the Arabic proverb is right: "divergent opinions are the different shades of the same ruby". It builds on Garisson's reading of pragmatic social constructivism, in which "the 'I can do' rather than the 'I think' constitutes the (relatively) stable core of personal identity" (1998, pp.44).

Therefore, for the analysis of the data collected it is understood that an answer can be seen from many angles, differing according to the meaning and story of the individual behind it (Harré, 1998). Although it might indicate an option to be true; it often does not excludes other possibilities. In fact, this research offers insights more than final answers.

### **3.2.2 – Qualitative versus quantitative**

Qualitative research offers "a detailed account of what goes on in the setting being investigated" (Bryman, 2004, p.280). It combines methodology and human interaction to make sense of different experiences (Denzin & Lincoln, 1994; Glesne

& Peshkin, 1992; Thomas, 2003; Gephart, 2004). For that reason, its use seemed more appropriate for this dissertation in which the interaction between subjects being studied (individuals and organisation) is central.

Despite its benefits qualitative research also has several limitations. It is highly dependent on the researcher (Humphreys et al, 2003; Burgess, 1984; Lincoln and Denzin, 1998) and often presents ethical dilemmas (Burgess, 1984). These constraints are better explored in a following section on this chapter.

Moreover, during the research a descriptive quantitative analysis of specific questions with multiple choice answers was used; however the extent of its use was not considered enough to qualify the methodology of this research a mixed one.

### **3.2.3 – Study Case**

Cadbury's Green Advocates' Network is particularly relevant to understanding to which extent a company is an arena for citizenship. This might be indicated by its intention to promote awareness and cultural change that goes beyond the organisation, as highlighted by the extracts from a company document below:

*"A key part of the Cadbury Purple Goes Green initiative is advocacy and awareness raising, starting with our colleagues but extending to the wider society. [...] We have established a "culture change" programme in order to create environmental awareness amongst colleagues at all levels of the organisation." (Cadbury Document, 2007)*

Moreover, the research was fully supported by the company through an internship, providing access to all the information needed.

Therefore, believing that the example is strong enough to be studied on its own and also considering time and access constraints, the researcher chose not to include any other company for comparison means.

### **3.3 – Data collection**

#### **3.3.1 – Method**

The present dissertation follows Gephart's (2004) premise that qualitative data can be collected by using one or more research approaches. Therefore the author applied a combination of semi-structured personal and structured online (here called surveys) interviews, document analysis and personal observation. The choice of method attempted not only to consider the different respondents but also to disturb the organisation's routine as little as possible. Consequently, the collected data relates much more closely to the company's reality, once the role of the researcher is covered by the role of the intern.

#### **3.3.2 – Interviews and surveys**

"Interviewing gives us access to the observation of others. [...] We can learn what people perceived and how they interpreted their perceptions" (Weiss, 1994, p.1). Two different types of interview were used to collect data for the current study.

The first consisted of an online structured survey with mostly open questions. It was sent to 150 employees from different business units of the company, that

participate of the programme (here called Green Advocates); and to 23 employees not directly related to the programme in the United Kingdom. This particular method was chosen to include access to green advocates from outside the UK, increasing the size of the sample and allowing a better analysis. It also suited perfectly the routine of the company and the characteristics of its employees, more willing to provide feedback through their computer in their own time and schedule, than to stop work for a face-to-face interview even if during lunch time or a coffee break.

To guarantee that the surveys would provide quality data, with complete responses that could be studied using discourse analysis, they were built with the help of the online tool "Survey Monkey", making it 'user friendly' and easy to access. The first one, to the green advocates, comprised of 14 questions (appendix 2 - Questionnaires) and would take the respondents approximately 20-40 minutes to answer (depending on the level of detail provided). Closed multiple choice questions were carefully placed every three or four open questions; allowing respondents a 'break' from the long answers. Moreover, to decrease the language barriers, written answers were also permitted to be given in Portuguese or Spanish, as the researcher is fluent in both languages. The second survey, to Cadbury's employees in the UK, included 6 open questions (appendix 2) and would take respondents approximately 10-20 minutes, depending on their familiarity with the programme.

The data collection also included direct semi-structured interviews (appendix 2), either by phone or face-to-face, with the objective to support the data collected in the survey. In this case a narrative approach was used, in which the researcher's

responsibility is to be a good listener and the interviewee is a story-teller rather than a respondent. "In the narrative approach, the agenda is open to development and change, depending on the narrator's experiences." (Hollway and Jefferson, 2000, p.31). Consequently, despite the existence of guiding questionnaires, the questions and sometimes even the interview method were adapted according to the interviewee.

The intention was to see whether the discourse applied in the survey was similar to the one observed during a personal interview, identifying possible biases. Six interviews were conducted including a green advocate, and 5 senior managers directly related to the programme (here called sponsors). The duration of the interview varied according to the interviewee's availability with an average of 15-30 minutes.

In both cases, questionnaires varied according to whom they were being directed and with which objective, as demonstrated by Table 1. The research was also a part of an internship project with the intention to further develop the programme; therefore questions relevant to the achievement of this goal were added to the questionnaires and input the managerial implications on Chapter 7 of this dissertation.

**Table 1 – Interview types**

<b>Respondent Category</b>	<b>Type</b>	<b>Interview's objectives</b>
Green Advocate (employee that participate of the programme)	Online Survey + Personal Semi-structured	Identify the understanding of the programme by the GA - its meanings and impacts. Identify the perception about the organisation support role. Achieve insights to the development of the programme.
Sponsors (senior managers directly connected with the programme)	Personal Semi-structured	Understand the reasoning behind the creation of the programme and the perception of achieved results.
Employees that do not participate of the programme.	Online Survey	Identify the understanding of the programme by an individual who is not a direct part of it and evaluate its impacts.

Interviews were conducted during July and August 2009 at Cadbury's office in Uxbridge, UK. Online surveys had a one week response deadline. All interviews were arranged or sent with the support of the Sustainability Assistant Manager; and the researcher was introduced as both an intern and a student collecting information to analyse and develop the programme.

Before each personal interview, an introduction explaining the purpose of the study was made. In addition, permission to record was requested and confidentiality was guaranteed. All online surveys were anonymous, with only the location of the respondent being requested in the survey for the green advocates.

### **3.3.3 – Personal observation and Secondary data**

As the researcher had previously worked in Cadbury's business unit in Brazil and was granted full access to the company during the months of the study through an internship; this dissertation also includes personal observation and an analysis of secondary data, such as written documents.

Personal observation was applied especially during meetings with the Green Advocates or about the Purple goes Green programme, in which the researcher's prime objective was her role as an intern. These opportunities offered indirect material to contextualize the research. During them, field notes were taken that would later be analysed in conjunction with other materials.

Written documents such as: the Purple goes Green-Our Vision; the Dear Cadbury Website; the intranet; and Cadbury.com were also used with the permission of the organisation. Considering that Critical Discourse Analysis can be used to evaluate or make sense of corporations through its produced materials, especially texts (Phillips et al, 2008; Hardy, 2001; Gergen, 1999); they aimed to support in particular the understanding of the company's *reasons for* and *expectations of* the creation of an employee advocacy programme.

### **3.3.4 – The selection of participants**

According to Weiss (1994), a particular number of interviews is chosen as a result of: the aims and substantive frame of the study (the main question to be answered); representational samples; recruiting respondents; time; and resources.

Therefore, participants of this research were chosen based on these principles. They were separated according to their possible contribution to the understandings of to which extent an employee engagement programme is a mean for citizenship.

Senior employees directly related to it were included to identify how the programme was conceived and is conducted at Cadbury. Green Advocates from various business units were included to evaluate the impact of the programme on individuals that might have enacted citizenship and/or generated a change on citizenship behaviour. Employees not related with the programme, from different areas in the UK, were included to analyse the real impact of the programme to the company.

To achieve a representative sample without incurring on time or resource problems (such as travel expenses), the methodology, as explained before, was adjusted. The final sample used for the analysis in this dissertation is as follows:

- Semi-structured face-to-face interview with 5 sponsors from the UK; with 1 to 2 years of experience with the programme and/or directly involved in this development.
- Semi-structured face-to-face interview with 1 green advocate from the UK.
- Structured online survey's answers from 40 green advocates, chosen from 52 received replies, according their quality for the analysis. The group represents 20 Countries and experiences with the cause inside the company varying from 2 weeks to 6 years.
- Structured online survey's answers from 10 employees from the United Kingdom that do not participate in the programme.

### **3.3.5 – Data recording and transcription**

Only 2 personal interviews conducted were recorded with the verbal permission of the participants. Due to time constraints, only the relevant parts for the subsequent analysis were transcribed. The other 4 interviews occurred in circumstances that did not allow the researcher to have the recorder with her. In these cases, notes were taken during and/or after the interview.

### **3.4 – Data Analysis**

“The four core questions associated with analyzing any qualitative data are: what do we notice? What do we notice we notice? How can we interpret what we notice? How can we know that our interpretation is the ‘right’ one?” (Hollway and Jefferson, 2000, p.55). Critical discourse analysis allows the researcher to ask these questions while studying language (written or spoken) and meanings behind it, as explained below.

#### **3.4.1 – Discourse analysis techniques**

According to Polkinghorne, “Narratives is the primary form by which human experience is made meaningful... it organises human experiences into temporally meaningful episodes.” (1988, p.1). Moreover, a storyline permeates individuals’ thoughts, cognition, imagination and ethical decision (Josselson and Lieblich, 1995;

Sabin, 1986). These accounts can be perceived in conversations or written pieces being acknowledge by the teller in different levels.

When extrapolated to the organisational level, Humphreys and Brown highlight that being made of individuals, "Organizations literally *are* the narratives that people concoct, share, embellish, dispute and re-tell in ways which maintain and objectify 'reality'" (2008, p.405). As with individuals, company stories can be analysed from conversations or written documents.

Critical Discourse Analysis is relevant to this dissertation once it intends to understand how the language used explains underlined concepts or objects and social relationships influenced by them (Forester, 1992; Phillips et al, 2008). It requires multi-disciplinarity, and the perception of associations between texts, talk, social cognition, power, society and culture (Van Dijk, 1993). It also perceives language in organisations as "the primary medium of social control and power" (Fairclough, 1989, p.3).

If from one side, the analysis of linguistic practices in corporate documents allows the understanding of how "existing social and power relations" (Fairclough, 1995, p.77) are reproduced and transformed; from another, the study of employees' discourse permits the understanding of how employee engagement programmes influence and are influenced by them.

To achieve this result, after the data was collected each question was separated and analyzed based on the answer received. The intention was to, underpinned by the framework presented on Chapter 2, identify discourses that would corroborate or refute the assumption that corporations are arenas for citizenship and/or that would inform to which extent the assumption was applicable.

Questions were also separated according to its main characteristics and objectives: signifying the programme; defining Cadbury's support; understanding different stages of change and its relation with citizenship; and managerial implications.

### **3.5 – Reflection**

This section considers all aspects that have or might have impacted on the methodology and findings of this research. It aims to minimize possible biases through the awareness of both the researcher and the reader.

#### **3.5.1 – Cadbury's culture**

The first discussion about which methodology would be applied to the data collection resulted in the intention to have face-to-face interviews and focus groups. However, once inside the company, the researcher noticed a culture focused on virtual interaction related to work. Interviews, even if during lunch time or coffee break, seemed to be perceived as 'time wasted' as they would require the employees to leave their desks and computers. However, an online survey would fit in easily with the work to be done; allowing employees to choose the time that would suit them better, even though the amount of time spent on responding would be the same.

The implications of choosing the online interview were both positive and negative. From one side it allowed the sample to include employees from different

sites and possibly allowed employees to be more honest, as it was anonymous and impersonal. From the other, questions could not be adapted according to the respondent's narrative to capture all nuances; and answers could possibly be shorter and less detailed, offering less information.

After the data collection, only complete and detailed answers were chosen for the final sample, reducing possible biases resultant of the methodology chosen.

### **3.5.2 – Language barriers**

It is important to remember that respondents might: not understand the question the same manner of the interviewer; use particular discourses to avoid exposition or disguise some feelings and actions; and be unaware of reasons why they feel or experience things in a particular way (Holway and Jefferson, 2000).

The survey and interviews were all conducted in English. Therefore, due to language barriers, Cadbury's employees not from English-speaking sites could have experienced difficulties in understanding the meaning of questions. However, the researcher being foreign herself, considered these barriers when writing the questions, making them as simple as possible; in addition, answers were allowed to be written in Spanish or Portuguese (as the researcher is also fluent in both). Moreover, when the researcher notice that the questions could have been misunderstood, the answer was not considered for the analysis or, when relevant, an observation was made.

### **3.5.3 – Ethical implications**

Established Ethics Codes and theories often follow four general principles, although their names can vary: privacy and confidentiality, informed consent, deception, and accuracy (Diener & Crandall, 1978; Burgess, 1984; Christians, 2003; Bryman, 2004). No names, roles or any other possible means of identification is used in this research. Moreover all interviews were voluntary, conducted and taped with the consent of the respondent. Interviewees were also informed of the intentions of the interview prior to it. And finally all texts are transcribed exactly as they were received, including the original language used (with translation to English following the original text), misspellings and/or typos.

### **3.5.4 – The researcher's influence**

Important considerations regarding possible preconceptions that the researcher could have had were made during the analysis of the questions. Both her previous role as a sponsor of the Green Advocates' Network at Cadbury Brazil; and her particular role to further develop the programme during the research/internship period; were reflected upon.

Although it is impossible to avoid the researcher's judgement, as it is part of the analysis, during the whole process and through all decisions, an effort was made to guarantee that the result would be unbiased. Attempts were made to see the same answer or situation from different possible perspectives; leaving the final judgement to be made by the reader.

### **3.6 – Constraints**

During the development of this dissertation the researcher faced particularly constraints related to time and access.

The internship at Cadbury started in June 29<sup>th</sup>. Until this date the access to the company and the research proposal's approval had not been granted. However, once the internship started the company gave all supported needed to send surveys and do interviews; leaving the researcher with enough time for the analysis, even when the interview method had to be changed in the middle of the process.

The researcher also had to balance her life to conclude the study within the deadline. The internship was not research focused; and as an intern, she had to support to the Corporate Responsibility team in varied projects. Moreover, the researcher was based in Nottingham, while Cadbury's office was in Uxbridge, Greater London. To allow her time to conduct the dissertation with quality, the researcher negotiated the internship to be part-time, allowing her to travel and devote time and attention to both activities. Travel and other expenses were covered by Cadbury. Despite her efforts an unforeseen frozen shoulder forced the researcher to stop the work for three weeks, requiring the extend deadline to finish the work with quality.

### **3.7 – Summary of chapter**

The objective of this chapter is to offer the reader a clear understanding of the choices in methodology and data collection used by the researcher in conducting her study.

Moreover, it indicates how a narrative approach of critical discourse analysis serves as basis for evaluating responses and result in findings, in a similar approach to the one observed by Tsoukas:

“By bringing into awareness Maturana’s (1979, p.8) aphorism that “anything said is said by an observer”, a narrative analysis of change processes opens space for a discussion of motives and purposes, power and domination, aspirations and follies, vanity and self-doubt, ambiguity and polyphony. As all papers in the special issue usefully demonstrate, taking language seriously in the analysis of organizational change has multiple benefits vis-a-vis the behaviorist and cognitive perspectives, since it enables organizational members and researchers alike to focus simultaneously on the construction of both stability and change; it is sensitive to the ongoing character of change; and highlights how agency is constructed through the accounts produced.”  
(2005, p.102)

Finally it provides a reflection about possible biases and how they were minimized; as well as constraints faced during the process. It clarifies reasons why each decision was made, reinforcing that an applied reflexivity permeates this dissertation from beginning to ending.

## **Chapter 4 – The Green Advocates’ Network**

### **4.1 – Introduction**

The Objective of this chapter is to provide the reader with an understanding of the engagement programme from the perspectives of its different stakeholders: Cadbury, the green advocates, and Cadbury’s employees that do not participate in the programme. The analysis follows three levels of understanding: the individual (represented by the green advocates perspective); the organisation (represented by Cadbury and sponsors of the project); and society (represented by the employees affected by the programme).

The organisational point of view is based on interviews with sponsors and secondary data (website, documents). It offers an understanding of the programme, as well as reasons and expectations behind its establishment. It suggests that an employee engagement programme enacts citizenship and is an antecedent for change.

This view is contrasted with the individual one, provided by the green advocates’ survey. The critical discourse analysis of the answers provided evaluates if the advocates’ speech is resonating with Cadbury’s. It considers both: the perception of what the programme is; and which the reasons to participate are. Therefore, it aims to understand participants’ perceptions that will later inform the evaluation of how the programme affects them.

Finally, a brief analysis of the perspective provided by employees not directly connected to the programme was conducted. Their observations offer a broader

view of the programme's effectiveness, in particular as an arena for change and citizenship, beyond its boundaries.

Quotes from interviewees and extracts from documents are shown in smaller italic font between inverted commas, exactly the way they were written by respondents (including misspellings and typos).

## **4.2 – The Green Advocates' Network according to Cadbury**

### **4.2.1 – Description and objectives**

The Green Advocates' Network is part of an environmental programme called "Purple Goes Green" (PGG). The initiative, launched in 2007, is Cadbury's commitment to act on climate change, with the objective to shrink its global environmental footprint. The programme aims to achieve the following targets by 2020:

*"Energy: 50% reduction in absolute carbon emissions.*

*"Packaging: 10% reduction in standard product packaging, 25% for seasonal and gift ranges.*

*"Water: 100% "water scarce" sites with water reduction programmes in place.*

*"Advocacy: Campaign for change with colleagues, suppliers, customers, peers, civil society and consumers". (Source: [www.cadbury.com](http://www.cadbury.com))*

According to one of the sponsors interviewed, the decision to establish the environment as a key focus of the company was based on the current importance of

the subject. According to her, given the fact that Cadbury affects the environment, not prioritizing the subject could have drastic consequences to the business. It was therefore a strategic decision.

The Green Advocates' Network was established to fulfill PGG's advocacy and cultural change target. An internal Cadbury's document called "Purple goes Green – Our Vision" is particularly relevant to understanding the network from the company's point of view. Therefore, parts of the document were transcribed and analyzed below. It starts by offering insights into the characteristics of the programme and reasons behind its establishment:

*"The first step to achieve our targets is to create awareness of climate change and our company's commitments amongst our employees. Engagement of people at different levels of our company is key to changing mindsets. This engagement facilitates change in the way we operate and the way decisions are made.*

*To achieve this, Cadbury have established a "culture change" programme in order to create environmental awareness amongst colleagues at all levels of the organization". (Cadbury Document, 2007)*

The document seems to indicate that advocacy is not a target in itself but a means for Cadbury to achieve its environmental targets (*"The first step to achieve our targets is"*). It reveals that the Green Advocates' Network has a strategic role; and underpins the PGG Programme.

The assumption is reinforced by the next sentence that highlights the importance of engagement (*"is key"*) and its connection with the achievement of change. It suggests that results are expected by the company on two levels: procedural (*"the way we operate"*) and managerial (*"the way decisions are made"*).

Finally, the last paragraph of the extract shows that the programme is Cadbury's engagement tool for creating environmental awareness and changing the culture of the company.

This strategic perspective of engagement was also clearly highlighted by one of the programme's sponsor in Human Resources: *"Cadbury has an open approach. It allows people to be responsible for day to day job; and encourages them to do additional things which they are passionate about that helps Cadbury to achieve its business agenda."*

The second part of the document describes who the "green advocates" are and how Cadbury expects the programme to function.

*"This programme is being led by "green advocates", who are enthusiasts committed to creating environmental awareness within their sites. They operate in the form of a network that regularly shares information and tools through our intranet and emails. [...] Awareness campaigns run by the green advocates are designed based on local reality and culture. This brings together a group of like minded people sharing information and campaigning for action on the environment within their factory or offices."* (Cadbury Document, 2007)

The first sentence tells us about how Cadbury sees employees volunteering in the programme: *"a group of like-minded committed enthusiasts"*. It reveals the expectation that employees passionate about the subject will join the group and commit to *"create environmental awareness"* with a certain independence of the company. This assumption was confirmed by one of the sponsors when calling the group *"self-maintained"*, although *"internally focused"*.

The next extract tells us about the processes for transforming the discourse into action; suggesting how the company expects the green advocates to work. It

suggests that the group should “*share information and campaign for action*”; having a lobbying role for the environment in their location. It also indicates that this should happen “*regularly*” (although does not specify a timeframe) and as a network, through intranet or e-mail.

After analyzing these extracts, is possible to summarize the Green Advocates’ Network based on its attributes (what), processes (how) and motivations (why) as “*Employee engagement programme that, through the sharing information and campaigning for action, aims to promote change and support Cadbury in the achievement of its environmental targets*”.

#### **4.2.2 – Perceived Benefits**

Once again, the “Purple goes green – our vision” document states clearly which are the benefits for Cadbury and its relation to the business; and how that underpins its decision to establish the network in the first place. The programme facilitates change, which for its turn brings other attached gains, as suggested by the text below:

*“The key benefits of this culture change/environmental awareness programme are:*

- *An openness to change amongst our colleagues, which is essential to introduce changes to meet our environmental commitments*
- *Reductions in waste and consumption in sites where awareness campaigns are run e.g. reduction of paper ordered by 25% in our US office as a result of an awareness campaign*

- *Strengthening of employee commitment and loyalty – as the programme demonstrates our constant values within a modern and relevant agenda. This appears to be particularly resonant with high potential colleagues.* (Cadbury document, 2007)

The analysis reveal that to set an engagement programme is in accordance with the companies values (*"demonstrates our constant values"*) – it is the right thing to do; but also, makes perfect economic sense (*"meet our environmental commitments"; "reductions in waste and consumption"; "and talent retention and attraction"*).

These observations were confirmed by a human resource's sponsor when asked about engagement benefits for Cadbury:

*"Cadbury has a collaborative culture that drives engagement; it's a combination of many things (if your line manager empowers you to do your job, let you give your opinion); we do a survey that analyzes engagement and commitment levels. It's about your experience in working with the organization. If you enjoy working here it impacts in your performance. We are a business and need to deliver the highest performance. Also, as Todd (Stitzer – Cadbury's CEO) says 'it is also the right thing to do'. It has been our company values and culture for 200 years. Plus, we attract good talents and they stay because they enjoy our culture; the way that we do business."*

(Sponsor 1 – parenthesis added)

### **4.2.3 – The Green Advocates’ Network as an arena for citizenship**

The in-depth analysis of the Green Advocates’ Network according to Cadbury’s perspective suggests that employee engagement programmes are antecedents for change inside companies. Moreover, it indicates that a company might be an arena for citizenship as defined by Kymlicka and Norman:

“Citizenship is not just a certain status, defined by a set of rights and responsibilities. It is also an identity, an expression of one’s membership in a political community” (1994, p.369)

The programme offers employees identity and membership, empowering them to act in the name of the company, society and the environment. The new status of a green advocate is similar to the one of citizen. It implies rights and responsibilities, opening spaces in which normally people would not go to lobby for personal agendas/interests.

However, this assumption can only be confirmed once we compare Cadbury’s view with green advocates’ perceptions on the programme; next section provides this analysis.

## **4.3 – The programme according to the Green Advocates**

### **4.3.1 – Perceived objectives**

This section is based on answers collected with the question: “How would you sum up the Green Advocates objectives?”. It informs about how the green advocates understand the programme; indicating if perception of the employees resonates

with discourse used by Cadbury. Moreover, it intends to discover subtleties that provide further insight on the connections between employee engagement, change and citizenship.

Alike to the analysis made on Cadbury's document, this section pursues indications of the programme's attributes, processes and motivations. However, the approach here is slightly different than the one used with the company. Here it is the perception that the green advocates have of the programme objectives, and not of the programme itself, that is being questioned. Therefore, attributes refer to main objectives – what the programme is 'all about' ("*Pillars of our sustainability agenda*"; "*Ambitious and flexible*"; "*Promote the awareness*"); while processes and motivations provide a wider picture on how objectives will be achieved ("*working together*"; "*We organize events*"; "*global network*") and which are the reasons that signify the programme ("*to see if we can work in a "greener" way*"; "*to support sustainability program*"; "*to do better for the environment*").

Although some answers combine two or three concepts; most of the answers are focused only on the programme's main objectives. These attributes are also perceived in varied manners by the green advocates. According to them, the programme's objectives are defined by:

- what they represent to Cadbury: "*Pillars of our sustainability agenda*"; "*Promote the Purple goes green commitments among all colleagues*"; "*Reduce Cadbury's impact on the environment*";
- their possibility to produce change in awareness/behaviour: "*Influence the company and colleagues to work and live in a greener way*"; "*To actively encourage others to be more green*"; "*Promote the awareness*"; "*Reduce paper usage; Reduce*

*Energy Consumption; Increase volume of recycling in total waste; Increase colleagues engagement”; “save nature”.*

- personal opinion based on expectations or perceived value: “very good”; “Ambitious but a bit too theoretical”; “very useful”.

The analysis shows that the interpretation of the programme’s discourse is not uniform. Its connection with the business and its environmental target is perceived but not by all advocates. The programme is mostly defined by its ability to result in change, however, change is also perceived in as many different ways as there were respondents. Pragmatically, this could indicate a problem on how the programme is being communicated, and its implications will be later discussed in this paper.

Interestingly, none of the respondents pointed ‘engaging employees’ as one the programme’s objective. This might be due to the fact that this is an organisational/strategic view for the programme only shared among its sponsors. However, it is possible to recognize advocates engagement level, when analyzing their identification with the company, shown by the use of the word “our” in some of the answers: “*our sustainability agenda*”; “*our green ways of working*”; “*teach our colleagues*”.

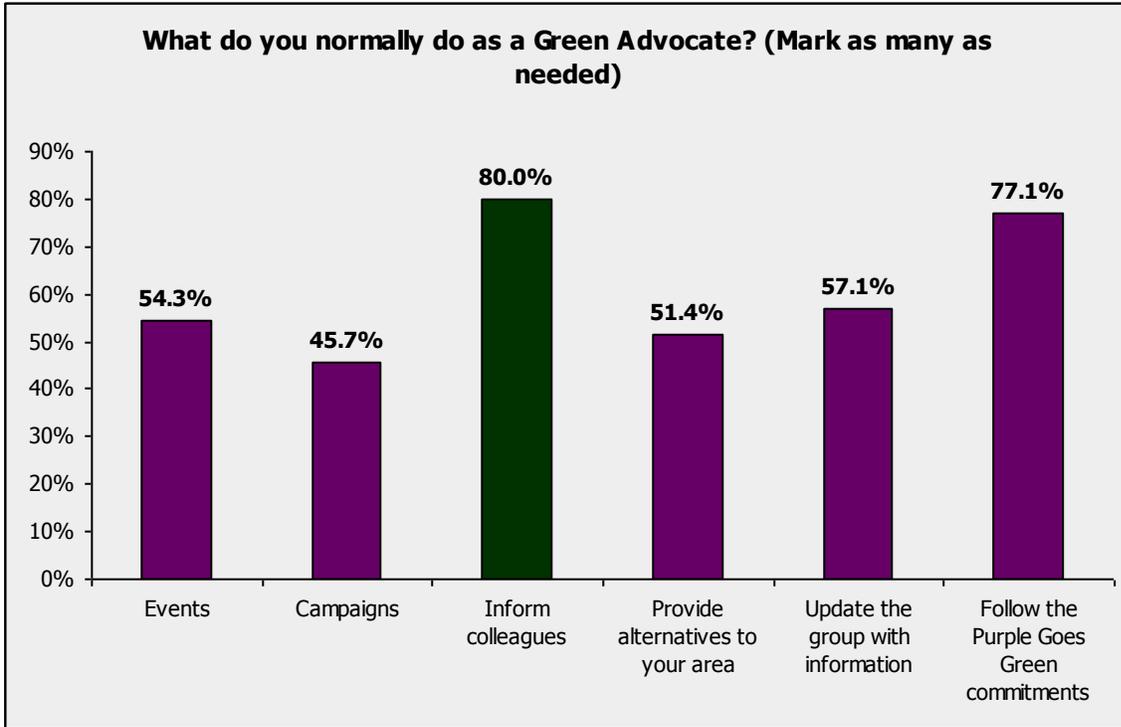
This suggests that employees have started to incorporate the values of the programme as their own values or vice-versa. Several answers make clear this amalgam: “*I want to communicate to all colleagues the impact of our individual actions may have on the environment*”; “*nos aseguramos de dar seguimiento a las actividades*” (we guarantee the maintenance of the activities); “*I have only a single point objective ‘extinction is forever save nature’*”. In these extracts there are no distinction between the programme’s objectives and personal ones; suggesting that the programme, as a ‘political community’ (Kymlicka and Norman, 1994; Bell, 2004), is giving its

participants a sense of membership, or status, and potentially is an arena for citizenship.

In addition, some of the responses touched on how the green advocates are perceived to function, however they revealed to be different than Cadbury's expectations. The green advocates seem to understand they should work together, lead and organise different activities (*"realizando actividades periodicas, colocando afiches, enviando correos electronicos – doing activities regularly, putting posters, sending e-mails"; "through colleague-run initiatives"; "working together"*) more than share information and campaign to action.

The focus here is a more pragmatic one: the advocates assume responsibility for the change; they are an example, rather than lobbyists for change. They see themselves more as part of the solution rather than its drivers. This might indicate a necessity to do something in which concrete results are achieved, once the ability to influence and change another individual is perceived as difficult (as analyzed in chapter 6).

In addition, it suggests that although Cadbury's discourse indicates a strategic role for the group, in practice, this role is not effective, clear or desired by the green advocates. Nevertheless when asked about what they normally do as a Green Advocate and presented with multiple choices, participants indicated 'inform colleagues' and 'follow the Purple goes Green commitments' to happen slightly more often, as shown by the graph below:



Finally, few of the answers also indicated the results expected with the achievement of the programme's objectives. Once again, they are seen as broader environmental expectations ("*desacelerate the pace of destruction*", "*to do better for the environment*") rather than business related.

#### **4.3.2 – Motivations to join and perceived benefits**

This section comprises the analysis of answers collected with the following questions presented to the green advocates:

1. Why did you decide to become a Green Advocate?
2. What does it mean to you to be a Green Advocate?
3. What would you say are the benefits of being a Green Advocate?

These questions aim to understand what motivated these employees to join the programme at first place. They complete the view of the programme connecting meaning with the perception of benefits.

Answers gave to the first question suggest that the decision process was pushed by:

- Necessity or urgency to act in different levels and for varied reasons: *"To help Cadbury become the example for others in business and generally", "I NEED TO BEOME A GREEN ADVOCATE TO HAVE A BETTER PLANET AND LEAVE A BETER WOLRD FOR THE NEXT GENERATIONS", "Soy muy consciente de la necesidad que tiene el planeta de que le ayudemos y quiero hacer mi aporte (I am very conscios about the planet's need of our help and I want to make my contribution)"*.
- Participation desire: *"Because I care about the environment and wanted to do more than work at work". "I wanted to contribute, but as a individual the learnings were short and through such networks we can get to know more about the world around you", "Becasue I want to make a positive difference and leave behind a better world for my children"*
- Identification with the programme and its values or perceived values: *"felt completly identified with the program", "It is something I feel strongly about", "I have always been passionate about Nature", "It is in my belief and I feel I need to take an action", "It is my value", "Because this topic is important to me on a personal note and I believe we all need to think global, but act locally", "I am one [Green Advocate] anyways", "Being a green advocate is also something I already practice daily by recycling and sharing thoughts on being green with others I know", "Because I was interested in helping to support the ideals of the Purple Goes Green programme"*.

- Peer pressure: *"i was asked by the general manger as my role was not challenging enough", "I was asked to join because of all the 'green' changes I have made here in our regional office", "I received the invitation and accepted with enthusiasm"*.

The analysis of these replies confirms that most green advocates are enthusiasts of the subject and saw in the programme an opportunity to pursue a subject of intrinsic value to them. Moreover, it indicates that they see the need of acting and the programme as a mean to do so. For them it is a possibility to participate, to make a difference, and it could be added, to express citizenship. As proposed by the "paradoxical theory of change" (Perls et al, 1951; Beisser, 1970), by allowing employees to be who they are and engage with something to which they were passionate about, Cadbury provoked change and can be seen as a successful arena for citizenship.

These findings are confirmed by the second question. This question intends to understand the importance that the programme has on individual level; the meaning as defined by the green advocate and not by the company. This picture provided by the green advocates' lenses, informs to which extent the person is using the company to pursue a personal agenda. This is particularly pertinent to evaluate the organisation as an arena enacting employees' citizenship; and/or as a "participatory sphere institution" as understood by Cornwall and Coelho: "spaces for *creating* citizenship, where through learning to participate citizens cut their political teeth and acquire skills that can be transferred to other spheres" (2007, p.8). Questions 2 answers can be analyzed considering meanings related to the concepts of status, entitlement and process as proposed by Chapter 2.

Firstly, answers revealed once again (although not in quantity) the personal engagement of the employee towards the company; and the importance given to the sense of belonging to it: *"Stay connected on the Go Green agenda"*; *"It mean I am a part of this company"*; *"It is what makes me proud to be a Cadbury colleague"*. It suggests that participating in the programme means a chance to become a part of the Company, revealing once more a perceived status. In addition, it reveals (as confirmed by the direct interview with one of the advocates) that a connection between personal and organisational values is highly valued by employees. This will be further explored when discussing managerial implications on chapter 7.

Secondly, answers implied personal gain connected to the meaning of the programme. Here, it is what the advocates receive in return and how they value it that defines if the programme is more or less important. The benefits can be seen as the opportunity to make a difference, or participate: *"It is important to me to see that I can make a difference"*, *"A chance as an advocate for climate change"*; a new learning or enhanced skill: *"Opportunity to practice team work and influencing skills outside of normal job"*, *"More awareness on the impact a business can have on the environment"*; or simply the experience of good emotions: *"me siento muy orgullosa de participar en el comite (I feel very proud to participate in the committee)"*; *"I feel passionate about driving the PGG agenda internally"*. These could be seen as entitlements gain by the membership to the programme; that act as motivators to employee participation.

Finally, the programme is seen by the Green Advocates as an opportunity to drive change in different levels: *"I hoope it will be an opportunity to shape the green agenda for the company"*; *"It means holding the flag of Environmentalists, bring awareness to all people of the importance of each individual behavior"*; *"to teach other colleagues ways*

*to be green*". It shows an intention that goes beyond a personal agenda, that moves from "social dilemma" (Mendelberg, 2002) to the "ability to exercise political agency" (Cornwall and Coelho, 2007); indicating that the organisation is enacting employees' processes of participation.

The three concepts applied to the answers reveal that Cadbury is being an arena for citizenship, as the Green Advocates' Network is seen as a space that give employees a new status, entitlements and opportunities to participate.

Not coincidentally, benefits highlighted by the green advocates when answering the third question, are easily connected with the concepts of status, entitlements and processes:

- Status. The importance given to social relations and the perception of belonging to a group or being part of something valuable: *"working with like-minded individuals" "Networking, meeting new people", "feeling a part of something bigger than yourself", "people come to me with their ideas, and questions about environmentalism"*.
- Entitlements. The opportunity to learn something or enhance skills and the experience of good emotions: *"the education I am receiving from it", "As a green advocate, I have been able to access to much more information on environment; by extension been in apposition to appreciate the importance of environment to our society and the need for us to leave in harmony with the environment". "Happy that I am doing the things that I like & love to do", "positive energy from aligning individual values to the corporate ones"*.
- Processes. The opportunity to make a difference, participate, and/or promote change: *"having the opportunity to make a better world and learn and teach good things", "the satisfaction of doing something with such a positive impact for the next*

*generations”, “there is some additional ability to get results and influence the company”.*

It is interesting to note meaning and benefits are perceived in similar ways by the participants and signify/motivate the experience of being a green advocate. Evidently, it is beyond the scope of this study to evaluate if the personal gain is purely egoistic or have altruistic reasoning. However it is curious to observe that when it comes to benefits, the majority of answers take a personal view. While when analysing challenges (discussed in Chapter 6) it is the evaluation of ‘the other’ that prevails.

#### **4.4 – The programme according to Cadbury’s employees**

This final section intends to understand how the programme is perceived by those not directly related to it; representing the societal level. Cadbury’s employees from the UK were asked “what would come to their minds when they heard/read about the Green Advocates”. Responses showed:

- lack of knowledge about the programme: *“To be honest I haven't heard/read anything about green advocates”, “I have not heard of the Green Advocates”*
- Lack of knowledge but positive attitude towards the perception given by the programme’s name: *“Great idea. Not sure exactly what they do”, “good idea; what do they know?; when and for what reasons can I engage with them?”.*
- Lack of knowledge but supposition considering the programme’s name: *“I don't really know what they are. I presume they advocate green practices”, “I don't know what they are! But I assume they're people promoting green issues within Cadbury”.*

- Partial knowledge about it but not very connected to its reality: *"The team that promotes Environmental savings for Cadbury", "Little steps / everyday changes", "Helping the offices and the company to run things greener, protecting our environment"*.

The answers reveal that despite of having a "good name" the programme is far from being a strategic tool inside the company. In addition, it might indicate that, although the programme is enacting citizenship to those that participate in it, it is not going beyond itself and impacting on "society". This theme will be revisited on the next chapter.

#### **4.5 – Summary of Chapter**

The objective of this chapter is to provide the reader with an understanding of the engagement programme from the perspectives of its different stakeholders: Cadbury, the green advocates, and Cadbury's employees.

If from the organisation sight the Green Advocates' Network can be clearly defined as "Employee engagement programme that, through sharing information and campaigning for action, aims to promote change and support Cadbury in the achievement of its environmental targets"; from the green advocates it represents many different things (opportunity to belong to a group; to express a personal value; to learn something; or to make a difference, doing something concrete to the environment) and from employees' view it is still an incognita.

This first analysis' chapter also allow us to identify elements that indicate that the organisation can in fact be an arena for its employees' citizenship; using it as a tool to incite change and/or offering a participatory space with the employee

engagement programme. As a political community it provides the employee with a new identity and membership – the green advocate – and empowers them with procedural and personal rights allowing them to make decisions, influence on the organisation and act to improve the environment (Bell, 2004, p.10-11). Furthermore, it opens spaces in which normally people would not go to lobby for personal agendas/interests.

The green advocates in return, by using the company to pursue (consciously or not) their agendas, combine personal and organisational values. They embrace the opportunity to act upon the need they perceive, to participate and/or to make a difference; moving beyond personal agency to political agency.

In conclusion, by allowing employees to be who they are and engage with something to which they were passionate about, Cadbury endorses citizenship and can be seen as a an arena for it.

Next chapter evaluates if the programme provokes change impacting on the individual status, entitlements and processes of participation that goes beyond the programme.

## **Chapter 5 – The impacts of the programme**

### **5.1 – Introduction**

After understanding what the Green Advocates' Network represents to its different stakeholders and how it could be considered as a space for citizenship; it is necessary to evaluate its transformational potential that could lead to citizenship.

This chapter includes the different learnings from the green advocates and search especially to understand if the programme offers a 'new democratic space'; a place "in which those who participate learn new meanings and practices of citizenship by working together" (Cornwall and Coelho, 2007, p.23); or in which deliberation motivates them to elucidate personal interests and needs (Mendelberg, 2002).

The analysis, made on individual level, considers how green advocates perceive change in themselves that could impact their status, rights and processes of participation; inside the organisation or at society. It assumes that change can occur in three levels: (1) cognitive, in which participants have changed their awareness of the need/subject but have not act on it; (2) behavioural, in which the participants have changed personal habits; and (3) discourse level, in which the participant intends to produce change on another individual. Each level touch upon citizenship concepts as it will be discussed later.

To complete the analysis, comments made by Cadbury's employees on the United Kingdom help understanding if the programme is effectively advancing change within the organisation.

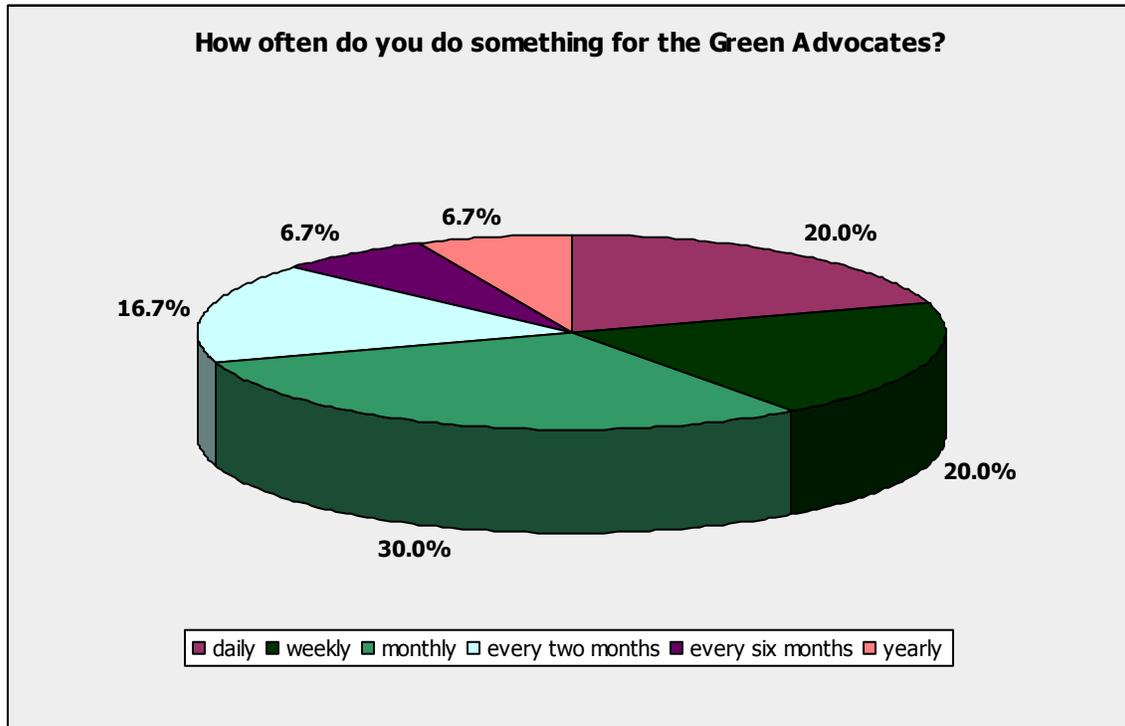
## **5.2 – Change stages and impacts**

The analysis was based on the answers collected with the following questions given to the green advocates:

- 1 How often do you do something for the Green Advocates?
- 2 What have you learned since you became one (green advocate)?
- 3 What have you done differently since you become a Green Advocate?

The first question intends to understand the green advocates' involvement with the programme; considering it might impact on the level and type of change observed by participants. For instance, advocates that rarely participate could have not experience change or have only changed on cognitive level.

This question offered multiple choices to the respondents but also allowed them to add comments. The following graph presents the main results and is followed by comments considered relevant to this study.



The graph indicates that most green advocates (70%) are very active, however this could have been influenced by understanding the question from a standpoint in which the person and the advocate are but the same; not distinguishing the organisational role from the individual one. This is suggested by extra comments: *"Personally every day, but visible contribution is more ad hoc"* or *"every breathe one inhales we have to remember the support systems of nature"*. Despite, the level of participation indicated by respondents was considered as sufficient to allow change to occur and be perceived.

Answers provided by the next two questions offer us insights on the change stages experienced by the participants, as follows:

1. Awareness: the advocate perceives that his way of understanding the world around him has changed. It might imply or not the perception of a new

status, requiring a different attitude, changing or not the perception and action on entitlements and/or participation processes.

2. Behaviour: the advocate has effectively changed a personal habit. It might be due to the perception of a new status (feeling of obligation or responsibility); and consequence or not of the programme.
3. Discourse: the advocate is effectively pursuing change outside himself and the programme. It might be through speech alone or combined with action.

Although often the second and third stages imply awareness, the opposite is not true: awareness might not lead to behaviour or discourse; and discourse also might not lead behavioural change. Moreover, the first two stages imply the programme provokes change on the individual, while discourse suggests the programme could also be provoking change on organisational and societal levels.

### **5.2.1 – Awareness**

Answers related to the perceived learn and observed change on the manner in which the advocate understand or see a particular subject are explored this section. They are divided between status, entitlements and processes to suit this study.

- Status. The green advocate perceives that as a member of a different group, he/she has to act accordingly: *"More aware that I'm a "role model" and need to act accordingly.", "I also learned about the responsibility to have a voice and drive change even if it's not what people appreciate the most at that moment in time"*
- Entitlements. The advocate is more aware about a benefit acquired by being a part of the political community: *"I have also learned that I am passionate about*

*saving the environment and love it when others make a change or I discover a change that I can make in my own life".*

- Processes of participation. Most of the given answers were in this category. The participant has a new understand about expected behaviours and attitudes; manners in which he/she can contribute to society; and about his/her interactions with other people: *"I think differently since becoming a Green Advocate as I am now more aware and conscious of making the right 'green' decision for me in my life because I am better informed of what the outcome may be - rather than to 'just do' or 'just buy' because I/we want it - do I/we need it?", "I've learned that a lot of people care about doing what's best for the environment. However, 'what's best' is controversial and means many things to many people. I've also learned that even though people might know what's right to do, changing habits can be quite challenging", "I learned how to influence others on the subject, and many are actively interested in knowing the subject", "Brought an environmental/green focus to all aspects of my work."*

As discussed in chapter 4, the Green Advocates' Network, if seen as a political community gives its participants procedural and personal rights that motivate their participation in the programme. Therefore, it is not a surprise to observe that most of the answers were related to the perception a new status (in which being a member of this political community implies attached responsibilities) and of methods to participate on society. Subjects such as deliberation, decisions, influence and action are brought up by the quotes.

While analysing the answers, it was also possible to observe that learning assumed varied facets that complete each other, and impact on decisions and possibly on behaviour. These are: knowledge about themselves (*"The main learning*

*is persistence and coherence*"); about other individuals (*"That there are many like-minded individuals in the business"*); about their work (*"I have learned that Cadbury cares. However it needs to be more prominent and prevalent"*); about practices (*"I have learned to save energy, water, paper"*); and about the environment (*"I became more aware of how much we are destroying our planet"*). If seen under the understanding of 'personal development', these learning could also be categorized as processes of participation.

### **5.2.2 – Behaviour**

According to the organisational citizenship behaviour (OCB) theory, companies rely on acts of collaboration, kindness, participation, loyalty, friendliness, selflessness, self-development and other similar behaviours (Smith et al, 1983; Organ et al, 2006).

When evaluating pragmatic change observed by respondents inside Cadbury, it is possible to identify some of these OCBs such as participation, collaboration and self-development: *"At work, as much as is viably possible: double sided printing, not printing in colour where possible, recycling everything that is recyclable and encouraging everyone to do the same. Having cycling only days or car pooling"*; *"Being a green advocate at work helps to sharpen my knowledge"*, *"Took initiative for earth hour & communicated site Team about how much tonns of co2 saved during hour"*. This might indicate that, as suggested by Boiral (2008), voluntary programmes could encourage especially environmental OCB, by creating a favorable context in which these could develop.

Moreover, most of the answers suggest that the programme improved participants 'environmental citizenship' (Bell, 2004), by making them act differently

than before: *"i recycle much more - i switch off the lights (something that i used to struggle with:)). - i read more about the causes and effects of different actions which have positive/negative impact on environment - i'm more positive about the impact that i can make at an individual level"; "Tried to reduce my printing and paper use."; "Society: Do more and participate more"*

Finally, if "it is commitment to the purpose behind change that leads to lasting behavioural change" (Clutterbuck and Kernaghan, 1994:1400); it could be argued that observations also indicate participants commitment to the programme and its values (as suggested in the previous chapter), as well as to the environment.

### **5.2.3 – Discourse**

The final stage of perceived change regards discourse. It implies communication and influence beyond the individual level; impacting other people, such as family and friends: *"perhaps communicated more in the workplace about what we could do better"; "Talk about the subject with my family and friends"; "I am pushing my field based organization to eliminate fax machines by going to an online fax system which will help reduce paper usage, cartridge and reduce costs"; "Trato de comunicarle a toda la gente que conozco la importancia de cuidar nuestro planeta (I make sure to communicate to everybody I know the importance to take care of our planet).*

According to Cornwall and Coelho's understanding of Foucault (1991) "discourses of participation are, after all, not a singular, coherent, set of ideas or prescriptions, but configurations of strategies and practices that are played out on constantly shifting ground" (2007, p.14). Therefore, despite the fact that the Green Advocates are a group, the discourse of its participants and the ways in which they

will be applied vary accordingly to each participant and its interactions. Regardless it could be argue that once change reaches this stage, the organisation has been an arena for citizenship beyond the programme and is impacting on society.

### **5.3 – No perceived change**

As pointed by Boiral: “environmental initiatives within organizations are partly motivated by the ecological sensitivity of individuals outside the workplace. Employees are also citizens often concerned about ecological issues who, to some extent, are accustomed to addressing environmental concerns independently of their professional activities” (2009, p.228). It is no surprise, therefore, that some of the green advocates did not observe changes on their awareness, behaviour or discourse. They were already concerned with the environment and doing something about it (*“I have been acting as a Green Advocate anyways, so no significant change”*). This could imply that the impact of the programme is higher on those occasions in which the desire to do something was not yet fulfilled.

Moreover, as observed by one of the programme’s sponsors during a meeting: it might be interesting to ask how many of these advocates were already pursuing activities on their sites before the programme was officially introduced. Four of the respondents indicated their start in the programme as previous to 2007 (year in which the programme was officially established), which might have impacted their perceptions on change.

Some of the comments also suggest that respondents who recently joined (6 indicated to have start after June 2009), could be unfamiliar to the programme or

yet unaware of the transformation process: *"just joined"*; *"very recent member"*; *"Have not done anything yet as I am not sure what is required of me as an advocate and I joined only 2 weeks ago"*. When analyzed separately their answers indicate that change, especially on behavioural and discourse levels, indeed needs time to happen and be observed. However, some indicate that their awareness on the theme had already been impacted.

#### **5.4 – Impacts beyond participants**

It could be argued that if an engagement programme is an antecedent for change and citizenship; the first level to be impacted would be the individual and the second, the organisational.

However, comments made by Cadbury's employees in the United Kingdom suggest that the programme has little impact in the organisation. When questioned what they believe the impacts of the green advocates were, employees not related to the programme presented varied and incoherent perceptions: *"keeping a watching eye on colleagues; educate colleagues about how to live a 'green office life'"*; *"Making us more environmentally aware"*; *"less paper/toner used. Makes you think before printing / taking the lift / stairs/ green commuting"*;

Furthermore, most answers indicate they do not understand the programme's objectives and therefore can not perceive its impacts at all: *"Not really sure what they do"*; *"None visible to me"*; *"I don't know but presume their role is to champion initiatives which are more sustainable within the business"*. Finally, most of the respondents had no experience with the green advocates.

Although as observed by one of the programme's sponsors it might be due to the fact that the "programme in the UK is not as developed as in other business units" (despite the fact that it is the headquarters); it might also be explained by the fact that the programme has only 2 years and would need a higher employment of its strategic role. This suggestion will be further explored in chapter 7's managerial implications.

## **5.5 – Summary of Chapter**

This chapter analyzes the learning processes and perceived changes from the green advocates, with the objective to understand if the organisation offers its employees a space for deliberation and democracy, in which their citizenship could be trained, applied or impacted.

The study offers insights on the varied stages experienced by the participants: awareness, behaviour and discourse. Regarding the first stage, it was found that a cognitive change in status and processes of participation (deliberation, decisions, influence and action) occurred on the participants due to its exposure to the programme. Observations on the second indicate that an engagement programme could create a context favorable to the development of environmental organisational citizenship behaviours or the improvement of participants 'environmental citizenship', through behavioural change. The final stage point towards how discourse is changed, impacting on an organisational and societal level.

The combination of the perceived changes suggests that the programme has effectively been an arena for citizenship. However, change was not perceived in

cases which participants were already involved with environmental activities/ behaviours; possibly implying that the programme might be more effective on those occasions in which the desire to do something was not yet fulfilled.

In addition, change on organisational level would be expected to be found as a result of an engagement programme. However, it was only observed by employees that do not participate of the green advocates in a very superficial level. The next chapters explore to which extend Cadbury contributed to the effectiveness of the programme in supporting change and different implications of this study.

## **Chapter 06 – Perceived Challenges and Cadbury’s support**

### **6.1 – Introduction**

The previous two chapters offered insights on the organisation as an arena for change and citizenship. It suggested that Cadbury provides a space for citizenship to flourish as well as affects the individual that in extension can affect the organisation and society. This chapter aims to complete this study by analyzing how green advocates perceive the programmes’ challenges and Cadbury’s support.

It suggests that the higher the perceived support, the higher the engagement. Therefore, the extent to which an organisation will be an arena for citizenship is also going to be bigger. Moreover, it gives the reader a pragmatic perspective that impacts on managerial implications discussed in the next chapter.

### **6.2 – Perceived Challenges**

Employee engagement varies according to the perception of challenges to be overcome and the support to do so received from the organisation (Saks and Rotman, 2006). This support includes, among other factors, a pro-social climate and level of managerial help (Peloza and Hassay, 2006). Therefore, the manner in which employees understand the challenges they face as green advocates and the support they receive from Cadbury impact on their engagement to the company, the programme and its objectives. The higher the engagement, the

higher the commitment and possibly higher the change experienced by the individual and its potential of impact beyond him.

The analysis was based on the question: "what are the challenges (of being a green advocate)?" Answers provided by the green advocates can be divided in three main groups of perceived challenges:

- Motivation; seen as the desire to continue to participate and act on behalf of the programme despite the other challenges faced. It could be either individual or from the group: *"Sustain the momentum", "finding time and motivation on top of day to day work to action this and keep momentum going with the team", "making the network an active, rather than a passive, force. In Pacific we need more doing and less empathy"*.
- Resources. Mostly identified as time, but also money, leadership support and training: *"having the time and resource to drive initiatives when everyone has their usual job to keep them busy", "to involve the leadership in the cause", "lack of budget to have a higher impact events", "it doesn't seem too be organized", "we could use more guidance and education"*.
- Influence; seen as the ability to provoke change in particular in a pragmatic-behavioural manner: *"changing behaviours! People love to tell others about all the great things they are doing, but often overlook all the things they COULD be doing still", "It is also sometimes challenging to teach colleagues new habits", "no one wants to make an effort, if they have to go out of there way it's to hard basket"*.

These challenges can be also considered as divided in different levels: individual (motivation), organisational (resources) and societal (influence). In addition, it could be argued that although the company could offer tools to improve advocates' motivation and/or influence, the only level under Cadbury's total

control is the organisational one. Nevertheless, the green advocates would possibly expect the company to provide support on all of them.

### **6.3 – Cadbury support**

According to one of the programme's sponsor, Cadbury supports the Green Advocates with "resources and information". The statement confirms last section's assumption and is coherent to Cadbury's idea that the group should be free to pursue the environmental agenda in their own time and schedule.

However, considering that 3 levels of challenges were found, it is interesting to analyze how the advocates perceive Cadbury support or lack of it. The analysis was based on two questions: "How does Cadbury support your role as a Green Advocate?" and "How do you think Cadbury could better support your role as a Green Advocates?".

The answers for the first question confirm that indeed Cadbury's support is focused on resources (money, information, access, time, legitimacy-management support, and norms); although recourse perception varied according to the different countries. Nevertheless, most of the answers considered the organisational level: *"There's been a little funding for Ride to Work breakfasts to encourage cleaner commuting", "Intranet and tools", "By allowing me to take the necessary time away from my regular duties but there is only so much one support person in this region can do - so we are making changes as time permits", "Many ways, there is regular update"*.

However, few answers touched upon motivation, suggesting that the company somehow also provides support on this level (even if only by reinforcing self-motivation, allowing the employee to pursue something valued),

and confirming it as important to the green advocates: *"I have all the support from Cadbury - I have an open communication with Social Responsibility Department and they always listen to my ideas", "some of the executives reach out from time-to-time to congratulate us on a job well-done", "Being employed by this great organisation itself is a support for us. If not for cadbury I couldnt have gone deep into this subject"*.

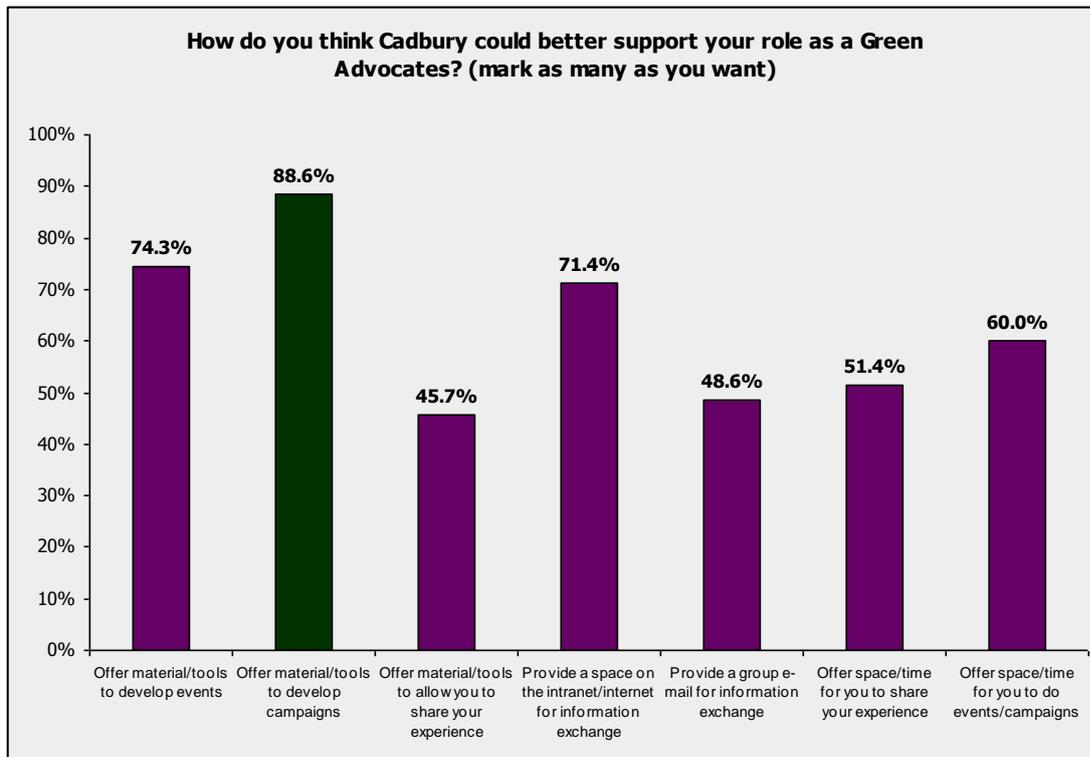
Information was also perceived as a possibility to undertake the challenges of influence, but only by few participants: *"At the moment I have the opportunity to access information on purple goes green that I am disseminating to colleagues through the Cadbury's notice boards"*.

Furthermore, it is relevant to point that most answers present a 'yes but' attitude; showing that the support the advocates receive from the company might be below their expectation. In addition, some directly pointed that there is lack of support, normally indicating failure in one or more perceived challenges, as suggested by these quotes: *"Have been frustrated when - Needing significant time to allocate to it (not a recognised activity) - Trying to get person to present to department (trying to get the department involved as a whole) - Need authority figure who can step in and make decisions for managers who are resisting change"; "I would like to see more support for the time, though. Working overtime to be a GA is difficult, and can feel like it's not really appreciated. Some colleagues think that we make life more difficult for them (e.g. removing disposable coffee cups from the office)"*.

The scenario presented by the answers could, in the long term, lead green advocates to lack motivation (despite their enthusiasm for the subject); affecting their commitment to the programme making it less effective. Moreover, without motivation the group will tend to become less independent, needing an even higher support from Cadbury and possibly creating a vicious circle.

This analysis is completed by a multiple choice question with suggestions on how Cadbury could better support the advocates. The choices were mostly

related to resources, as they were built according to Cadbury’s perception of what else could be offered to facilitate the advocates’ work. The graph below presents the results:



It is interesting to observe that higher percentages are related to the ability to develop pragmatic activities and to exchange information. The answers support findings from previous chapters that showed the green advocates are more focused on practical projects than political advocacy through deliberation (shown by “sharing experience responses” in the case of the multiple choice question); and indeed expect the company to provide resources that allow it.

Additionally, spontaneous answers were given on other questions regarding opportunities for the programme or perceived needs. They are particularly relevant to this study, as they indicate the level of importance given by the advocates to these matters: one high enough to find a space to be communicated despite a direct question.

- *Leverage our success externally...build case studies*
- *I'd like to see some really big programs taken on - things like restructuring work or transport to work practices to have a major influence.*
- *Huge education opportunity beyond the work sphere. Any education can be translated and utilised in colleagues personal lives. There is huge information dissemination opportunity in that green advocates can communicate with each other events, forums opportunities of liked minded people.*
- *attract champions which can raise the profile of the program (they are there but they don't have the time to be a fully engaged GA)*
- *Promote among the managers the importance of having green advocates, in that way is possible that more colleagues get involved*
- *That there needs to be a mind set change starting with management to drive people to change to environmentally friendly practices, regardless of how easy or convenient it is to do.*
- *We should be better at sharing best practice*

These answers show how much further the advocates would like the programme to go in terms of provoking change. They suggest an expectation for the programme to be an arena for citizenship; with a higher impact on the organisation and on society.

Furthermore, it provides Green Advocates' Network sponsors with particular needs and expectations that could affect the programme effectiveness. For instance, they show a need for the programme to be more promoted amongst Cadbury's leadership, possibly indicating that it would provide the desired space to work for the programmes objectives, as well as, recognition.

It is also interesting to observe that many of the advocates used the survey as an opportunity to "campaign" for change in the organisation and in the programme. This suggests two possibilities: (1) Cadbury does not provide a

space in which the green advocates can be listened and put forward their opinion on these matters; or (2) the programme has contributed with an individual attitude that search to participated and promote change in every given opportunity, included a survey.

#### **6.4 – Summary of Chapter**

As suggested by Bell: “A space for free and public discussion of citizens’ metaphysical and ethical beliefs about the environment is essential if we are to take seriously the idea that some people conceive of their beliefs as ‘truths’, which can be communicated, justified, and explained to others. Citizens must formally have the opportunity to try to persuade others to adopt their conceptions of the environment and our place in it” (2004:8). Some of the findings of this study suggest that Cadbury has created this space; although this chapter shows that advocates expect more.

The observations have revealed that advocates are challenged by their own motivation; the need of resources (time, money and information, among others); and the difficulties to influence other individuals on their behaviours. Therefore, they expect Cadbury to support them on all these levels, as on date, most of the support is only given with resources and information; and not homogeneously.

The findings present an important managerial implication, suggesting that the perception that Cadbury is not supporting them as expected, might lead the advocates to lose motivation. Considering that the advocates are passionate about the subject, the lack of motivation would possibly be towards the programme and the company. However, the opposite could benefit the company,

taking into account that “bringing oneself more fully into one’s work roles and devoting greater amounts of cognitive, emotional, and physical resources is a very profound way for individuals to respond to an organization’s actions” (Saks and Rotman, 2006).

Finally the chapter indicates that green advocates expect the extent to which the programme promotes change and affects society to be even bigger. This suggests that corporations are also perceived as arenas for citizenship by their employees.

## **Chapter 7 – Discussion**

### **7.1 – Introduction**

This chapter recapitulates and organises findings from chapters 4 to 6. It further explores its theoretical and managerial implications, based on relevant theory and demonstrating how this research provides insights to the extent to which corporations are arenas for their employees' citizenship.

Moreover it explores limitations of this study and how further research could complete it and/or explore its findings in a number of varied ways.

### **7.2 – Theoretical Implications**

Despite discussions regarding the application of the term 'citizenship' to organisations; the expectation that the private sector, more than being reliable, should participate; is undeniable, as pointed by Wood and Longsdon:

"The exact meanings of "citizenship" may be indeed contested, but the term as metaphor is not vague or meaningless; it helps to ground the demands and responses of social responsibility solidly in the reality of human and organizational relationships. Sociologically, citizenship is a status, a position in a social system. A holder of that status will have various role relationships with others, and those roles will carry expectations. Just because many modern democracies have not emphasized duties for human citizens, focusing on rights instead (see Marshall, 1950), does not mean that organizational citizens cannot have a set of expectations attached to their status." (2008, p. 05)

Indeed, corporations have been increasingly requested to go beyond acknowledging impacts and to act (metaphorically speaking) as citizens; contributing to add value where they impact (Goddard, 2005; Crane et al, 2008).

Moreover, together with being a 'good citizen' for its stakeholders, organisations are also believed to impact on their citizenship, potentially acting as an arena; a crossing point between the public and societal sphere; a place for deliberation and exchange (Crane et al, 2008; Cornwall and Coelho, 2007). In this scenario, stakeholders would either be "thought of as citizens of the corporation [...] with particular rights and responsibilities commensurate with the status of citizens (Crane et al, 2008, p.91)" or, could improve their citizenship outside the corporation due to strategies that promote individual change.

This study has empirically evaluated this assumption, focusing on employees. It considered that, as highly impacted stakeholders of any corporation, they could be strategically pushed through change that could impact on their citizenship. Otherwise, as corporations are also highly impacted by employees, these could benefit from spaces in which they could perform their citizenship and drive personal/political agendas. Either way, the organisation could be considered as an arena for citizenship with potential to impact on individual, organisational and/or societal extent.

Nevertheless, it could be argued that to be an arena for its employees' citizenship, an organisation would need to develop strategies that would promote change. In particular, change should affect the perception of employees on their status and rights, as well as, the different manners that they put in practice their responsibilities and/or process of participation. Employee engagement programmes are but one tool that could be used by organisations to promote change.

The study of Cadbury's Green Advocates' Network presents a specific case in which an engagement programme was used to create awareness and drive change in a particular Corporate Responsibility/Sustainability related subject: the environment. Findings can be divided in two aspects of a corporation as an arena, supporting the assumption, as demonstrated by the next sections.

### **7.2.1 – The corporation as a space to enact citizenship**

During chapter 4, the Green Advocates' Network objectives and benefits as envisioned by Cadbury were compared to green advocates' perceptions. The analysis revealed that, through the programme, Cadbury provides a political community to employees interested in environmental issues. The programme empowers employees with a membership; giving them an opportunity to belong to a group of like-minded people. It provides participants with a new status: the one of a green advocate.

Moreover, it entitles employees to join in the management of organisation they belong to (Crane et al, 2008, p.106); to express a personal value; and/or to learn a particular subject of interest. In addition, it provides a space in which employees can drive change/make a difference; doing something concrete to the environment, and exercising processes of political/societal participation (such as deliberation and advocacy).

The study case confirms Crane et al (2008) assumption that corporations are arenas for citizenship. It shows that, when provided with the space (such as an employee engagement programme), employees enact citizenship concepts such as status, entitlements and processes. Therefore, this research contributes to the theoretical understanding of this particular corporate citizenship aspect

and provides a framework for analyzing varied engagement programmes through the same view.

### **7.2.2 – The corporation as driver for change that results in citizenship**

Chapter 5 studied the individual change provoked by the Green Advocates' Network considering 3 stages: awareness, behaviour and discourse; and seeing through the impact given by them to status, entitlements but in particular, processes of participation.

The analysis regarding the first stage (awareness) found that a cognitive change in status and processes of participation (deliberation, decisions, influence and action) occurred on participants due to its exposure to the programme. Employees affirmed to be more conscious about personal responsibilities due to the status of a green advocate or because of the programme.

Observations made on the second stage (behaviour) indicated that an engagement programme could create a context favourable to the development of environmental organisational citizenship behaviours (Boiral, 2008) or the improvement of participants' environmental citizenship, through behavioural change. Some of the advocates confirmed that the programme affected their habits at home, work and elsewhere.

Finally, on discursive level, the analysis point towards the fact that employees perceived the programme to have improved the way in which they communicate desired change, impacting outside of the programme and beyond individual level.

The research of Green Advocates' Network's impacts on employees suggests that corporations, not only provide a space employees can enact their citizenship but also, change their perceptions, behaviours and discourses. This change results in particular, in new processes of political/societal participation that impact the individual and its organisation, but that can also go beyond them.

The case supports theory on corporate citizenship and organisational change, providing another perspective to the extent to which a corporation is an arena for citizenship. If it is true that a strong and secure democracy, together with the fairness of its basic structure, also relies on the excellence and mind-set of its citizens (Kymlicka and Norman, 1994), every approach that could promote positive cognitive, behavioural and discursive change on individuals should be appraised and further studied.

Next section explores the pragmatic implications of these research findings.

### **7.3 – Managerial implications**

Understanding that employee engagement programmes are spaces for enacting citizenship, as well as, inciters of change that lead to citizenship have a number of managerial implications.

Firstly, organisational routines are impacted by the different voices inside the company (Tsoukas, 2005). In providing a space in which like-minded employees have an opportunity to exercise their processes of participation, while driving the business agenda, corporations can make these voices "louder", accelerating desired organisational change.

Secondly, as seen on chapter 4, the possibility to be a member of a political community, with perceived gains and opportunities of participation, motivates employees. Therefore, companies can implement employee engagement programmes targeting these areas, possibly achieving a higher commitment from participants. As a result, organisational commitment is perceived to have a number of positive outcomes, impacting in the management of change (Coopey and Hartley, 1991; Guest, 1992; Iverson, 1996). Moreover, as pointed by Cummings:

“People tend to act in ways that make their expectations occur. Thus, positive expectations about the organization can create anticipation that energizes and directs behaviours toward making those beliefs happen. It is a reformist form of social Constructionism (which assumes that organization members’ shared experiences and interactions influence how they perceive the organization and behave in it). That shared appreciation provides a powerful and guiding image of what the organization could be”  
(2005, p.27)

Thirdly, employee engagement programmes might impact on a company’s performance by driving behavioural change (Robertson, 1994, p.22) or by “improving the efficacy and efficiency of environmental (and other) management practices within organizations” (Boiral, 2009, p.221 - parenthesis added). Therefore, it could help building the business case for the implementation of corporate citizenship programmes inside companies.

Forth, employee engagement programmes have the potential to change individual awareness, behaviour and discourse, impacting on societal level, beyond the programme’s and organisation’s boundaries. As a corporate responsibility strategy, they can possibly influence on business-community relations, helping the company to gain license to operate and/or legitimacy.

However, it is important to notice that although the simple existence of an employee engagement programme is sufficient to provide a space in which employees can perform their citizenship; it is not enough to provoke change that results in citizenship. To achieve desired change the company should see the employee engagement programme from a strategic view as suggested in previous chapters.

The analysis of answers provided in particular by Cadbury's employees that do not participate of the Green Advocates' Network (Chapter 4 and 5), suggests that although the programme has the potential to provoke lasting change regarding environmental issues on organisational and societal level, it does not seem to be achieving recognition inside the company, nor desired results. This reveals that despite the fact that Cadbury's discourse puts the Green Advocates' Network as a strategic programme, in reality it is not.

This assumption was reinforced during the researcher participation in a strategic meeting; to define the next steps for the Purple goes Green programme. During the meeting all targets were discussed and redefined, however, the green advocates were not mentioned even if the "engagement of employees from different levels" was pointed as missing and relevant.

Moreover, lasting change requires the company to communicate desired outcomes (as suggested by chapter 4); as well as, understand and manage expectations providing support in varied manners, as explored on chapter 6. Although the company provides a political community valued by participants, to achieve a higher commitment from green advocates, Cadbury needs to meet their expectations regarding motivation and influence capability. It requires improvement of communication regarding organisational targets and higher

support to advocates expectations to achieve change beyond the boundaries of the programme.

This analysis offers corporations with a reflection about approaching corporate citizenship and employee engagement programmes from a strategic position. It indicates its potential to provoke lasting change on organisational level, meeting targets (such as Cadbury's Purple Goes Green's); as well as, on societal level.

Next section provides the reader with a consideration on this research's limits and opportunities to further studies.

#### **7.4 – Limitations and Further Research**

This empirical study has several limitations: it is specific to the observation of employees as stakeholders; it considers only employee engagement programmes as spaces for citizenship and means for change; it studies only the case of the Green Advocates' Network at Cadbury plc; and its sample of Cadbury's employees that do not participate in the programme is limited to the UK. Furthermore, it only goes as far as time and word limit constraints allow it to go.

Therefore, it welcomes further research to empirically evaluate the verity of Crane et al's assumption considering other stakeholders; as well as other types of programmes that could be considered participatory spaces, providing an arena for citizenship inside corporations.

It also invites the analysis of employee engagement programmes in other companies for means of comparison, as well as, further consideration of findings against different literatures not explored by this dissertation. For example,

findings on perceived challenges (motivation, resources and influence) could be compared with Muthuri et al's (2009) findings on how motivation, opportunity and ability impact the creation of social capital through employee volunteering.

Moreover, the data collected could be further analyzed, providing more insights on corporate citizenship, employee engagement and change. For instance, answers could be analyzed considering cultural differences, comparing the variance of perceptions to the country where the advocate is located. A quantitative approach through factor analysis and/or correlation could also be performed to cross answers from different questions and further understand its connections. For example, the perceived change's stages could be studied considering dates in which the green advocate joined the programme.

Finally, a new data collection could be done in Cadbury, deepening the analysis. For example, the opinion of employees that do not participate of the Green Advocates' Network from outside the UK could provide a higher understanding of the programme's impacts in the organisation globally, giving further managerial insights that could be replicated to different corporations.

Corporate Citizenship, employee engagement and change are wide academic fields. This dissertation empirically contributes to improve understandings on particular issues regarding them; however, it also opens a number of opportunities to other researchers.

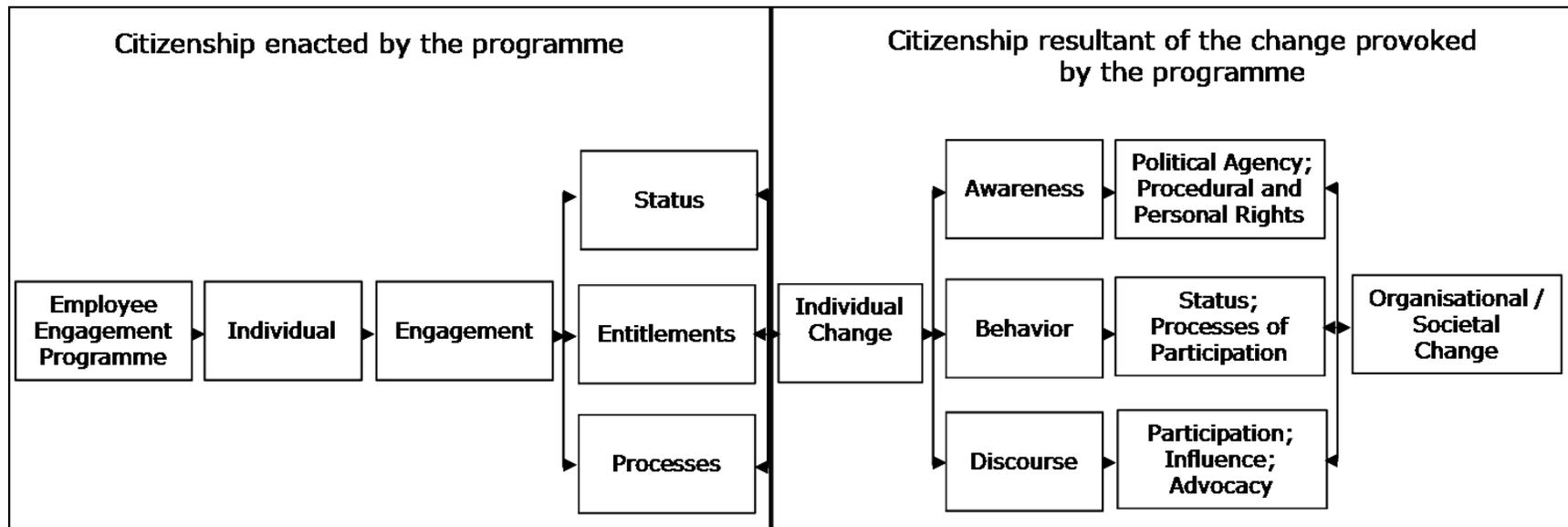
## **Chapter 8 – Conclusion**

This dissertation is an empirical study of the Green Advocates' Network: Cadbury's employee engagement programme to promote internal awareness and change on environmental issues. It evaluated Crane et al's (2008) assumption that corporations can be arenas for stakeholders' citizenship; using the framework illustrated by Figure 1 built to theoretically support the analysis. The framework indicated two ways in which a corporation could be seen as an arena: by enacting citizenship and by provoking change that would result in citizenship.

The study was conducted in the period of three months (July to September 2009) together with a practical summer internship in the company. It combined personal observations with the analysis of documents and responses collected from Cadbury's senior managers, green advocates (employees that participate in the programme) and employees that do not participate in the programme. In addition, it overcame challenges and constraints such as Cadbury's culture, time, resources, preconceptions, and unforeseen circumstances.

To achieve its findings, a reflective constructivist approach was applied in conjunction with a critical discourse analysis. Through the use of citizenship concepts of status, entitlements and processes of participation, combined in different levels of analysis, the study confirmed assumptions. It showed employee engagement programmes as political communities and suggested that the extent to which a corporation can be an arena for its employees' citizenship is directly proportional to the programme's strategic positioning. Its theoretical and managerial implications could impact positively on corporate citizenship discussions and practices, despite research's limitations and constraints.

**Figure 1 – The organisation as an arena for employees’ citizenship**



Source: Based on Saks and Rotman (2006, pp. 604)

Finally, this researcher concludes this dissertation using the same approach with which she started it 3 months ago: an applied reflexivity and a constructivism perspective. She makes hers the words of the American actress Gilda Radner: "I wanted a perfect ending. Now I've learned, the hard way, that some poems don't rhyme, and some stories don't have a clear beginning, middle, and end. Life is about not knowing, having to change, taking the moment and making the best of it, without knowing what's going to happen next" (1989, p. 268).

This research, as what usually happens to most researches, presents insights but no final 'true' answer. It depends on many and relative variables and, in reality it opens numerous possibilities for adjustments and further research. It is part of a process that started with someone else long before the idea for it was conceived, and is unlikely to give a definite end to it. It stops here because it must be an ending (even if an imperfect one) to this researcher's personal process. What happens next is unpredictable and highly dependent on its readers taking the 'content' and making the best of it.



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## **APPENDIXES**

**Appendix 1 – Cadbury Overall Strategy – Vision into Action**

**Our Vision into Action**

<b>Vision</b>	Be the world's <b>BIGGEST</b> and <b>BEST</b> confectionery company					
<b>Governing objective</b>	To deliver superior shareowner returns					
<b>Performance scorecard</b>	Organic revenue growth of 4%–6% pa	Total confectionery share gain	Mid-teens trading margins by end 2011	Strong dividend growth	Efficient balance sheet	Growth in ROIC
<b>Priorities</b>	1. Growth: fewer, faster, bigger, better		2. Efficiency: relentless focus on cost & efficiency		3. Capabilities: ensure world-class quality	
<b>Sustainability commitments</b>	Promote responsible consumption	Ensure ethical & sustainable sourcing	Prioritise quality & safety	Reduce carbon, water use & packaging	Nurture & reward colleagues	Invest in communities
<b>Culture</b>	Performance driven, Values led					
<b>Purpose</b>	Creating brands people love					

## **Appendix 2 – Questionnaires**

### **2.1 - Online Structured Survey to the Green Advocates**

*Thank you for taking a little time to answer this survey! It will help us to know more about what you are doing as a green advocate, so that we can give you a better support! Although questions are in English, you can also answer the written ones in Portuguese or Spanish!*

1. Please start by letting us know your Country/Region:
2. And for how long you have been a Green Advocate (if you don't remember the day use 01 and write month and year only)
3. How did you learn about the program?
  - Read on the intranet
  - Was informed by a Colleague
  - Read on the internet
  - Was informed by your manager
  - Read on a communication board
  - Was informed by the Human Resources Department
  - Other (please specify)
4. How would you sum up the Green Advocates objectives?
5. Why did you decide to become a Green Advocate?
6. What do you normally do as a Green Advocate? (Mark as many as needed)
  - Events
  - Campaigns

- Inform colleagues
- Provide alternatives to your area
- Update the group with information
- Follow the Purple Goes Green commitments
- Other (please specify)

7. How often do you do something for the Green Advocates?

- Daily
- Weekly
- Monthly
- Every two months
- Every six months
- Yearly
- Other

8. What does it mean to you to be a Green Advocate? What have you learned since you became one?

9. What have you done differently since you become a Green Advocate? (home, work, society)

10. What would you say are the benefits of being a Green Advocate? What are the challenges?

11. Which are the opportunities that you see for the program?

12. How does Cadbury support your role as a Green Advocate?

13. How do you think Cadbury could better support your role as a Green Advocates? (mark as many as you want)

- Offer material/tools to develop events

- Offer material/tools to develop campaigns
- Offer material/tools to allow you to share your experience
- Provide a space on the intranet/internet for information exchange
- Provide a group e-mail for information exchange
- Offer space/time for you to share your experience
- Offer space/time for you to do events/campaigns
- Other (please specify)

14. Is there anything else you would like to share with us (including suggestions, critics or any other comment on your experience as a green advocate)?

*"How wonderful it is that nobody need wait a single moment before starting to improve the world" (Anne Frank). Thank you for making a difference as a Green Advocate!*

## **2.2 – Semi-structured interviews with sponsors**

1. When and how was the Green Advocates Program conceived?
2. Why was the Green Advocates created?
3. What were the objectives of the programme?
4. Which were Cadbury's expectations of results to the program?
5. How does Cadbury support the green advocates?
6. How do you evaluate the program after these years?
7. Which were the results?
8. Which were the adaptations made to its structure or objectives?
9. How does Cadbury understand employee engagement?

10. Is there any other important information you would like to add?

### **2.3 – Structured Online interviews with employees that do not participate in the programme**

*Please, take a few minutes to answer these questions. Write as much as you would like in each answer.*

1. What comes to mind when you hear/read about the Green Advocates?
2. What do you think are the impacts of the Green Advocates?
3. Have you had any experiences with the Green Advocates? How would you describe the experience?
4. Have you had any experiences with the Purple goes Green agenda? How would you describe the experience?
5. Would you become a Green Advocate? Why? Why not?
6. Is there any other comment/observation you would like to share with us?

*Thanks a lot for your time and attention. Your contribution will help us to improve our programme.*

### Appendix 3 - Example of Data Collected

		How did you learn about the program?							How would you sum up the Green Advocates objectives?
Country	GA Since:	Intranet	Colleague	Internet	Manager	Comm. Board	HR	Other (please specify)	Open-Ended Response
Canada	01/22/2007		X						We organize events to inform our colleagues about the environment and teach them to be eco friendly. We also have veriworm composters that eat up our colleagues organic waste. We have recently introduced a field to table local food delivery program where colleagues can order bin of local product that is delievred on a weekly basis to the office.
Thailand	05/01/2008	X			X				Very useful to support sustanibility program
India	01/01/2008		X						Very good. However, there should be mandate in our objectives to do atleast 2 - 3 man days of social work.
USA	01/01/2008		X						To support Cadbury's sustanibility program and help preserve the Earth.
Egypt	11/01/2007							Email on distribution list	To raise awareness and drive a change in behaviour amongst colleagues of environmental issues, complementing the corporate PGG programme.

Open-Ended Response	Events	Campaigns	Inform colleagues	Provide alternatives to your area	Update the group with information	Follow PGG commitments	Other (please specify)
I am passionate about saving the environment and Cadbury's values are the number one reason I am proud to be a part of the organization. I also learn new ways to help reduce waste and my carbon footprint.	X		X	X			Take care of our friendly worms
It is my value	X	X	X				
I really care for my environment and I personally feel that a candle loses nothing by lighting another candle, so won't I if I gave away some of my time..						X	visit NGO
I am currently involved in Cadbury's CARE committee and care deeply about animals and the environment we live in and also am concerned about our Planet's future.			X	X	X		
Because I care about the environment and wanted to do more than work at work.	X		X			X	

Response	Other (please specify)	Open-Ended Response	Open-Ended Response
weekly		It means I am concerned about the environment and not only I am making changes to help save our planet I am getting other people (my colleagues) to do the same. Every little bit counts and makes a difference. I have learned a lot on waste reduction and composters. I have also learned that I am passionate about saving the environment and love it when others make a change or I discover a change that I can make in my own life.	I composte my organic waste in the office now and am looking into having a composter at home. I feel better about walking to work. I never use plastic bags , my husband always have reusable bags with us. I take a travel mug with me on the weekends for my coffee and have started to purchase items for the home that are made out of recycled material. We have also started to use eco friendly cleaning products. We support local food providers and restaurants and are always looking for new steps we can take to make a difference.
monthly		It mean I am a part of this company to doing the right thing to preserve environment/energy. I learnt that many activities around the world we can share and we can do locally.	Home: Saving energy at home, teaching children on this agenda. Work: Promote this sustainability awareness and build into many of company activities Society: Do more and participate more
yearly		It means alot. However, I have learned much and there is no formal community with my MU.	We had orphans coming to our office and we did career counselling
every two months		I became more aware of how much we are destroying our planet. When I started working, there was no such thing as being a "Green Advocate".	I started to recycle more and not waste alot of material.
every two months		Have learned about initiatives to reduce packaging and have seen presentations from suppliers. Opportunity to practice team work and influencing skills outside of normal job.	Tried to reduce my printing and paper use. More proactive advocate among colleagues.

Open-Ended Response	Open-Ended Response	Open-Ended Response
<p>The benefits are that we given the time to help the cause. The challenges are that soemtimes our daily works requires our focus and attentiona s well as our time. I sometimes need to miss meetings because of urgent issues when I would like to do more as a Green Advocate. It is also sometimes challenging to teach colleagues new habits.</p>	<p>Reducing our carbon footprint as individuals and an organization. Becoming the leader in the corporate world as the most eco friendly organization. Rather than working with colleagues at a social level it would be nice to influence departments on a procedure level</p>	<p>It allows me the time to participate, unless the events of day do not allow for the time. It is a leadership imperative - Living our Values We have been provided a budget, which provides better events which attracts more colleagues</p>
<p>Walk the talk our value. Challenges is consistency and expanding the idea to other</p>	<p>Program sharing between each country across Cadbury</p>	<p>Fully support</p>
<p>Benefits - you get to play role of Change management and challenges are not everyone thinks its mandatory or passionate.....as its outside the purview of your objectives at the workplace</p>	<p>Alot, there can be sub committees like hiking etc who can mix trek with cleaning, using offsite to NGO etc as team building....etc</p>	<p>Many ways, there is regular update. However, its not consistent and there is no lead or Champion in each country</p>
<p>Benefits would be the education I am recieving from it and the challenges would be finding time to become a better advocate.</p>	<p>The opportunities maybe be joining up with the S&amp;T team to discover never ways of helping the environment.</p>	<p>Well we have great programs like supporting the Greater Newark Conservancy.</p>
<p>Benefits are the shared network we have. Challenges are finding the time and make real behavioural changes amongst colleagues</p>	<p>For it to grow and become a significant source of information and change amongst colleagues.</p>	<p>Sarah's dedication as a resource. Otherwise, not much, really.</p>

events' tools	campaigns' tools	share your experience tools	intranet/internet	group e-mail	space/time for share the experience	space/time for events/campaigns	Other (please specify)	Open-Ended Response
X			X	X	X	X	Authorization/funds to take courses/seminars on environemnt studies Allow members to attend eco-fairs held by the city during working hours Make it a full time job/department so we can further focus on becoming the eco friendly leader in the corporate world.	I love being a member of the Green Advocates and being given the opportunity to live our values, as well as my own at my place of work.
X	X	X	X					We should have say montly or every 2 month solid updating or reporting for continuous activation to our people. We can also visit plant who has new innovation on say energy saving.
X	X					X		Making it mandate - 1 day - offsite with entire sub team that you work with, This will be team building. 1 day - individual activity. Annually the best team activity and individual contribution should be announced and rewarded
			X	X				
	X		X			X	Incentives to reward change.	

