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Making the Number of Options Grow. Contributions to the Corporate Responsibility Research Conference 2013

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Introduction

For both, enterprises and society as a whole, strategically implemented Corporate Social Responsibility can contribute to making the number of options grow. Making the number of options grow or at least add to not decreasing them is also a core task of sustainable development – and so is creating adaptability¹. Both concepts can add to the resilience of enterprises and society at large. They can help to increase their adaptive capabilities to meet with disturbances without changing substantially. Rather, these disturbances help open up options for re-evaluating the current situation, trigger social mobilization, recombine sources of experience and knowledge for learning, and spark novelty and innovation². This in turn is, what the European Commission (2011) in its CSR strategy claims to be the benefits of CSR³ - in terms of risk management, cost savings, access to capital, customer relationships, human resource management, and innovation capacity on the enterprise level, in terms of additional shared values concerning the economic, environmental, and social prosperities on the society's level.

Due to this close relationship between CSR, sustainable development, resilience, and the creation of new options we chose “Making the number of options grow” to be the main motto of the 2013 International Corporate Responsibility Research Conference. The conference takes place at a different European university every year and addresses topics of corporate responsibility beyond enterprise borders and connecting the three fields of sustainability (environment, society and economy) to the enterprise level. In 2013 the conference was organized by ISIS and took place at the University of Graz from September 11th to 13th. About ninety researchers took part and gave some 60 presentations. They approached the motto from various points of view, but all presentations had one common focus: to add to the creation of choices. A selection of the CRR papers is now published in this volume, including the two best papers of the conference.

Graz, January 2014

Rupert J. Baumgartner, Ulrike Gelbmann, Romana Rauter

¹ Holling, C.S. (2001). Understanding the complexity of economic, ecological, and social systems. *Ecosystems* 4:390-405.

² Walker, B., et al. (2004). Resilience, adaptability and transformability in social-ecological systems. *Ecology and Society* 9 (2):5.

³ EC – European Commission (2011). Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the committee of regions: A renewed strategy 2011-14 for Corporate Social Responsibility. Brussels 2011.

Einleitung

CSR (Corporate Social Responsibility) kann einen Beitrag dazu leisten, dass die Anzahl der Möglichkeiten wächst; sowohl für Unternehmen als auch für die gesamte Gesellschaft. Die Anzahl der Möglichkeiten wachsen lassen oder zumindest dazu beizutragen, dass es nicht weniger werden, ist eine der Hauptaufgaben der nachhaltigen Entwicklung – und kreiert somit auch Anpassungsfähigkeit. Beide Konzepte – nachhaltige Entwicklung wie auch „adaptability“ - können die Widerstandsfähigkeit der Unternehmen und der Gesellschaft verstärken. Weiters können sie helfen, die sog. „adaptive capabilities“ zu erhöhen, um ohne wesentliche Veränderungen mit Störungen besser umzugehen. Diese Störungen können auch hilfreich sein, um Möglichkeiten für die Neubewertung der aktuellen Situation zu finden, um soziale Mobilisierung einzuleiten, um Erfahrung und Wissen und Lernen zu fördern und um Neuerungen und Innovationen zu entfachen. Dies wiederum sind die Vorteile von CSR, wie es auch die Europäische Kommission (2011) in ihrer CSR-Strategie festhält – im Sinne von Risikomanagement, Kosteneinsparungen, Zugang zu Kapital, Kundenbeziehungen, Personalmanagement und Innovationsfähigkeit auf der Unternehmensebene. Diese Beiträge auf unternehmerischer Ebene können dann auch gemeinsame Werte und gesellschaftlichen Nutzen auf der wirtschaftlichen, sozialen und ökologischen Ebene schaffen.

Durch diese enge Beziehung zwischen CSR, nachhaltiger Entwicklung, Resilienz und die Schaffung von neuen Möglichkeiten haben wir „Making the number of options grow“ als Hauptmotto der International Corporate Responsibility Research Conference 2013 gewählt. Die Konferenz findet jedes Jahr an einer anderen europäischen Universität statt und befasst sich mit Themen der unternehmerischen Verantwortung über die Unternehmensgrenzen hinaus und verbindet die drei Bereiche der Nachhaltigkeit (Umwelt, Gesellschaft und Wirtschaft) mit der Unternehmensebene. Im Jahr 2013 wurde die Konferenz vom ISIS organisiert und fand an der Universität Graz vom 11. bis 13. September statt. Über 90 Wissenschaftler/innen nahmen teil, in Summe gab es rund 60 Präsentationen. Sie alle näherten sich dem Thema aus verschiedenen Blickwinkeln, aber alle hatten einen gemeinsamen Fokus: die Anzahl an Möglichkeiten wachsen lassen. Eine Auswahl der CRR Beiträge wird nun in diesem Band veröffentlicht, darunter auch die beiden besten Beiträge der Konferenz.

Graz, Jänner 2014

Rupert J. Baumgartner, Ulrike Gelbmann, Romana Rauter

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* Best Paper Awards CRRC 2013

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Employee Engagement – Concepts and Experiences

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Abstract

The main focus of this paper lies in identifying important success factors for employee engagement initiatives regarding sustainable lifestyles. We give insight into existing concepts and experiences, such as the guideline 'sustainable behavior at work and in private life', CO₂-monitoring as a carbon calculator tool and communication platform for companies, and different learning formats (Course Personal Changes towards a more Sustainable Lifestyle, reflexive elements in CSR/Stakeholder Management Course, Microtraining Sustainable Lifestyles).

Keywords

Employee engagement, employee behavior, sustainable lifestyle, sustainable business culture, education for sustainable development

1 Introduction: why employee engagement matters

Lifestyle in the western world is too intensively consuming resources, energy and land area to be sustainable. The assessment of the ecological impact of one's individual lifestyle shows: On average 25% of greenhouse gas emissions are due to the heating and electricity, 23% due to nutrition and 14% to mobility. The remaining consumption (number of different buying decisions summarized) accounts for 28%, the public infrastructure (only indirectly influenced by individuals) adds another 10% (UBA Germany, 2010).

According to consumer based analysis in Austria, consumption accounts for 15,6t greenhouse gas emissions per person. In contrast pure production based figures, like the national emission statistics, only amount for 10,58t per person (Karner et al., 2013).

Climate change has drawn attention towards the urge of more sustainable consumption and production patterns. The importance of acting sustainably underlines i. a. the OECD (Hall et al., 2010). The Progress Report (UNEP, 2011) of the Marrakech process initiated in 2003 for sustainable consumption and production patterns, inter alia emphasizes the need to pay more attention to the demand side and the promotion of sustainable lifestyles towards consumers. Behavior change and social innovation are as important as better technological solutions and innovations, and more knowledge is necessary with respect to behavioral changes of consumers and the most effective mix of policy instruments.

Although in the past view years, an increase in 'environmental sustainability-conscious (ESC)' consumers (Steve, Anayo, Ireneus, Shed, & Moses, 2012) could be observed, sustainable lifestyles do not reach all segments of the population and all aspects of life to trigger the necessary effects: Some population segments seem to be more sustainable in some life style domains and (over) compensating in others. For instance, according to 'Umweltverhalten, Umweltbedingungen 2007' (Statistik Austria, 2009) people with well-educated background have a high sustainability performance regarding the purchase of organic food, but they cause much higher greenhouse gas emissions by their mobility mix than less-educated parts of the population.

According to the 'Umweltbewusstsein in Deutschland' study 2010 more than 25% of the German population is confronted with negative health effects due to environmental problems. Over 50% expect an increase in wars due to limited natural resources. The general awareness of nature damage is high and 62% wish the politicians to set more actions towards a sustainable Germany. It is quite obvious that the majority of people are concerned with environmental issues, however it remains questionable to which extent these concerns manifest themselves in sustainable lifestyles, especially if this might include accepting cutbacks to help reduce pollution and CO₂ emissions.

1.1 Correlation of environmental awareness, behavior and the social context

Environmental and sustainability research show that it is very difficult to fix the most important factors determining environmentally friendly behavior (see e.g.: Diekmann & Preisendörfer, 2003; Maloney & Ward, 1973; Diamantopoulos et al., 2003). There are several components that determine if actual behavior corresponds to a person's

environmental awareness and oral statement of intent. According to Maloney and Ward (1973) the two important components that allow prediction of future behavior are knowledge and personal attitudes (motivation, feeling of responsibility or engagement etc.).

Because of the increasing importance of ecological positive behavior, environmental consciousness has been assessed by several studies and used in a wide range of social science fields (Diamantopoulos, Schlegelmilch, Sinkovics, & Bohlen, 2003). Yet assessment of environmental consciousness is difficult due to the lack of a common definition (Maderthaner & Szykariuk, 1999). The most frequently used definition is from Diamantopoulos et al. (2003). According to them environmental consciousness is the result of an interaction of environmental knowledge, environmental attitude and environmental behavior.

Environmental knowledge is referred to as 'characteristic that influences all phases in the decision process' (Steve et al., 2012) and significantly determines the way consumers evaluate products and services (Steve et al., 2012). Empirical data support the hypotheses that knowledge correlates with the actual ecological behavior, and therefore knowledge can be seen as a good predictor of behavior (Chan, 2000; Vining, Linn & Burdge, 1992). Environmental attitude as well seems to be one of the good predictors for environmental friendly behavior (Van Liere & Dunlap, 1980). The most widely used measure of pro-environmental attitude is the New Ecological Paradigm (NEP) Scale (Dunlap et al., 2000; Hawcroft & Milfont, 2010). The NEP Scale includes 15 items that measure the extent to which a person has an ecological worldview (i.e. a concern for the natural environment and recognition that humans are affecting nature).

Bacon and Roberts (1997) carried out a study on the correlation between the attitudes and the behavior of individuals and found it to be positive. Similar results are provided by Simmons and Widmar (1990), who found a significant relationship when measuring pro-environmental behavior in the field of recycling. However, the authors as well stressed the importance that people in addition to a pro-environmental attitude must be motivated and capable of dealing with the effort of recycling. Diekmann and Preisendörfer (2003) compared people in high-cost and low-cost situations and found that people in low-cost situations were more likely to engage in pro-environmental behavior than in high-cost situations. They concluded that attitude and knowledge are not the only components that influence positive ecological behavior. Consumers' choices are also limited by structural factors such as working life conditions, urban structure and everyday life patterns (Sanne, 2002). Everyday practice is characterized by a complex causal relationship between pro-environmental attitudes and real behavior (Thørgersen, 2004). For Jackson (2005), the individual affective motivation, intentions and preferences often are in conflict with moral concerns, social

norms and situational context. Choices will be made in careful consideration of individual intentions and if those are in line with external opportunities and social norms. A social group might therefore have a high potential to influence the individual behavior to a great extent.

2 The setting workplace

As depicted in the previous chapter, our coping with everyday life respectively our behavior depends on many factors: our own attitudes, habits, emotional experiences, existing options and contexts, the behavior and wishes of others. In order to induce changes the use of appropriate settings is crucial. Setting is a term used in health promotion sciences, which defines settings as places or social contexts in which the lives of people take place and which have a major impact on their health (WHO, 1986). These include, for example, workplace, neighborhood, school or leisure facilities. Successful interventions and measures with the aim to influence Behavior consider and use the settings in which target groups can be reached.

A majority of present population groups spends much of their time at the work place. The organization of daily life is thus very much determined by the setting workplace. Recent research (Bissing-Olson et al., 2013) shows that emotional experiences influence daily pro-environmental behavior in the workplace. The results suggest that work environments that promote positive affect could, besides other multiple benefits, increase the employees' pro-environmental behavior. The working context therefore might have a great potential to determine the effectiveness of learning processes.

3 Research design

To disseminate sustainable lifestyles the authors believe, that it is essential to address, beside classical educational paths, employees as a new target group. Experiences and routines gained in work life have a great potential to be pursued in private life (Klade et al., 2013; Muster, 2011; Seebacher et al., 2010). This approach is also in line with CSR mission statements and guidelines which put emphasize on employee trainings and involvement (GILDE, 2010).

Results of the project 'Sustainable Behavior at Work and in Private Life' (Seebacher et al., 2010; Klade et al., 2013) brought a first understanding about sustainable provisions offered by companies, mutual learning about sustainability issues at work and spillover into private life. In-depth analysis by interviews, focus groups and workshops in four good practice companies pointed out self-reported

spillover effects between colleagues, as well as spillover effects at home and in the family.

The hypothesis analyzed in the research leading to this paper is, that it is important to include sustainable lifestyles into the working place culture to spread it broadly in the society. The research aims at finding parameters that should be taken into account when planning and implementing sustainable lifestyle offers for employees in order to successfully promote life style changes.

To this end the authors had a closer look at the lifestyle change concepts they have been applying in different settings and conducted a meta-study by screening collected feed-back and reflection papers of participants and trainers. In a next step we contrasted the findings with the different design principles of the analyzed concepts and compiled a set of nine success factors.

In the next chapter the underlying concepts and experiences are introduced, followed by a closer look at success factors derived from sustainable lifestyle change projects. Finally, future research activities are discussed.

4 Concepts and Experiences

We start with existing concepts and experiences to raise employee engagement for sustainable lifestyles such as the guideline 'sustainable behavior at work and in private life'. Further we are interested in the effects and impacts of carbon calculator tools especially of the CO₂-monitor (Bußwald et al., 2010). After that we will discuss different learning formats (Course Personal Changes towards a more Sustainable Lifestyle, reflexive elements in CSR/Stakeholder Management Course, Microtraining Sustainable Lifestyles) in detail.

4.1 Sustainable behaviour at work and in private life

The project "Sustainable Behavior at Work and in Private Life", financed by a program of the Austrian Federal Ministry of Science and Research (Klade et al., 2013, Seebacher et al., 2010), investigated how practices on the occupational level affect sustainable behaviour on the private level, which means to create a spillover from one lifestyle domain to another. The project revealed the following results:

Sustainability activities and measures are successful if they foster a change in routines (in the case of existing non-sustainable, bad habits). Sustainable routines are formed by „learning by doing“, which means by repetition and training. A spillover can also be initiated by “learning through examples“. It was assumed that role models,

especially leading managers, are of importance for developing sustainable routines. This assumption has only partly been proved. The results of the interviews with the employee-focus groups indicate that changing of routines most of the time happens in the course of peer-to-peer learning. Employees are hence inspired by fellow employees.

„It is like a chain reaction: I go and get an apple, the other one does the same.“

Owners and managers are quite important for initiating a new sustainability activity in the company. But, the breaking of unsustainable habits and adopting of alternative behavior is most often inspired by learning from the colleagues.

Participants of the focus groups in the ‘Sustainable Behavior’ project highlighted the advantage of learning within the company. They reported that concentration on new information or behavioral patterns is a lot easier within the familiar social context of colleagues.

„You can concentrate on the topic and do not need to get acquainted with new persons“.

They also appreciated to learn about topics being relevant both for work and private life (e.g. nutrition, energy saving, thermal insulation).

A good working atmosphere is the most relevant precondition for employees to accept activities from the company-side aimed at fostering sustainable ways of living. It has to be clearly communicated that provisions are voluntary and non-participation is ok too.

Furthermore, the design of inspiring learning situations should not be limited to a specific type, but rather provide a „suitable“ mixture of different activities. The individual testing of “new routines” should be combined with the mutual exchange and training together with colleagues.

One important output of the “Sustainable Behavior” project is a toolkit, which provides practice examples of what companies could offer and how they can identify a company-tailored spectrum of provisions.

4.2 Training concepts and experiences

The findings of the project ‘Sustainable Behavior at Work and in Private Life’ inspired the development of new training concepts, which will be depicted by the following three examples.

Personal Changes towards a Sustainable Lifestyle

This students' course is held since 2011 at the Centre for Social Competence (University of Graz, Austria) in the winter terms (Seebacher, 2013a). Students design and work on a sustainable lifestyle project for a period of one semester. The project focuses on the own private (and work) life. Students mutually support themselves in a group of peers.

The first two sessions are dedicated to the introduction of sustainable lifestyles, the analysis of the personal status-quo and the finding of ideas for improvement. At the third meeting, students have to present their sustainability project and they build peer groups of 4-5 persons. These peer groups have to meet at least three times in between the next course meetings, which consist of two interim reflections and the closing "ceremony", comprising an appraisal of the projects results and an outlook at the transfer phase.

Till now all of the goals set by the students were reached. These goals can vary from minimizing the meat or milk consumption, buying food from the region to reducing plastic and engaging in sport programs.

Positive reactions from friends and families showed that it is possible to inspire others to engage in pro-sustainable behaviour. The majority of the participants were motivated to further pursue the set goals and to create spill-over effects into the work setting and private life.

Self-reflections in pro-seminar CSR / Stakeholder Management

Since summer term 2012 one of the authors, Seebacher U. is organizing a pro-seminar on CSR / Stakeholder Management (at the University of Graz as well), mainly for students of environmental systems sciences. Based on the assumption that relevant pre-requisites for successful change processes are the awareness about the own motives (see GILDE 2010) and the readiness for personal change, the students are challenged with the following three tasks:

1. Observe your CSR awareness and actual (consumption) behavior during the next week and take notes. This is done rather at the beginning of the course and individual findings are exchanged during next class in groups of 4-5 people, reporting only the group summary to the plenum.
2. Observe the CSR performance in your organization (usually university, but also in part-time job). This task is given after the introduction of the main fields of CSR activities. Results are again exchanged in small groups and then reported to the plenum.

3. After the end of the course, students have to hand over 1-2 pages of self-reflection.

Though the individual lifestyle is only one small element in the course, the reflection papers as well as the group-wise feed-back at the end of the course give hints, in what way personal changes have been induced. Participants appreciated the look at the individual lifestyle.

“... it was the first time I've thought about the effects of my behavior on the environment.”

Some participants already observed personal changes, as most of them intend to improve their consumption behavior. They found ways for improvement in their organizations, started to talk about CSR topics in their private life and wanted to evaluate employee engagement activities of their future employers.

Microtraining Sustainable Lifestyle

There is a trend towards short learning formats, offering "learning nuggets" in e.g. five to six minutes. One trigger is the economic constraint for trainings, but the short formats also meets changing habits in media consumption, as for instance evidenced by the popularity of the Internet service YouTube. Microtraining is a way to give people information in a short time, and to support informal and peer-to-peer learning. (see e.g. de Vries & Brall, 2008; Jochen Robes, 2009; Montserrat et al., 2010). Yet, microtraining is no established term and is used differently by professional trainers.

Within the frame of the SUSTAINICUM project of three Austrian universities (www.sustainicum.at; which aims at providing an open pool of teaching material to integrate sustainability in higher education) the Sustainable Lifestyle Microtraining was developed (Seebacher, 2013b).

The microtraining concept used refers to the microtraining method developed in the Leonardo da Vinci program of the European Union. This project aimed to gain practical experiences in the context of sustainability subjects in companies (such as environmental management, energy efficiency or environmental purchasing) and facilitate the use of this learning format. According to the EU project's definition, microtraining is a way of conveying information between people in only 15 – 20 minutes.

Microtraining does not replace formal learning but is a time-saving method for sharing knowledge and using the expertise of all participants. A microtraining cycle consists of several micro sessions within which a main topic is dealt with. A microtraining session starts actively through a presentation, introductory questions or

illustrative examples. Then there will be a practice or demonstration, followed by a brief discussion and the preview of the next unit.

The 'Sustainable Lifestyle Microtraining' concept assumes that, with the help of the microtraining material, teachers or students themselves can act as micro trainers and support personal change in a group setting. The available material provides information on the chosen subjects in a short time and is guidance for the regular engagement with sustainable lifestyle within the frame of other courses or as a stand-alone training.

According to the main 'screws' in everyday life (with respect to environmental relief potential, see e.g. UBA Germany 2010) the three areas of food, mobility and energy were selected for preparing the SUSTAINICUM Microtraining Sustainable Lifestyle documents. The sessions can be integrated into all courses, irrespective whether the main topic refers to sustainability.

Over a period of 3 months to a semester short inputs stimulate reflection of the own lifestyle, promote exchange with other peers and starts change processes. The first two units frame the microtraining concept and its integration into the main course and introduce the topic of sustainable lifestyle. For each of the three topics 'food', 'mobility', 'energy' three successive sessions are provided, each of them following this structure:

- 'Get started': is about raising awareness and assessing the status quo, with short input of 'facts & figures'
- 'Step it Up': Based on the individual context possible steps of change are defined.
- 'Go for Green': Supported by the peer-to-peer exchange, the participants work out their personal goals till the end of the microtraining cycle.

Each session is completed by a preview on the individual task that must be performed by the participants until the next time and a short hint on how the next session refers to it. Most often, the exchange of experiences or the finding of new ideas shall take place in small subgroups within the participants' (peer) group. The final session (closure) is dedicated to the evaluation of the results of the microtraining and offers space for feedback and evaluation.

Generally, evaluations of microtrainings show, that they are especially effective when the person considers the topic as useful and interesting. It is an economic and efficient way to support the acquisition of appropriate knowledge and induce reflexive

learning. Yet, additional pilot trainings are necessary in order to evaluate whether microtrainings are an effective way to induce sustainable lifestyle changes.

4.3 CO2-Monitor: a monitoring tool for employee engagement

CO2 monitor is a web-based platform/tool that can be used by companies to offer their employees CO2 accounting functionality. On this platform, employees cannot only calculate their CO2 emissions, but can also set personal aims and learn from each other by exchanging their experiences with sustainable lifestyles on the platform.

CO2 monitor is currently mainly used by big companies in Switzerland and Austria. First evaluation of participation rates of employees show, that 2-3% of employees can be reached rather easily, 10% are possible but already need higher efforts, 60% are the maximum share of employees so far reached by organizations/companies using CO2 monitor. Experiences show that there is a high correlation between communication activities of the company and registration and use rates of CO2 monitor. When companies launch a kind of CO2 saving competition, the number of users significantly goes up, especially if there are attractive prizes.

On a more detailed level we see that personal benefit (e.g. go on the platform and you will find special offers for energy saving Christmas presents; directly be able to order CO2 compensation via the platform without having to consult further platforms etc.), personal involvement (new success stories launched) and controversial / new topics (like newsletters on scale gas or geo-engineering) are the most important drivers to achieve attention and to trigger activities.

Many companies report that group actions (like team competitions) are also most popular and suitable to activate high participation rates.

So far, it has not been systematically researched, which activities trigger highest CO2 saving rates respectively which activity and organization type combinations correlate with success rates.

5 Success factors: what can be learned from sustainable lifestyle change projects

Data of focus groups, feed-back collected after trainings and workshops, participants' statistics of the CO2 monitor tool and evaluation of participants' engagement profiles, reflection papers of participants, and the self-evaluation of the authors as trainers provide the empirical data base to deduct success factors.

Experiences gained by the activities of Seebacher and Busswald (as described in chapter 4) are in line with the results of the lifestyle projects performed at (mostly American) universities (Kirk & Thomas, 2003). The educational concepts (presented in chapter 4.2) can easily be transferred to other settings and target groups, such as managers and employees in companies or public institutions, members in regional networks or educational institutions. The findings provide a better understanding of key success factors and give hints on important aspects concerning design, implementation and transfer phase of employee engagement initiatives.

Table 1: Success factors for personal life style changes

No	Success factor	Description
1	Define lifestyle change as a project	When embedding life style changes into a project with concrete goals and time frame, eventual obstacles and ways to overcome them can be seen more clearly. For company projects (like CO2 monitor) this means that the team of employees responsible to lead and carry out the campaign needs to set clear targets and accompany the whole process, including intermediate evaluation steps and fine-tuning of the process over time.
2	Pay attention to the introductory phase	During the introductory phase it is essential to create a common understanding and enthusiasm on the project. It is important to thoroughly collect all necessary information and do the planning. 'Facts & figures', insights into the peculiarities of change projects and proper planning (reachable goals, milestones, indicators ...) are helpful.
3	Co-operation with personal environment	Doing the project as a team (maybe also including team competition aspects) is a strong positive motivator.
4	Design interim meetings during run time for motivation, reflection and continuing process	Change of lifestyle is a continuous process – this has to be reflected in the project. Regular interim review meetings give the opportunity to exchange experiences with the other group members, refine or redefine the projects goals, evaluate progress and reinforce the motivation to proceed. Incentives from time to time are needed.
5	Be aware of exceptional situations or even schedule them	Taking into account that, e.g. at Christmas holidays, will be a change in the daily routines and provide the first test of the new habits.

6	The leading group or trainer's personal readiness for change is needed	When integrating the "CSR/personal lifestyle nuggets" into your project, the leading group/trainer in the project should be willing to confront themselves with their own lifestyle and be part in the program.
7	Make use of peer-group learning	Together with project approach, the trainer's attitude and good working atmosphere (see success factor 1, 6 and 9), the peer-group learning concept most probably is the key factor for successful trainings on sustainable lifestyle.
8	Illustrate personal benefits	In a world with lots of options, it is essential to see and feel personal benefits to decide for a certain option.
9	Care for a positive working atmosphere	A relaxed and trustful environment is an important precondition to engage in life style change experiences and try out new patterns of behavior (Bissing-Olson et al., 2013). Provisions are the more effective and attractive, the more they take into account everyday life experience and the lower the barriers to participation are.

6 Conclusions and outlook

Based on the learnings from selected sustainable lifestyle change projects success factors to be taken into account in the planning and implementation phase of employee engagement lifestyle change concepts could be derived. It has to be kept in mind however, that due to the by now limited data basis of the evaluation the results presented should be mainly interpreted as 'proof-of-concept'. It is expected, that the additional assessment of future activities will lead to a more detailed analysis. A preliminary study based on the 'new environmental paradigm' scale from Dunlap et al. (2000) will account for further results to this issue. Starting from the environmental attitudes of the individual the study focuses on concrete options for environmental friendly behavior of employees in their work setting in selected fields of action (energy consumption, mobility, nutrition). With the results we hope to get important information on the correlation of environmental attitudes and eco-friendly behavior at work and in private place of individuals at the one hand and the existing employee engagement actions of companies at the other hand. The results shall provide a good starting point for environmental interventions in organisations and businesses adapted to the needs of different target groups.

Preliminary results after a first three weeks survey period in summer 2013 allow for some first tentative conclusions. They have to be interpreted with caution, because the participation rate was not very high and more than 80% of the participants claimed

to work at an organization that is doing business in the field of sustainability, therefore the results will not be representative. 89 people started the questionnaire and 40 completed all parts. In total the majority of participants can be assigned the 'ecological worldview' according to the New Ecological Paradigm (NEP) Scale of Dunlap et al. (2000). Except of one, all agree that the humankind is exploiting the earth and 34 participants think that we will soon experience a major ecological catastrophe if we don't change our lifestyles. About 75% believe that technical innovations will mainly contribute to solutions, and 85% state that humans are still depending on the laws of nature.

This overall confirmation of the 'new ecological' (Dunlap et al., 2000) worldview is reflected in decisions made on environmental friendly behavior of the individuals: 82% state to use energy efficient travel alternatives on business journeys. Only 14 participants say they use the car on their way to work. For the majority sustainability is a very important topic in their private life as well as at the work place. 20% want more organizational commitment or concrete environmental activities and offers, like workshops, events, sustainability projects or other offers.

Busswald, Seebacher and other partners have already designed a research project to further elaborate quick and big win approaches: One important aim is to develop a method to monitor the effects of different types of employee engagement activities.

We are convinced that companies/organisations will change to a more sustainable and environmental production easier, if this is widely accepted and carried by their employees.

If the awareness for environmental issues can be fostered in employees it will, as a consequence due to spill-over effects, change the behavior in their private life as well. If this is successful, it should be possible to raise the general pro-environmental behavior in the population.

„I had been wrong in thinking that changing our way of life would be an elaborate sacrifice and heroic deeds when in reality things that we did every day that were neither glamorous nor exciting were the most significant [...]. It wasn't perfect, but who says it has to be?" Excerpt from the personal balance sheet of family Webster after a year of "Oil diet". See Recipes for Disaster (2008) at:<http://vimeo.com/16481347>

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