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Swedish University of Agricultural Sciences

Department of Economics

NGO's role in a public-private partnership

- Assessment of environmental educational efforts
on short term

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Abstract

Business is changing and so are society's expectations. Companies are expected to take responsibility for their trade and the context they are operating in, by looking at socially, economically and environmentally aspects. Many companies handle it by implementing corporate social responsibility (CSR) to their line of action. This is often handled by collaborating with other organisations, such as non-governmental organisations. A popular form of alliance is public-private partnership (PPP): A for-profit and one non-profit organisation join hands for a common cause. The for-profit organisation can bring in financial muscles and a know-how of the business, while the non-profit organisation can bring in expertise on the chosen issue, goodwill and legitimacy.

Top managers have voted CSR as main concern, in particular within the retail sector. Retailers have close and frequent contact with their customers, which could make the stores vulnerable to poor customers' relations. By planning on how to present the stores products could be one strong method to communicate to customers the business' values. To make the most of the values, it is important that the staff share the relevant values. Education can aid in spreading knowledge and values, which often result in engaged employees. Increased knowledge does often lead to the staff get more engaged on the issue and that does often lead to increased productivity. The company may not have relevant in-house capacity and partnership with an NGO may bring in the expertise. The partnership could strive to create shared value by bringing out economic value through societal progress.

The thesis is based on a commission from KRAV and is carried out in collaboration with ICA. KRAV's idea is that environmental education to employees increases the sales of organic products. The aim of the project is to explain and describe the short-term effects of an NGO's education to food retail staff, in a public-private partnership. To understand and gather information of the phenomenon, several types of data sources were used: observations and interviews before and after the education of ICA personnel, evaluation questionnaires after the educational sessions and sales data from the participating stores. The data were analysed to assess if the attitude towards KRAV and organic production had changed due to the education and if so, had it affected the promotion and sales of KRAV-labelled food in the participating ICA Kvantum stores.

The findings show that the education to a high degree change the participants attitudes to organic production and KRAV, and some degree contributes to changed shopping behaviour of the employees. The visual promotion in the stores increased in many of the stores but the employees did not report any significant change in face-to-face promotion to customers. The sales of organic production had a weak correlation to the education of the staff. Changes in habits and culture are assumed to take time, therefore is an evaluation of long-term effects to recommend.

Sammanfattning

Världens förväntningar på företag och deras skyldigheter håller på att förändras i grunden – från att enbart förväntas vara en arbetsgivare och ekonomisk motor i samhället förväntas nu företag att även ta ansvar för samhället och den kontext som företaget verkar i. Om företaget sysslar aktivt med sociala, ekonomiska och miljömässiga frågor, CSR, kan och bör det kommuniceras med företagets intressenter. Många företag har mycket att vinna på att samarbeta med andra organisationer – speciellt icke-vinstdrivande sådana – för att vinna omgivningens förtroende för ändamålet. En samarbetsform som vinner mer och mer mark är PPP – public-private partnership – där just ett vinstdrivande företag och en icke-vinstdrivande organisation eller offentlig institution samarbetar. Företaget bidrar i samarbetet med finansiella resurser, det offentliga med juridiska spörsmål och icke-vinstdrivande organisationer med specialkompetens och legitimitet till projektet.

CSR har seglat upp som ett av de viktigaste områdena för högre chefer, speciellt inom handeln. Det kan bero den stora kontaktytan mellan företaget och dess kunder – särskilt i matbutiker som kunderna besöker frekvent. Det är viktigt att företaget lyckas bibehålla kundernas förtroende, eftersom det är relativt enkelt att byta matbutik. Genom hur varorna presenteras och vilka varor som saluförs kan företaget kommunicera sina värderingar till kunderna. Det kan i sin tur förstärkas genom att personalen delar ledningens värderingar och kan kommunicera dem. Genom att utbilda personalen kan gemensamhetskänslan i personalgruppen stärkas. Utbildning genererar ofta engagemang inom det berörda ämnet, vilket är av stor vikt för företag eftersom engagerad personal ökar produktiviteten och effektiviteten i organisationen. Om företaget inte har kompetens inom det berörda ämnet, kan samarbete med en annan organisation med fördel inledas.

När organisationer samarbetar och lyckas skapa ekonomiskt värde genom sociala eller miljömässiga förbättringar, sysslar de inte med CSR utan *shared value*. Det innebär att fokus ligger på att skapa vinst genom att gemensamt skapa en – för att uttrycka sig idealistiskt – en bättre värld, genom att se till den kontext som organisationerna befinner sig i. Uppsatsen har sin grund i ett uppdrag från KRAV, Sveriges största organisation för ekologisk produktion, som samarbetar med ICA. KRAV:s idé är att kunskap är makt: Genom att butikspersonal utbildas kring ekologisk mat, kommer deras attityd att förändras och de kommer att i sin tur påverka konsumenter att i högre grad välja ekologiska varor.

Fallstudien syftar till att förklara och beskriva de kortsiktiga effekterna av en icke-vinstdrivande organisations utbildning för matbutikspersonal, i ett PPP-samarbete. För att skapa förståelse kring det, genomfördes en litteraturgenomgång samt samlades in data från flera olika källor. Data inhämtades från observationer från butikerna samt intervjuer med butikspersonal före och efter utbildningen. Det kompletterades med utvärderingsenkäter efter båda utbildningspassen och försäljningsdata. Analysen visade att personalens attityd blev mer positiv till ekologisk mat efter utbildningen samt att deras egna produktval förändras till viss del. Försäljningen av ekologisk mat hade en för svag korrelation för att peka på en tydlig effekt. Förändring av vanor och kultur tar ofta lång tid. Därför rekommenderas en uppföljande utvärdering av de långsiktiga effekterna för att slå fast attitydernas beständighet samt om försäljningen påverkas av utbildningen.

Abbreviations and choices of terms

CSR – Corporate social responsibility; is a broad concept of a company’s responsibility to reduce, and if possible eradicate, negative effects and enhance positive, concerning environmental, social and ethical issues, beyond legal demands.

FSG – formerly Foundation Strategy Group, a consultant bureau focusing on shared value. Today, only the acronym is used.

NGO – Non-governmental organisation

PwC – formerly PricewaterhouseCoopers, is a leading company in audit and advisory. Today, only the acronym is used.

PPP – Public-private partnership

In the text, several terms are used interchangeable to create variation and flow in the language. These terms are following:

Customer – consumer

Environmentally friendly – green – and at some times, also organic

Non-organic – conventional (as an opposite to a organic produced product)

Staff – personnel – employees

Store – retail

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1 Introduction

Business is changing. Porter and Kramer (2011, p. 4) states that “[t]he capitalist system is under siege”, the established monetary system is questioned from diverse groups. Companies risk being more scrutinized than earlier in history, due to social media and society’s growing expectancy of societal responsibility (Peattie, 1998). In order to handle the examinations, many companies use ethical guidelines but such guidelines may make employees feel diminished to be able to take responsibility (Pater and van Gils, 2003). Instead of implementing a hard set of rules, the employees could instead be educated on specific matters. Bassi and McMurrer (2007) argue that companies that let the employees get educated can outdo companies that do not invest in staff development – employee education may thus bring a competitive advantage.

A new attitude towards social factors and responsibility are expected from businesses. It is not merely a philanthropic approach; it is a new way of creating economic value (Porter and Kramer, 2011). Consumers and other stakeholders are no longer content with companies striving for just profit, but expect commercial companies to take actions towards environmental and social responsibility (Warhurster, 2005). The paradigm of stakeholders’ expectation has its roots from UN’s environmental world meeting in 1992, which called for companies’ responsibility for sustainability (LaFrance & Lehmann, 2005).

One way for companies to create value is by collaborating with other organisations; “[s]ociety is increasingly expecting global business to work in partnership with others” (Warhurster, 2005, p. 153). By co-operating with another part, companies share the burden of different risks. A popular form of collaboration is public-private partnership, PPP (LaFrance and Lehmann, 2005) which companies sometimes see as a “reputation management strategy” (Glasbergen, 2011, p. 5). That is, a constellation of public or private organisations join hands to create a greater value – one profit-driven part and a part that is not. A non-profit part of a PPP can be a governmental organisation or a non-governmental organisation, NGO. NGO’s can bring the expertise on the subject and help to win the trust from the public, while private companies have the know-how and the financial resources, and the public sector can help with legal matters (LaFrance and Lehmann, 2005). “Partnerships provide a managerial response to the general ethical ideal of societal progress” (Glasbergen, 2011, p. 2), reflects the idea of companies’ responsibility towards society and how collaborating with another organisation could be a suitable reaction.

Private companies have a lot to win on partnering up with an NGO, as it may improve the companies’ image as *the good guy* (LaFrance and Lehmann, 2005), and for the NGO it is a way to achieve their mission. Glasbergen (2011, p.5) argues that companies “are motivated to engage with NGOs, by a need either to avert or repair damage to the company’s reputation (risk management) or to gain a competitive advantage”. To form a partnership with an NGO could be a strategic decision as a form of risk minimizing management, by getting aid on how to improve business. Suitable business areas for collaborating with could be the food industry, since consumers have especially pointed out as an interest of ethical behaviour (Piacentini *et al.*, 2000; Anselmsson and Johansson, 2007). The food industry, and in particular the food retails, are frequently in close contact with consumers. The close relationship affect both the companies and the consumers.

1.1 Problem background

Consumer behaviour is influenced by a variety of factors (Kotler *et al.*, 2005). For fast moving consumer goods, such as food products, the shopping is often habitual – the shopping behaviour takes little involvement and is based on earlier experience. The consumer awareness of brands and eco-labels therefore has to be stimulated (Ottman, 2011). An *eco-label* grants that the labelled product has been through an environmental programme, certified by a third-party organisation (Winthrop, 1999). In Sweden, studies of consumer behaviour show a gap between expressed attitudes towards organic food products and actual shopping behaviour. According to Statistics Sweden, 52% of Swedish households prefer organic food products instead of the conventional complement (SCB, 2004, p. 4), but organic food products only account for 4% of total food sales (Larsson, Jordbruksverket, 2013, p. 1). A possibility exists to create a vast market for organic products and sales of organic products are increasing – ICA's sales increased with 43% from year 2013 to current date (www, SvD, 2014). Yet the gap between communicated intentions and actual shopping behaviour remains to be explained.

The majority of decisions of what to buy are carried out in the store (Macklean 2013), and consumers are affected by both emotions and habits. Food stores have the possibility to steer the consumer behaviour to a desired shopping behaviour, for example by increasing consumers' understanding on the area (Macklean, 2013). Companies can use corporate social responsibility (CSR) to communicate more sustainable consumerism and this has to be done within the stores (Jones *et al.*, 2007). To be able to use CSR a communication tool in food stores, more relevant knowledge needs to be gained and Hartmann (2011) states a lack of CSR studies on the food sector and argues that such studies will have great value.

A common way for companies to communicate their CSR is by adapting the product portfolio to the business' values (Rotter *et al.*, 2012). For example, by having more than average of environmentally friendly brands and labels in the popular spots of the store, the company expresses concern about the environment. By joining a partnership, credibility can be attained thereby limiting the risk of accusations of greenwashing, the right knowledge can be gained and risks can be shared – “[p]artnering is about doing business in another way” (Glasbergen, 2011, p. 5), than it has been traditionally. Private companies can measure the effect by sales figures, but for an NGO the effect is harder to evaluate. Green NGO's are also risking being criticized “as a ‘sell-out’ to business interest” (Hartman *et al.*, 1999, p. 170), without gain for the NGO.

NGOs could handle such criticism with evaluating the effects of the PPP, besides the aim to improve the collaboration. Striving for so-called *shared value* - where companies collaborate with a non-profit organisation to exchange ideas, skills and knowledge - could be one aspect in an evaluation. As Porter and Kramer (2011, p. 4) put it - “[t]he purpose of the corporation must be redefined as creating shared value, not just profit per se. This will drive the next wave of innovation and productivity growth in the global economy. It will also reshape capitalism and its relationship to society”. If so, we can expect a change in how society works and how societal responsibility is divided. Collaborating with different types of organisations could be one answer to the new paradigm.

NGOs in partnerships are often creating legitimacy for the private company, by acting as a regulator, by bringing awareness or as being an expert. A crucial element of being the expert on the topic of junction between the organisations is advising (LaFrance and Lehmann, 2005). It can take form as advising on meetings or hosting education for the private company's

personnel. Boivard (2004) stresses the differences in goals and culture between the private partner and NGO might take its toll on the relationship. The spreading of expertise can be viewed as shared value, since it creates both economic value and value for society (Porter and Kramer, 2011).

1.2 Problem

Both parts in a partnership have hopes and expectations on what the collaboration may bring, such as new knowledge, an improved network or legitimacy. An NGO can gain financial muscles, increase the effect of its ideas but risk becoming used as a marketing device (Glasbergen, 2011). By sharing its information and ideas by educating staff in a company, an NGO creates shared value. Since both parts of a partnership ought gain from it, both partners probably will evaluate it. Boivard (2004) states that PPP has mainly been evaluated based on its efficiency, but when looking at social issues efficiency may not be the suitable measurement. NGOs have started to view the private sector as a partner to meet their mission, rather than a financial donor (www, The Guardian, 2014). The mutual aim in such PPPs is to gain economic value through social or environmental progress.

A Swedish example of a partnership between an NGO and a private company is KRAV and ICA. KRAV is one of Sweden's most well-established NGOs, which promotes organic production. It is also one of Sweden's most well recognised food labels – 99% of all Swedes recognise it (www, Jordbruksaktuellt, 2010), signalling to consumers that the product is organic. As a step in KRAV's business idea – “to give many the opportunity to contribute to a sustainable society by purchasing KRAV-labelled products” (author's translation, www, KRAV, 3, 2014) – KRAV and ICA Gruppen joined a partnership. KRAV's environmental education is held for selected ICA Kvantum personnel. Kong *et al.* (2002) point to educating retail employees as one way to create a market demand for organic products, especially concerning labels. The NGO has held minor educations earlier but those were never evaluated and KRAV has yet not found a suitable method to evaluate the effects of education sessions. One expectation is a change in marketing of KRAV's food products. This project is well timed, since organic food is increasingly popular – 86 % of Swedish consumers are positive to organic food (www, Miljöaktuellt, 2014). In order to assess the possible effects, a pilot study was carried out.

1.3 A commission, aim and delimitations

The case study is a commission from a Swedish NGO, here briefly presented. The aim for the master thesis project is presented in this chapter. The nature of the study, including delimitations, is also explained.

1.3.1 Commission

The master thesis project is a commission from KRAV and it was carried out in collaboration with the NGO. KRAV hold educational sessions regarding the label and organic production for food retail employees, and wants to know how the education affect staff attitudes and if this have an effect on the sales of organic products. KRAV collaborates with ICA, the largest food retail chain in Sweden (www, Svenska Livsmedel, 2014). The target group of the project is researchers within the CSR, shared value and food retail area, NGO's in a business context and companies working purposefully with CSR. This affects the language and structure of the essay, since the text is aimed for several audiences.

1.3.2 Aim and research questions

The aim of this study is to explain and describe the short-term effects of an NGO's environmental education to food retail employees, in a public-private partnership. The paper focuses on how an NGO handles involvement when collaborating with private food retailers. The following descriptive research questions aid to describe the effects further;

- What are the expectations of an NGO when engaging in educational efforts in a public-private partnership?
- What are the conditions for an NGO's educational effort in a commercial business context?
- How can an NGO evaluate educational efforts in collaboration with corporations?

1.3.3 Delimitations

This thesis concerns educational efforts to promote KRAV. It is contextualised with the purpose of promoting this particular organic label, but it does not include a critical discussion of KRAV as a representation of sustainable development or not. Nor are the discussion concerning whether or not organic production is more sustainable than conventional production brought up. The education from KRAV teaches that organic production is more environmentally sustainable. In this research project, this assumption is not challenged. *Organic*, as a production method or a type of food, is used as a larger concept in interviews and in the text.

The participating stores, including the reference stores, are selected by a representative from ICA. All the selected stores are located in the central Swedish area Svealand and in northern Götaland. The geographical area is large, but still limited. The demographics and the economic conditions in this area differs from those in, for example, the north of Sweden. Both these factors could affect the result. By interviewing store employees about their view and values regarding organic, the interviewer are prying into the staff's personal values. The interviewer made efforts not to reveal any judgement towards answers from interviewees. In order to evade the risk of the interviewees withdrawing their trust or willingness from the interview situation, the questions about personal actions and attitudes were spread out during the interview with questions not important for the study. This may also help minimising the risk of the interviewees adapting the replies to please the interviewer.

The end-consumers' behaviour and attitudes, to whom the marketing is aimed at, are not studied in this essay. They are important stakeholders, but still secondary in this study. That is, the consumers' attitude towards different products will not be measured or analysed. The aim of the project is to explain and describe short-term effects. The long-term effects over a year or more would be of great interest but unfortunately out of reach for this particular project. KRAV view the project as a pilot study and therefore might the long-standing effects be explained and described in another future project.

Delimitations are also set regarding theories. The essay does not concern the principal-agent theory, which could have been of interest to see what roles the different parts in the study took, that is the employees, the managers and the NGO. The theory was rejected in order to focus exclusively the aim on the effect of the education, and not how the partners interact with one other.

Regarding the sales data, different persons on the financial department at ICA supplied data from the colonial department and the fruits and vegetables'. Somewhat different types of data

from the two departments were therefore provided, such as the week span differences between apples and the colonial products. This should not affect the result in any critical way. The sales of organic bananas have increased significantly over the last year, which make the product unrepresentative to look closer at in this study. Therefore, organic apples were chosen. From the colonial department, two types of organic products were chosen: tea and coffee. The sales of coffee depend heavily on campaigns and organic tea is a rather small line of product – KRAV-labelled coffee is today sold eight times more often than KRAV-labelled tea. Hence, coffee and tea complement each other.

2 Approach

This chapter presents how the master thesis project's research design has been laid out. First, the approach to qualitative research is explained together with the literature review. Followed by practical matters, on how the interviews and observations in stores were carried out. These choices are reflected in a presentation of ethical aspects. Finally in this chapter, is a reflection how quality reassurance of the study.

In order to be able to reach the aim of the master thesis project and answer the research questions, several dimensions needed to be thoroughly planned. Robson (2011) stresses the importance of careful planning before launching a research project, but also to remaining humble and adaptive to the complexity of the real world. A qualitative approach is suitable for describing and explaining a phenomenon in its context (Malterud, 2001). Robson (2011) points to the importance of viewing findings with a sceptical mind and aim to keep the project as systematic and ethical as possible. A comparative case study has been carried out with support from KRAV and ICA, and the results has been interpreted and analysed by help from the literature review. To gain a fuller picture, data triangulation was used - information was gathered from different sources such as interviews and sales figures.

2.1 Research approach

The thesis project has been carried out with a descriptive qualitative approach, which is useful when "investigating the meaning of social phenomena as experienced by the people themselves" (Malterud, 2001, p. 398). That is, the event or occurrence of something is understood based on other experiences, communication and social codes. The qualitative approach takes on language, interactions *et cetera* but also values and norms. The focus is on meaning (Malterud, 2001). In this study, the results and experiences could be transferred to similar situations, rather than generalised due to both the nature of the study but also due to the transfer requires adaption to the specific context. It is important for this kind of study to provide a context and explain how it affects the findings.

2.1.1 Theoretical guidance

The qualitative approach can be used as "strategies for the systematic collection, organisation, and interpretation of textual material obtained from talk or observations" (Malterud, 2001, p. 397): Different means to collect information is useful in different situations, in order to grasp an understanding of the phenomenon. By using diverse methods to collective information, a fuller picture can be gained since the same situation and event are illustrated from different sources.

Eisenhardt's classical article (1989) on case studies has been an inspiration on how to construct a case study systematically, even if several of her recommendations have been altered; the literature review took place before the data. Malterud (2001) stresses the importance of understanding the context of the interviewee in order to interpret the interview. Flyvbjerg (2006, p. 236) seconds this, by stating, "the most advanced form of understanding is achieved when researchers place themselves within the context being studied", by putting the researcher in the same context as the researched, to understand their behaviour.

2.1.2 Theoretical choices

In order to gain knowledge and create an understanding of the relevant context, a literature review has been carried out, to grasp the complexity and vastness of the project. Robson

(2011, p. 52) points out how important a literature review is to “expose main gaps of knowledge and / . . / [h]elps to identify appropriate research methodologies”. Literature regarding how consumers react to environmental labels and how the attractiveness of those can be increased is needed, but also on how organisation can increase their good-will and create a successful and sustainable marketing strategy. Such literature is found through different search engines (such as Google Scholar and Primo as a first step) and in references in other texts on similar matters (see table 1). Search words combinations are shown in the table below; the first search was carried out the last week of December 2013 and in January 2014.

Table 1. Article search in data bases (own processing)

Google Scholar	“Education +CSR”	“Environmental education” +employee	“employee education”+ retail +NGO	“employee education”+ retail	“Employee behaviour” +food retail +NGO	“Food retail” +NGO + Retail	Effect + “employee education”
Primo	“employee education”+ retail +NGO	“Employee behaviour” +food retail +NGO	NGO+ effect+ “employee education”	NGO+ effect+ “environ* education”			
ProQuest	“employee education”+ retail +NGO	“Employee behaviour” +food retail +NGO	NGO+ effect+ “employee education”	NGO+ PPP +effect +evaluate	NGO+ private+ effect+ educat*		

The table above shows how the literature search evolved from the brief “Education+CSR” to more specified search words combinations. This goes hand in hand with the development of notion of the thesis’ aim. More combinations of terms were used in Google Scholar, since the database is available independent of where Internet is accessed. Primo and ProQuest are not accessible from anywhere, and were used after a first try in Google Scholar. This affected the word combinations - the search in Google Scholar established what combinations were successful. After a broader range of literature was collected, a second literature search was carried out, based on the primary literature’s references.

The identified number of relevant academic articles on evaluation methods is rather limited, especially regarding NGO projects and NGO’s educations. This is also pointed out by Epstein and Yuthas (2014). They stress that good intentions do not automatically lead to meaningful impacts and organisations ought to measure the effects of their work. The absence of articles could point to a lack of research in the area. Because of the lack of evaluation methods, this study consists of mixed methods, such as interviews and sales data. The lack of research in the area may lead to this master thesis contribution not only to be empirical, but also theoretical.

2.2 Empirical approach

Kvale (1997) explains a case study as a small part of reality that is scrutinised, with an aim to understand a phenomenon. A case study presents in depth a phenomenon and it may be very specific, most often by using multiple methods of gathering data such as interviews and observations (Robson, 2011). By having a flexible design, the approach outline can be adapted if there is a need for that during the case study. Flexible design calls for adaptiveness throughout the research process (Robson, 2011) and reflexion plays an important part.

Focus is on the education sessions and its effects on the food retail staff. The origin of the commission is that KRAV had difficulties to evaluate the value of educating retail employee. The nil point of the study is KRAV’s expectations on the effect, observations from the retails

and the result from the first set of employee interviews (*ex-ante*). The second measure point took place after the educational session (*ex-post*). The same employees have been interviewed as far as possible and any promotion for KRAV's products in the store has been noted. After every educational session, the participants have filled in a brief questionnaire (Appendix 1) regarding the specific training, to establish the employees' attitudes towards the session.

Not all employees in the stores participated in the education; the participating groups often consisted of three to six persons. The interviewees had not always participated, but this does not mean that the non-participating interviewees did not have knowledge of KRAV and organic production. The non-participating interviewees also gave a picture of unaffected attitude to KRAV, to compare to the participated interviewees. Many of the interviewees had to some extent knowledge of it, which may have coloured their view of the education.

2.2.1 Choice of units of analysis

KRAV has not evaluated the shorter educations they earlier have had, but hoped it led to the general knowledge of organic products among the staff. No specific aim of the extended education has been identified by KRAV, besides finding out if increased knowledge of organic products improves the sales of these goods (Pers. com., Cejie, 2014). From the beginning of the project, the education consisted of three parts with a documentary to be watched at home between the first and second session and a task to carry out after the second session. The first session focused on the basics of organic production, the second concerned green consumers' behaviour and the third part was a visit to an organic farm. Due to delay in the plans, this study's final measure point is after the second session, not including the farm visit. The education sessions have been observed in order to grasp the same context of the employees.

In discussion with KRAV and ICA, two focus categories goods were chosen during the project: colonial goods together with vegetables and greens. The choice narrowed down and made the study more focused. The combination of units of analysis is interesting since greens have short shelf life while colonial goods, such as coffee and sugar, have a very long expiration date and the two types of goods could be promoted differently. The employees participating in the education came hence mainly from the colonial and the fruits and vegetable departments. KRAV was interested in the dairy category, but ICA argued that the dairy department were already successfully selling organic products and therefore not of particular interest when measuring the effect of the education.

One food store has been used as a reference store in the project. The particular store was chosen from a list of suitable stores, which were similar in size and work regarding the environment and organic products as the stores participating in the education. ICA head office put together the list. Due to the summer vacation and that the list of suitable reference stores were created late in the project, one store was chosen to fit within the project's time limit. The particular store was visited once, observation took place and the interview questions were a mix of the *ex-ante* and the *ex-post* interviews.

The ICA head office chose what stores to contact, based on the stores' own positive environmental work. By having ICA to choose such stores, it was possible easier to gain access to the stores and get the directors to set off the time for both the education and the interviews. The selected retails were first informed from ICA's head offices about the study and then KRAV contacted them to arrange the education. The selected stores all belong to the Kvantum profile (a certain type of larger stores within the ICA group), are set in the same

geographical region (Svealand region and Västergötland county in Sweden) (table 2) and have worked with environmental issues, in different ways. The stores differed in physical size and layout. Some of the stores have had shorter educational sessions with KRAV and none of the stores was KRAV certified.

Table 2. Selected food retailers

ICA Kvantum	Date of ex-ante interview and observation in store	Date of first educational session	Date of second educational session	Date of ex-post interview and observation in store
Viksjö	29 th of April 2014	6 th of May 2014	13 th of May 2014	2 nd of July 2014
Gränby (Uppsala)	5 th of May 2014	12 th of May 2014	19 th of May 2014	23 rd of June 2014
Oxen (Mariestad)	12 th of May 2014	15 th of May 2014	22 nd of May 2014	26 th of June 2014
Avesta	16 th of May 2014	16 th of May 2014	22 th of May 2014	30 th of June 2014
Skövde	13 th of May 2014	13 th of May 2014	20 th of May 2014	26 th of June 2014
Ekängen (Eskilstuna)	28 th of April 2014	6 th of May 2014	14 th of May 2014	-
Välsviken (Karlstad) – reference store	3 rd of July 2014	-	-	-

The table above shows the dates for both *ex-ante* and *ex-post* interviews and observations in the stores. The observations and interviews took place the same day due to practical reasons. Since it is easier to record what organisations communicate in official printed texts, web materials and what representatives of the organisation say - rather than their actions - a combination of data collection techniques was used. By this, the intentions and values can be noted, even if the every-day stress prevents them to carry out their wished actions. Employees and department managers in the selected departments, along with store managers, were chosen for the interviews to gain a large picture of attitudes in different parts of the local company.

The sales data from before and after the education session is another way to follow up on possible effects in sale of the education - the actual effect for KRAV's customers could be estimated. Since the project focus on the colonial and the fruits and vegetable department, three organic products were singled out - coffee, tea and apples. The sales data on the chosen products were collected from the participating stores and compared to the same accumulated data from all other Kvantum stores. To avoid fluctuations in the data due to any particular product market campaign, the sales data were compared from the same periods from year 2012, 2013 and 2014.

2.2.2 Choice of interview technique

Since the chosen approach has its roots in the understanding of social constructionism (that is, humans understand reality together with others interpretation and the role of language is essential), it puts the researcher's knowledge as crucial for interpreting the observations and context (Malterud, 2001). Hence, a qualitative approach fits the aim of the study; the project strives to identify and describe the short-term effects of an NGO's environmental education to food retail employees. Robson (2011) points out how multifaceted the human language is and it has to be understood by its context, which strengthens the choice of semi-structured interviews because it opens up the possibility to further explaining the questions. On the downside is that face-to-face interviews are time consuming (Robson, 2011). During the interviews, it is important that the interviewer listens carefully to both what is being said and to what was meant, with cues from body language and tone of voice.

The in-depth interviews were semi-structured; the interviewer had a guide to work after (see Appendix 2), but was free to modify the questions and follow up questions depending on the situation (Robson, 2011). This approach of collecting data was chosen because of the possible differences between the stores, and therefore an adaptation of the queries was useful. However, to make the different interviews more comparable, a fully unstructured approach was not used. Still there was a risk of mismatch in information from the different interviews, based on the position of the interviewees and the answers they are able to provide. This could cause problems when analysing the data. Having a quiz about KRAV during the interview did not appear suitable, since the study concern attitudes and how the employees estimate their knowledge. A quiz could affect the interviewees negatively since many people do not like being tested unprepared.

Another option to private interviews is focus groups, but the approach was deselected because of the risk of participants influencing each other on sensitive questions regarding personal values. The interview questions avoided theoretical terms; the questions were based on everyday wording, if possible were cues eliminated and on how the interviewee practically would reason on certain topics (Robson, 2011). The interviewer could ask follow-up questions and clarifications based on what is said, in order to make the interviewee feel heard and to avoid misunderstandings, as a part in the validation project (Granot *et al.*, 2012). Granot *et al.* (2012, p. 549) recommend a three stage interview (which does not have to be carried out at the same date), since it makes it possible to “investigate the experience and to place it in context”: The first part regards the context of the experience, the second the details it and thirdly the interviewee’s thoughts on it.

In this study, the first set of questions was asked *ex-ante* the educational sessions, to understand the values and the context of the interviewees, and the second set of interviews were held *ex-post*. The proposed three stage interviews were held with both occasions. The questions have been revised after a test group had read them through and commented on them. During the interviews, the employees were asked on what they actually had learnt about KRAV, on their approach towards organic products and KRAV but also towards promotion (appendix 1). The test group consisted of other SLU master students and the thesis’ supervisor.

Granot *et al.* (2012) point out that to comprehend another person’s learning and experiences, i.e. subjective understanding, interviews is a good approach, preferably in the natural setting. In interviewing employees with different roles and responsibilities, it could be hard to compare answers between staff from different stores. To avoid this, during the interviews the responsibility of the interviewee have been clarified. The results from the interviews are sorted in to two ages spans, up to 35 years old and older than 35 years, and position, whether the interviewee was some form of director or not.

The interviewees were anonymised in the results. The involved organisations had informed the participating retails before the interviews that the participants would be anonymised, which could not be changed after the study started. The anonymisation could benefit the interviewees’ attitude towards the interview situation, make them more relaxed and by so, talk more openhearted. Piacentini *et al.* (2000) carried out anonymised in-depth interviews with food retails’ leaders, both from CSR proactive and reactive stores. The interviewees’ position varied but the study could compare the results, based on the depth of the answers.

2.2.3 Observations in stores

In order to complement the interviews, observations have been carried out in the stores. Observations are not a trouble-free method, but the technique is frequently used and has generated useful findings - especially in providing a context to interviews (Robson, 2011). Piacentini *et al.* (2000) studied CSR in food retails and carried out some store auditing, to be able to categorise stores before carrying out interviews. Research that aims at understanding behavioural changes, observation is often the most fruitful technique (Granot *et al.*, 2012). Observation is an example of a direct technique, where changes can be noticed immediately when they take place (Robson, 2011).

The observations in the study were informal, due to the general flexible design, since it allows the observer some freedom on what to note down and can aid to gain more understanding for the context (Robson, 2011). The design does not carry the empirical rigour that would have been needed if observations were the only indicator of change based on the education, since the promotion and product placement can change very rapidly and therefore are unreliable. Therefore, the observations serve to contextualise the interviews and to show a moment of the stores' layout.

Observing organic products' exposure in terms of promotion and positioning in both the references stores and the educational stores can support the contextual interpretation from the interviews. The observations were carried out before and after the educational sessions, in order to see if any changes in promotion took place, especially in the chosen departments. The observations concerned how organic, and especially KRAV labelled, products are promoted in the stores, by signs and position on shelves; size of signs, if any, organic products grouped together or spread out and if the product is placed central on the shelf with an ambition to explore promotional activities.

If the stores have Facebook homepages, the activity there was observed throughout the study. The facebook pages of the stores were all visited before and after the education to see if any communication towards customer and other stakeholders took place there. When available, current ad sheets from the stores were read.

2.2.4 Choice of interpreting technique

When interpreting the interviews it is of importance to “words or pictures, analyzes them inductively, focuses on the meaning of participants, and describes a process that is expressive and persuasive in language” (Granot *et al.*, 2012, p. 550). It is important to keep in mind that interviews are complex and should not be too simplified – the interviewer should re-evaluate his or hers interpretations of the interviews, by trying to apply different contexts (Alvesson, 2003). Cases should not be seen as representative to the whole group, but provide an explanation of the situation at the particular time, hence the need for the researcher to try to grasp the most favourable interpreting context. Granot *et al.* (2012) describe how to analyse in-depth interviews, by providing a context to the experiences of the phenomenon – including the researcher's experience – to get the essence of the studied event. One way to gain this information from the interviewee is to let her or him illustrate the phenomenon, and afterwards describe how it felt to experience it – which was applied in the interviews.

Sometimes interviewees, unintentionally or not, try to adapt their answers to suit what they believe the aim is, and the interviewer may not always understand this (Alvesson, 2003). To create trustworthiness of the interview data, a summary of the meeting was sent to the interviewee at latest a week after the interview took place. The participants were prompted,

both during the interviews and when receiving the summary, to contact the interviewer if the summary was incorrect, something had been left out or if they had any other comments.

The interviewees were interpreted and sorted into *ex-ante* and *ex-post* tables, based on key words and themes. This was done as close as possible to when the interviews were carried out, to remember the interviewees' attitude and body language. The two tables were compared, to see differences between the status before and after the educational sessions. This method was also used for the observations, which provided a context and support for the interpretations. The sales data were interpreted by comparing the sales of organic apples, tea and coffee in the participating stores and all Kvantum stores in March compared to June, between the years 2012, 2013 and 2014. By adding several years, any trends due to the time of year were avoided. The questionnaires gave context and a brief understanding of the participants' experience of every educational session.

2.3 Ethical aspects

Robson (2011) raises important issues when doing social research and offering suggestions on how to meet these considerations, regarding ethical aspects in this study, ethical considerations are made in several levels. In this project, all interviewees have been asked to participate voluntarily, to avoid indirect coercing from managers, the NGO or from the interviewer. The interview questions have been carefully crafted to avoid misleading the interviewee.

One potential problem with the case study is the interviews, which have been carried out at the interviewees' working place. Both Boiral (2003) and Morrison and Milliken (2000) warn that interviewing at the work might have contextual affects on the answers – the interviewees might feel obligated to adapt the answers. To avoid the modification of the replies due to the workplace, all interviewees of the food retails have been anonymised and informed about that prior to the interviews. By knowing that they would be anonymised, the interviewees may have felt more at ease to talk about their values and attitudes. When possible, the interviews were held privately, which was the case for all retails but one. On the other hand, the work setting could prompt the employee to answer in accordance to how he or she would have acted at work, if the question regards the store directly. KRAV representatives have not been anonymised since the NGO are the owner of the project, nor are the contacts at ICA's head office anonym. None of the later have been interviewed about their personal values, which also is an argument not to anonymise them.

The focal point of the research project concerns the action and attitudes of individuals in different organisations. When studying human behaviour one must bear in mind that people are not things but "conscious, purposive actors who have ideas about their world and attach meanings to what is going on around them. In particular, their behaviour depends crucially on these ideas and meanings" (Robson, 2011, p. 17). The participants' behaviour could therefore be interpreted as signs of their personal ideas and values. Therefore, when analysing the data of the study, the context of the interviewees and other stores should be kept in mind. This has been done by participating in the environmental education and asking questions about the everyday work at the stores.

2.4 Quality assurance in the research process

Since the study concerns real world studies and is not set up in a laboratory, there are countless factors influencing the results which may seem insignificant but may be of considerable importance – but overseen. By using data triangulation, of interviews, sales data,

observations and evaluation questionnaires, the different data types control each other and by so avoiding askew results. The exact the same study can never be replicated, due to in this area of knowledge, methodological approach and the details in real life - but similar studies can be carried out. A case study cannot and should not be generalised but is a reliable method to achieve an understanding of and explaining a phenomenon. This study could be a pilot study and used as stepping-stones for a larger study.

Since the thesis project has its roots in a commission from KRAV, there is a risk that KRAV could have influenced the result of the study (Robson, 2011). The main data was handed out from the ICA head office, which also could have affected the result. Since both ICA and KRAV are interested in the results, they would not gain from tamper with – consciously or not – with the data provided or when selecting participants. The choice of participating stores could be problematic, since ICA head office picked them out. This was, however, necessary in order to gain an easy access and a smoother start. Without the support from the head office, it could have been harder to gain information. Furthermore, all stores were interested and worked on some level with environmental issues.

The trustworthiness of the participants' replies of the interview questions is important. All interviewees got an interview summary a week after their interview and prompted to come with feedback on the interview, in order to ensure a correct interpretation of the interview. Many factors may influence the answers, such as stress, to the project unrelated work factors or adapting the answers to the interviewer (possible to both give a more negative or a more positive attitude towards organic food). The interviewees could be either unaware or conscious of the participant bias (Robson, 2011). Almost all retails provided private rooms for the interviews, but one. The interviews that were overheard by the interviewees' colleagues could have a lower trustworthiness, since they may have adapted, limited or in any other way adjusted their answers accordingly to the work culture. The participants of the open office interviews seemed uneasy, compared to interviewees in other stores, which could be linked to the lack of privacy. The few interviewed over the phone appeared relaxed and honest.

Instead of private interviews, interviewing in focus groups was an option. It is a good method to get an understanding of the shared view on topics, it saves time and group dynamics may trigger interviewees to talk more in-depth (Robson, 2011). The method was rejected due to the risk of power struggles between employees, since they work together and already have relationships. The pre-existing relationships make it hard to understand how they affect the context and interview. If the participants did not find organic food or environmental issues to be important, they might not dare to speak of this in front of their colleagues. The peer pressure might have negative effects on the interviews, which is shown in Asch classical experiment of group pressure from 1951 (described in, among others, Ross *et al.*, 1976). Another reason not to have focus groups are because of the food stores – to spare a group of employees from working in the store would be very expensive, compared to single out one and one.

The evaluation questionnaires (appendix 2) that were filled in after every educational session made it more orderly to assess every part individually, in order to establish what was seen as positive by the ICA staff and as a feedback to the educator. The surveys also made it possible to measure continuous development of attitude towards organic products and KRAV. On the downside, the questionnaires were time-consuming and do not go in to deep regarding the personal convictions. The surveys were filled in openly, straight after the educational session while still in the group, which may affect the comments.

Observations in the stores may be problematic. Since the employees knew that the stores took part in the study, the promotion and product positioning may have been altered in order to fit the study (Robson, 2011). Since altering the organic promotion and positioning would take a lot of effort for the employees, this is not probable to have happened. The observations cannot notice and interpret every interchange between employees and with customers; the observations could be incorrectly interpreted. It is easier to gain high reliability by using formal observation, but the technique was deselected due to the possibility to miss crucial information because of a strict design (Robson, 2011). Another possibility of bias is the observer bias – by the observers own prejudices and set of values interpret behaviour, answers and retail activities incorrectly. All of these factors could affect the objectiveness of the study and are hard to avoid, besides being overtly aware of them. On the other hand Robson (2011, p. 92) point to the opinion of viewing objectivity as artificial and “lethal for any real understanding of a phenomena involving people in social settings”. He argues that a context is crucial for understanding and explaining a phenomenon, since humans do not operate in a vacuum but in a subjective cultural context from where the surrounding environment is interpreted.

2.5 Ad-hoc adjustments to a changing context

When carrying out a project, adjustments most often have to be done along the way since prerequisites change. The same goes for studies set out-side laboratories, since the world keep spinning regardless of how the intended method is planned. Until the final phase of the project, the evaluation was supposed to concern three educational sessions – two theoretical and one visit to an organic farm. Due to delays in e-mail responses and late bookings, the farm visit had to be deleted from the thesis’ evaluation. Furthermore, the project was from the beginning thought to take six months, but needed to be extended to eight.

KRAV and ICA have collaborated several times, through minor store educations, organic breakfasts and certifications of individual stores. ICA early on decided to collaborate with KRAV’s thesis project regarding assessing the environmental education. Despite of the increasing market interest of organic goods – which may depend on the very large organisation with many rather independent storeowners – ICA was slow to act in the project. During some periods, it was hard to get in contact with the head office – for example did it take several prompting e-mails to get a list of stores to the reference group and a waiting time on over a month. This delayed the project to some extent.

3 Literature review and theoretical perspective

There are several reasons why a literature review should be carried out before undertaking an empirical study - to expose lack of knowledge on beforehand, helps to identify a suitable method and identify possible variations in earlier studies (Robson, 2011). Here is theoretical framework presented, which reflects the study's aim. To create an understanding of the larger frame of the study, CSR in food retail is presented, moving to partnership between private businesses and NGOs and how those together can produce a greater value to finally land in employee education and evaluation. Finally, a conceptual framework will be presented.

3.1 Corporate social responsibility, CSR

CSR was voted top priority for managers in 2011, especially in the retail sector (Hartmann, 2011). For over 50 years CSR and how it should be applied to business has been discussed (Carroll, 1991). Peattie (1995) stresses the responsibility and possibilities of private companies, since individual consumers cannot take full responsibility for sustainability. Peattie (1995, p. 108) uses a simile of a state to show the companies' market responsibility: The government is in charge of the military, which the individual consumer cannot be – but the individual can still have a demand for home alarm systems. The same goes for CSR – the consumers may demand it, but the responsibility lies on the companies.

3.1.1 Defining and explaining CSR

The essence of CSR concerns companies' responsibility to act legally, ethically, economically and socially, often is environmental issues also included. Since the concept *social* is unclear, Carroll (1991) recommends businesses to define the most pressing societal or environmental group or issue to address. This could be done by identifying different aspects of responsibility and its effects on the company's different stakeholders. Another crucial part is identifying what and how stakeholders affect the business (figure 1) – especially when moving away from solely economical reasons, which could help to increase the profit (Hartmann, 2011).

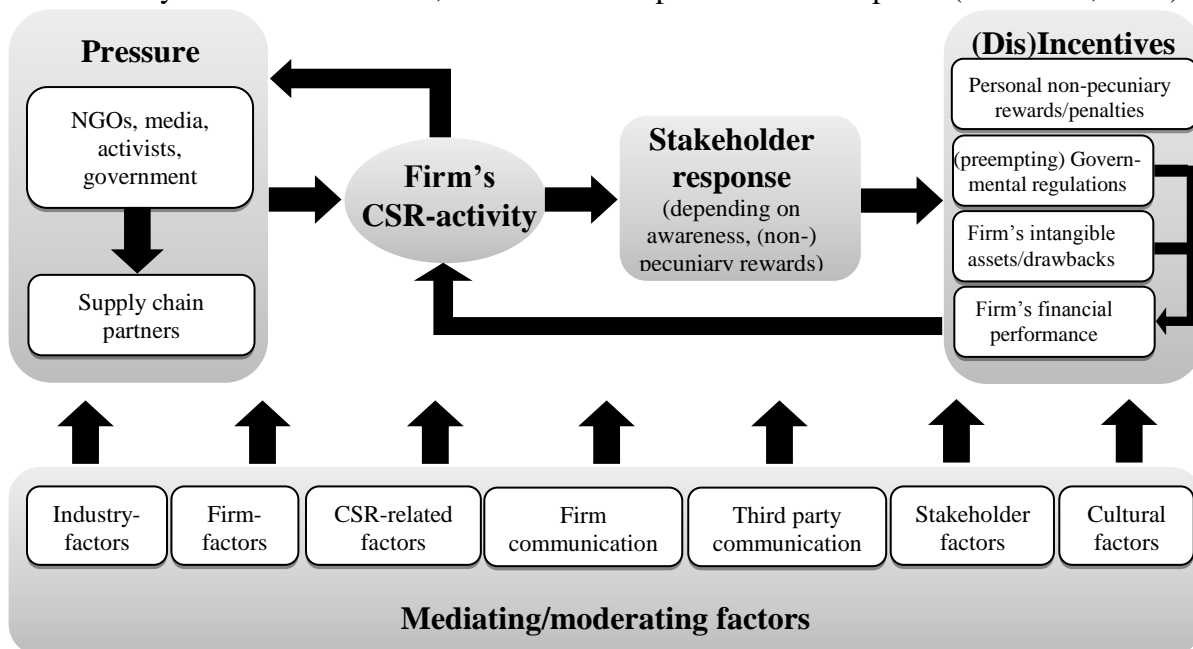


Figure 1. Model of business' decision whether or not to engage in CSR (Hartmann, 2011, p. 300, author's interpretation).

Private companies have to continually evaluate stakeholders, such as customers and NGOs, and their opinions (Hartmann, 2011), which leads to three stages when reacting to changes in marketing; *assessing* the surrounding environment, *analysing* the collected information and *reacting* to the new view with fresh strategies (Peattie, 1995, p. 137-138). The NGOs play an important part to influencing companies' CSR work, but the companies also provide the NGOs with feedback (Hartmann, 2011). Since the CSR are so closely connected to the stakeholders, measuring the effects can be a part of risk management. It takes some time for companies to go through the process, but also for customers to react on it. Ottman (2011) argues for increasing the credibility by being transparent and try to think ahead by doing more than the stakeholders expect.

Carroll and Shabana (2010) note that the concept CSR has generated many debates over the decades; discussions concerns what CSR embraces and if private companies ought to handle it. CSR can be viewed as risk management; by building a strong reputation capital, the company would survive with losing some of its reputation capital in case of a crisis (Coombs and Holladay, 2006). The good reputation might act as protection from further scrutinisation, since stakeholders tend to put less responsibility in a crisis on a business with good reputation, compared to a business with unknown or bad reputation (Coombs and Holladay, 2006). Another favourable aspect of CSR is as a prevention of governmental regulations – if companies act ethically to meet the expectations from many stakeholders, governments have no reason to interfere (Carroll and Shabana, 2010). Carroll and Shabana (2010) also point to the private sectors resources, both managerial and financially, and those could be used proactive to overcome societal problems. It is often cheaper and easier to act on beforehand rather than be reactive to a social problem. Furthermore, labour is attracted to businesses with a good CSR reputation, which means that CSR can be used for reaching the best employees (Hartmann, 2011).

3.1.2 Arguments for and against CSR

Arguments against CSR have also been raised. Carroll and Shabana (2010) list several of these; social problems are the governments' to eradicate, it collides with the companies' original purpose – to make profit for the shareholders, society should be careful with giving companies further power and private businesses do not have the right skills to handle such activities. Another downside with CSR is asymmetric information– it is unrealistic that stakeholders should be able to grasp fully the CSR performance of any company (Hartmann, 2011). There is not just one CSR model that fits all companies (Carroll and Shabana, 2010), instead every specific company need to identify how to combine its financial goals with desired social and environmental goals (Porter and Kramer, 2006). To establish trustworthiness and credibility between the company and its stakeholders is important and can be done by screening from a third party or co-operating with one, such as audit businesses or NGOs (Hartmann, 2011).

Private companies can gain a lot from working and collaborating with an NGO, where the NGO may take the role as adviser (LaFrance and Lehmann, 2005; Warhurster, 2005), especially concerning environmental issues (Kong *et al.*, 2002). For businesses to have an NGO to grant trust from stakeholders – among other things – to the work is helpful, even if many customers expect a certain level of ethical behaviour (Carrigan and Attalla, 2001). Kong *et al.* (2002) argue that often is the issue of changing consumption into a more sustainable way is ignored, more or less directly, by the business. This leads to a miss in communication between NGOs and private companies, but also between the organisations and their stakeholders. The collaboration between the private company and the NGO should be

carefully evaluated both *ex-ante* and *ex-post* of an activity or project, since there exists no perfect model for partnership (Glasbergen, 2011).

Porter and Kramer (2006) recommend businesses to choose one main issue to focus on and find allies with the knowledge on the area. PwC (2014), formerly PricewaterhouseCoopers, states in its corporate sustainability report how three key aspects are essential when implementing CSR. Primarily, connecting the individual's values to the community's goals; secondly, consistency by implanting the goals in the daily work; thirdly, continuous improvement (PwC, 2014, p. 4). Porter and Kramer (2006) argue that CSR should be measured in impact, instead of money spent. By analysing CSR with the same frameworks as any other part of a business' work, it becomes easier to see the possibilities and opportunities of it, rather than as a costly charity (Porter and Kramer, 2006).

3.1.3 CSR in the food retail

Companies within the food sector are especially connected with CSR (Anselmsson and Johansson, 2007), because of the nature of food production; food is depending heavily on ecological and human resources, such as water use, animal welfare and labour conditions (Hartmann, 2011). Since it is a basic human need to eat, customers show a great concern in food and food retailers can implement an environmental CSR approach at a relatively low cost (Piacentini *et al.*, 2000). By having individual consumers as customers, food retailers are in particular sensitive to public opinion (Lev *et al.*, 2010). Furthermore, food retailers have in general power within the supply chain, due to many upstream suppliers. Because of this, retailers have an actual possibility to negotiate on how the selected products are produced – especially concerning private labels (Hartmann, 2011).

For the businesses' perspective, it could be hard to identify the most urgent stakeholder, to work towards or communicate with. In general, a well thought through CSR goal that is easy to communicate is positive, since customers may get irritated or confused if the objective is unclear (Carrigan and Attalla, 2001). Hartmann (2011) argue that businesses engage in CSR largely due to customers' expectations – to that, customers are often unnecessarily sceptical towards businesses' CSR (Carrigan and Attalla, 2001). Regardless of this, 80% of the consumers' purchase choices are made in the retail, especially by help of point-of-sale promotions (Peattie, 1995, p. 435). The choice of store is already made, which give the retailers relatively large power to influence the customers. A well-known eco-label could aid the promotion of a new product, since every-day shopping is often habitual (Ottman, 2011).

Carrigan and Attalla (2001) point to the purchasing behaviour of the customers are not always correlated to customers' expectation on businesses. It is not as straightforward as ethical companies attract customers and unethical are boycotted, even if customers claim to be willing to pay a higher price for ethical products. Consumers are interested in the actions of companies and Internet has eased the surveillance (Carrigan and Attalla, 2001), but Hartmann (2011) stresses that only a small part of the customers are well informed, especially regarding complex issues. In general, consumers tend to be more interested in issues concerning themselves or in fad issues (Carrigan and Attalla, 2001). Consumers view third-party audit labels as positive and credible communication tools, the auditing schemes are often helpful for businesses to gain knowledge about the issue of the label (Kong *et al.*, 2002). If CSR is used in advertising, there are many benefits such as customer loyalty, brand equity and positive feelings after the purchase (Pomeroy and Johnson, 2009, p. 422).

Customers play an important part of businesses' CSR work, both as stakeholders and as interacting actors, buy and reacting on the CSR (or lack of it). An example of consumer pressure is the early 90's in United Kingdom, which together with other stakeholders, put significant pressure on food retailers to move confectioneries from the checkouts (Piacentini *et al.*, 2000). For the food retailers, the position is highly profitable but the majority of larger retailers in the study of Piacentini *et al.* did move the confectioneries – not of philanthropic reasons but to please the consumers. Depending on what actions the stores took regarding the product positioning, they were sorted into proactive, reactive and passive (*Ibid.*). Another example is the food chain Coop's strategic choice to lower the price on many organic fruits and vegetables (Mer Smak, 2014), to stimulate the customers to buy organic. The assortment of products and the price is a way to influence the customers in their shopping decisions.

3.2 Product portfolio management

Strategic management concerns how organisations choose to position themselves, how they can gain market advantages and act on the market (Rainey, 2010). For a food retailer, a major part of this is the so-called product portfolio management. Product portfolio management can be viewed as “the manifestation of your business's strategy – it dictates where and how you'll invest for the future” (Cooper *et al.*, 2001, p. 3). Cooper and Edgett (2014, p. 3) list four aims for it: focusing and balancing your projects compared to the company's resources, maximising the value of the product portfolio and choosing the products strategically. It is crucial to, in an early stage, be able to decide if a product project is successful or not, since the chosen products of today will affect the business of tomorrow (Cooper and Edgett, 2014; Kester *et al.*, 2009). It is a complex system of interrelated decision-making distributing resources, affecting the whole company's strategy (Kester *et al.*, 2009). Not to forget, the company must first manage to attract the customers to the store – the customer must primarily choose type of store, before she or he can choose between the products and reflect on what the goods stand for.

It is hard to create a successful portfolio (Kester *et al.*, 2009), but Belliveau *et al.* (2002) stresses how high achieving companies are more focused on product portfolio management, in comparison to low performing firms. One should bear in mind that products have different purposes and potential. The classical Boston Consulting Group's matrix, explaining the four phases of products: *Cash cows*, with low growth but with a dominant market share, *stars*, with high growth and a dominant share, *dogs*, that is products with low growth and a minor market share, and *problem children*, with high growth and a minor share of the market (Day, 1977). The phases of products offer different opportunities and demand different strategies, to stimulate growth or ensure a strong market share.

Managers cannot always avoid low-profit goods. Stores do have products with a low or even negative expectation of profit, because customers expect the product to be marketed – the products are needed to create the full, or expected, picture. Still, companies can pick certain products to the customers to choose from. By doing so, the retailers are indirectly taking responsibility for the consumers' purchase. This positions the company in relation to other, similar, companies and defines the company (Rainey, 2010). A thought through product portfolio does also communicate the values of the company or the corporate brand image towards its stakeholders. It does affect how relationship marketing is used by the food retailers (Kotler *et al.*, 2005).

Peattie (1995) describes how retailers during the 1980's played an important role for the environment, by stopping to sell Freon-powered spray bottles, dangerous bleaching liquids

and other products. By removing products that were more hazardous and introducing more environmentally neutral alternatives, the market swayed its attitude and the green products became more acceptable. When changing the product portfolio, managers should think through what needs the new strategy hold and what reputation the company want to have. It is recommended to choose a strategy that is difficult for the customers to misinterpret (McNally *et al.*, 2009). Often the managers focus too heavily on a financial approach in portfolio decisions, but Cooper *et al.* (1999) show that this is not the most beneficial method. Managers are instead recommended to align the company's values with the product portfolio.

3.3 Collaboration between NGOs and retails

Many NGO's find it favourable to form strategic partnerships with private companies – so called PPP (public-private partnerships) - to spread the mission of the organisation, instead of protesting and more traditional lobbying (Stafford *et al.*, 2000). This is associated with increasing expectations on companies to take responsibility for social and environmental issues, which can result in partnerships between the two organisational types (Stafford *et al.*, 2000). Nelson and Zadek (2000, p. 14) defines PPP as “[p]eople and organisations from some combination of public, business and civil constituencies, who engage in voluntary, mutually beneficial, innovative relationships to address common societal aims through combining their resources and competencies”. The partnership should benefit both organisations involved, by uniting their assets in order to overcomes their weaknesses and provide values to society.

It is of importance that the organisations in an early stage find a common ground to build on (Stafford *et al.*, 2000; Epstein and Yuthas, 2014) – such as finding out what goals, values and methods are shared, which takes time. Partnerships are dynamic, which can lead to other reasons and motivators for partnerships develop over time (Brinkenhoff, 2002). For-profit and non-profit organisations often have different cultures, language, compensation practices and structures to a much higher degree than other forms of partnerships (Murphy *et al.*, 2012). This may affect the relationship negatively (Boivard, 2004), but from the differences could raise new solutions or ideas (Stafford *et al.*, 2000). In the beginning of a partnership, the roles are often rigid but over time, the relationship can grow to a more complex relation (Brinkenhoff, 2002). It is important that both organisations join the partnership with an open mind, in order to create a strong alliance (LaFrance and Lehmann, 2005) and to win stakeholders' trust (Peattie and Crane, 2005).

NGO's expertise in a certain area will help to win the public's trust towards the project, while the private company brings financial resources to make it possible (LaFrance and Lehmann, 2005). NGO's could risk their credibility to be questioned, when working together with a private company (Glasbergen, 2011; Kraak *et al.*, 2011). Stafford *et al.* (2000) remind companies to reflect on the balance between public and private interest, on the focus area of the partnership. Companies should also find what economical benefits they would gain from the partnership, not to forget the traditional financial goals (Glasbergen, 2011).

In a partnership, it is important that the private company identify other values than economical and recognise the need of education on issues, which the selected partner is strong on (Murphy *et al.*, 2012). Kong *et al.* (2002) recommend education for creating confidence and success in labels, especially focusing on educating retails and wholesales. The businesses can spread the environmental information to consumers to create a demand and also among suppliers about the new demand of organic products.

Public-private partnerships are complex, which makes the evaluations hard. Boivard (2004) describes how such evaluation mainly been focused on effectiveness, but in the future the assessments need to be extended and integrated with more variables of public advantages. To create an evaluation suitable for all types of PPPs are probably not realistic, but could include how private and public interests are balanced, the outcomes, how conflicts or different interests have been handled during the process (Kraak *et al.*, 2011). Kong *et al.* (2002, p. 121) offer some other criteria; changed consumption patterns, economically positive, approval from customers and other stakeholders and decreasing ecological effect, in order to encourage a more sustainable consumption.

3.4 Shared value

The notion that businesses have responsibilities beyond economic matters (Boatright, 1997) – has become more and more of interest for businesses worldwide, but several researches and consultants voice a need for further development from CSR (Porter and Kramer, 2011). A move from a philanthropic or environmentally friendly management with win-win objectives, to a different mindset with the aim on both social and economical values, created by collaborating together with other organisations (Porter and Kramer, 2011). This is called shared value, a separate concept from CSR. The new management strategy connects economical progress with societal development, which could be created by a private business working together with a NGO's or society partner. NGO's are important for the businesses, since they can bring knowledge about a certain context and help with education: Businesses are important for NGO's, to gain access to resources and new possibilities (Kramer *et al.*, 2014).

The shared value concept starts with a vision and a detailed strategy designed by a devoted top management, since the senior leaders take the crucial decisions regarding resources and business culture (Bockstette and Stamp, 2011). Porter and Kramer (2011, p. 4) put it "[b]usinesses must reconnect company success with social progress. Shared value is not social responsibility, philanthropy, or even sustainability, but a new way to achieve economic success. It is not on the margin of what companies do but at the centre. We believe that it can give rise to the next major transformation of business thinking." Hence, shared value is not like CSR, but is rather a new way to make business. By creating new business method and opportunities, a trustworthy way to measure it is needed, since it has to be understood by investors and other stakeholders (Porter *et al.*, 2012). In a report from FSG (2012), formerly Foundation Strategy Group, a consultant bureau focusing on shared value, Porter *et al.* state that the old methods to show stakeholders about the company's social activities are outdated and too costly. The major problem is the lack of connection between business progress and the chosen activity – that is, showing how the two are interconnected and if the goodwill activity hinders the regular business. A suggested method to evaluate shared value activities is social return on investment (SROI), which is done by adding the business result to the estimated monetary value of the societal result (Porter *et al.*, 2012). The later should not be confused with soft values such as the perceived value of a green meadow in a residential area. It is rather the actual economic value that has arisen due to the activity (such as new business opportunities or new companies) – shared value is not about sharing or redistributing a set amount of economical value, but to share the opportunities and intelligence to gain economic value through societal value (Porter and Kramer, 2011).

Corporate involvement in education goes hand in hand with the shared value concept, by collaborating with schools, public institutions or NGOs may companies influence education (Kramer *et al.*, 2014). This is logical for the business, since the students could be future

employees and therefore need to have the needed qualifications. By the educational involvement the companies “create shared value in education when they generate economic benefits for their businesses while simultaneously addressing unmet educational needs” (Kramer *et al.*, 2014, p. 4) – a win-win situation. Bockstette and Stamp (2011) voice the importance of businesses reflecting on their choice of partner and not just picking the loudest; the chosen partner should be able to collaborate on solving common problems. By rethinking how education could be viewed, not a static but active process, the educated employees can increase the possibility to succeed (Kramer *et al.*, 2014). The educational activity should be evaluated by measuring “the extent of value creation—tracking social and business results relative to the costs—in order to ensure the efficiency of current and future efforts” (Porter *et al.*, 2012, p. 18), the social value is as important as the financial and they should be proportional.

3.5 Environmental employee education

Many companies hesitate to launch green campaigns or strategies, the reason behind is that they find it hard to gain short-term profit (Peattie and Crane, 2005). Another reason for companies not to promote themselves as environmentally friendly due to the fear being accused of greenwashing, that is, being called out for pretending to be environmentally friendly when not. However, by being more genuinely aware of environmental issues, companies have the possibilities to create a thoroughly change towards a greener organisation (Ottman, 2011). Educating the employees on environmental issues could be a way to synchronise employees’ personal values with the company’s mission, which often lead to engaged employees (PwC, 2014). Unengaged staff tends to drag down companies’ productivity and engaged employees may raise the productivity and improve CSR work (PwC, 2014).

Peattie (1995) argues for organisations to reach out to consumers and other stakeholders, the marketing and products have to be changed, not only the employees’ educational level and common values. The latter is the base for environmental change within the organisation, but is hard to communicate. Agndal *et al.* (2007) point to managers enabling position where they can try to steer the employees from a low level of education towards a higher knowledge and by so changing the company from a reactive to proactive. Increasing the understanding of environmental issues in food production and retail, the organisation may go from a cynical approach regarding this topic to working in a committed way with CSR. Educational efforts and other employee activities could lead to a higher level of engagement among the employees – and engaged employees put in 57% more effort, than unengaged staff (PwC, 2014, p. 4). Environmentally educated staff is a useful way to steer consumers towards greener consumption, especially through communicating the benefits of different labels to consumers (Kong *et al.*, 2002). In his book, Peattie (1995) presents several studies that show that general environmental knowledge does not change consumer behaviour but rather specific knowledge about particular ecological issues and a belief that behaviour would affect the problem.

Employees are a very important part of creating value and by keeping staff happy and content, the customers will experience satisfaction (Kotler *et al.*, 2005). Ottman (2011) seconds the statement and adds that employee education is a very useful tool to keep up with the market, just as a company with engaged personnel is better prepared to handle market changes (PwC, 2014). In Jiménez-Aleixandre and Pereiro-Muñoz’s article from 2002, they reason on the effects of environmental education. In order to change attitude and values – which often are the base for judgements – conceptual knowledge is needed, especially regarding

environmental educational. To avoid that the learners just repeat back the attitudes they have been taught, the complexity of the environmental issues should be covered and preferably also with an out-of-classroom context, such as a study visit (Jiménez-Aleixandre and Pereiro-Muñoz, 2002).

People tend to focus on one particular environmental issue before another or a problem that may affect them personally, claims Peattie (1995). This makes it possible to segment consumers based on their favoured attitudes, but companies and especially the employees who interact with consumers must have relevant understanding on the area (Peattie, 1995). Kong *et al.* (2002) stress the increasing interest for sustainability issues from retailers and consumers, which NGOs can meet with educational programs and labels communicating sustainability.

Kong *et al.* (2002) argue for NGOs to communicate with businesses – especially retailers, since they are a strong way to consumers – to change consumer patterns towards a more sustainable approach. To host educational sessions, workshops and campaigns are beneficial ways to communicate and inform stakeholders (Kong *et al.*, 2002). Yet, as Bassi and McMurrer (2007) have found, managers forget how important employees are to the company – they even stretch it so far to state that failing “to invest in employees jeopardize their own success and even survival” (p. 115). Investing in environment employee education could therefore be viewed as a survival strategy. Environmentally educated employees could also be useful to convince price sensitive customers to shop with a higher awareness of sustainable development (Futerra, 2012). For companies aiming to be able to answer both to demand and to consumers’ questions, employee education is crucial (Peattie, 1995).

For NGOs owning a label, it is crucial to build trustworthy relationships with stakeholders – without the credibility the label is meaningless (Kong *et al.*, 2002). Ottman (2011) advises organisations to educate stakeholders about what the label stands for in order to promote it and to change the habitual shopping. By the label, the NGO creates “a green market demand by educating wholesale and retail businesses about the importance of sustainability as a long-term business strategy” – education on the matter is crucial (Kong *et al.*, 2002, p.118). Kong *et al.* (2002) also point to how the education changes the demand and supply of environmental friendly products in the supply chains. Preferably, the information is consolidated and uniform, which eases the communication to stakeholders since they quicker recognise the sender of the message (Kong *et al.*, 2002). Ottman (2011, p. 111) lists strategies for sustainable marketing communication, where education, credibility and engaging behaviour are essential.

To further increase the credibility, the organisation should take upon them to evaluate their labels and the communication to stakeholders (Kong *et al.*, 2002). Rainey (2010) views evaluation as the link between strategies and deeds. It is important to evaluate the efforts of employee activities, but it could be hard to measure how investments in human capital contribute to the company (Bassi and McMurrer, 2007).

3.6 Evaluating education

“The purpose of an evaluation is to assess the effects”, but to evaluate something is a very complicated and sensitive activity (Robson, 2011, p. 176) even if the basic idea is simple – define what success is and figure out how to measure it (Epstein and Yuthas, 2014).

Measuring and evaluating processes and projects can be done for three reasons: Measuring for learning – did the performance go well, for action – can the process be communicating our

values and behaviour, and for accountability – to build relationships with stakeholders (Epstein and Yuthas, 2014, p. 123). It is important in order to assess value creation in a project, if the cost of a project is reasonable to the social and financial results (Porter *et al.*, 2012). The possibly most well-known model for understanding and improving processes are Deming's (2000) PDCA model (figure 2), which PwC (2014) recommends companies to use when evaluate their employees' engagement.

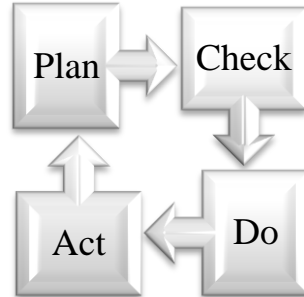


Figure 2. Deming's PDCA model (2000, author's interpretation).

Deming (2000) describes how reoccurring evaluations and improvements of processes are crucial for organisations, in order to be economically sustainable. This also goes for CSR and other projects within organisations. In the first step, *plan*, the involved persons ought to go through aims, ambitions, form and tools of the process. It can be seen, to speak in Machiavellian terms, laying out strategy. In this phase are leaders important in order to engage employees and establish the expectations in the organisation for the future steps ahead (PwC, 2014). The second step is executing the plan and collect information for future evaluations. The responsibility lays in the managers, instead on the leaders (*Ibid.*). The third part is to evaluate if the second step brought about the aimed impacts. Again, the leaders play an important part by informing the employees about the results, especially if successful (*Ibid.*). It is crucial to understand what is actually assessed, to make something more out of it than a report (Epstein and Yuthas, 2014). In the final step, improvements and corrections are carried out. Then the model starts again like an Ouroboros, which over time will take shorter time. The PDCA model has been the foundation of many other evaluation and improvement models. Porter *et al.* (2012) use a similar model when measuring shared value and Epstein and Yuthas (2014) recommend an extended version, the Social Impact Creation Cycle (figure 3).

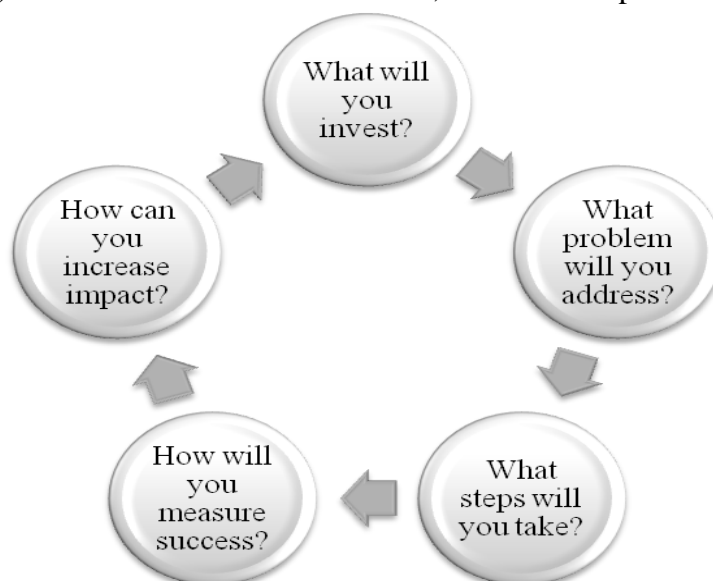


Figure 3. The Social Impact Creation Cycle (Epstein and Yuthas, 2014, p. 14, author's interpretation).

The Social impact creation cycle consists of five steps, for assessing your project's environmental and social effects. In the first step, *what will you invest in*, concerns what resources your organisation is willing to invest to reach the goals and reasons behind the project (Epstein and Yuthas, 2014), followed by the second step – *what kind of problems will you address?* In this phase, it is decided whether to focus on one problem or a cluster of issues, what organisations that have to be involved, different roles and how to finance the project (*Ibid.*). In the third part, *what steps will you take*, the plan on how to reach the goal of the project is carefully laid out. This is done by designing what actions lead to the aimed impacts and how these affects stakeholders and environment. It is recommended to compare with similar organisations to see if the logic of the laid out strategy works (Epstein and Yuthas, 2014). Brinkerhoff (2002) also recommend benchmarking as a part of evaluation, by comparing data of performance on common challenges.

Thereafter, following the Social impact creation cycle, the organisation answer the question on *how will you measure success* (Epstein and Yuthas, 2014). The reason behind the assessment has to be determined – to measure effectiveness, communicate goals to stakeholders *et cetera* – and what method that suits the reason best. By identifying the use of the evaluation, the method will become clearer (*Ibid.*). Furthermore, “a performance measurement system” (Epstein and Yuthas, 2014, p. 19) ought to be designed for gathering and handling the data. In the final step, *how can you increase impact*, the actual evaluation takes place and possible improvements on the project is found (Epstein and Yuthas, 2014). Brinkerhoff (2002) states that in an ideal world good evaluation assesses all key factors. In reality, evaluation focus should lay on policies and regulations – both formal and informal: Factors that are crucial for the performance outcome. A very common problem is, especially among NGOs, the lack of well-defined success goals, which make it complicated – if not possible – to measure the activities (Epstein and Yuthas, 2014).

In order to ease the evaluation, it is wise to point out impacts – both positive and negative – of the intended actions; what are expected to happen to stakeholders. The organisation *The Natural Step* use backcasting as a method to find social and environmental solutions to problems: First, identify aims for the future, do an analysis of the situation today and what actions that need to be taken, to meet your goals (www, The Natural Step, 2014). Finally, reflect on what kind of resources that is needed. By defining all the steps, it is easier for the organisation to evaluate the process. Epstein and Yuthas (2014, p. 124) give some further advices – the measurement and evaluation should be actionable, that is, possible to react on; it should be manageable and not include too many factors; the collect data and analysis should be comparable over time. By thinking through the process on beforehand saves time and annoyance in the organisation (Epstein and Yuthas, 2014).

3.7 Conceptual framework

CSR are getting more widespread, and the concept shared value has entered the scene on how businesses can affect society and environmental positively. CSR can be viewed as a more philanthropic approach in business, while shared value are the added outcome when organisations collaborate. Both concepts have so far been difficult to evaluate.

One way for retailers to act responsible is to aid their customers to do sustainable choices within the store, which can be done by the range of products, promotion and prices. However, it can be hard to have the time to plan and carry out such projects, not mentioning knowing what may be the most sustainable products to promote. By collaborating with NGOs that have expertise on the area, the retailers could be aided in this. Collaborations and partnerships take

a lot of time to build up and uphold, thus it is useful to evaluate the alliance, the common work and – uttermost – the impact of the common work. The evaluation is an important part of the collaboration, Porter *et al.* (2012) stress the importance of planning the measurements already when constructing the strategy, to yield the relevant data and find the activities that lead to the chosen impacts.

It is crucial that the evaluation can assess the created value of the impacts – did the work input lead to an acceptable output (Porter *et al.*, 2012). On a detailed level, the evaluation model must be adapted to the organisation and the process the model is aimed for (Epstein and Yuthas, 2014), even if the general model is the same. Furthermore, different criteria hold different value in different organisation – especially when it comes to employee engagement (Bassi and McMurrer, 2007), such as employee education. In general, participants are more positive to be evaluated if they are involved in the particular process of interest, in comparison to if the process is just done to them. Robson (2011) points out several ethical matters on the topic, such as who's interest is the motor in the evaluation, how does the evaluation affect the involved persons and what will be the effects of the evaluation will be.

Epstein and Yuthas (2014) argue to the importance of reaching consensus in the organisation for project with social and environmental impacts as goals, but also how it is time consuming. In the report from PwC (2014, p. 12), it is stressed how “company change effort seemed to take forever, followed by what seemed like overnight adoption of the change” – the employees and organisation must be ready, by keeping the aimed goals and impacts. The sudden changes in culture can be a synergetic effect when different organisations have collaborated (Brinkenhoff, 2002). To see if the change is the aimed impact, evaluation is crucial.

4 Background for the empirical study

This chapter gives a brief introduction of the NGO in this case study and how NGOs have collaborated with private businesses in other cases. Furthermore, the education KRAV holds is described. The participating stores and the ICA organisation are also presented. The chapter serves as a stepping-stone to the empirical study and the discussion of it, by explaining the context for the project.

4.1 NGO's in partnership with a business

Some NGOs might find it conflicting to join a partnership with a private company with a profit goal. To do it as a mean to meet the NGOs' aims, it has been proven successful at times (Kong *et al.*, 2002). The outcome depends on several criteria, shows Kong's *et al.* (2002) study on an NGO and a food retail that aimed to create more sustainable consumption. Examples of those criteria are broad stakeholder participation and the partnership must have some economic positive outcome. The NGO's role is often to be the expert on the subject of matter (LaFrance and Lehmann, 2005). However, sharing expertise and shared value are not the same as sharing the same values and result – it is not “a redistribution approach. Instead, it is about expanding the total pool of economic and social value” (Porter and Kramer, 2011, p. 5) – something more is to be created. In addition, the probability of gain must be greater than the risk for both partners, such as the NGO risk losing credibility from stakeholders (Glasbergen, 2011). There are many aspects to take into account when partnering up, such as working cultures, interdependence and communication (Jamali and Keshishian, 2009).

One way to establish credibility in the partnership and what the NGO stands for is to educate the business employees (Kong *et al.*, 2002). By doing so, the two organisations share some of their value and ideas, which could make them more compatible with each other. It is also a way to show how much commitment they put into the partnership. Doh and Teegan (2002) also promote, *inter alia*, transparency towards stakeholders during the project and protection of natural resources, in order to keep long-term projects sustainable and viable. Kong *et al.* (2002) stress the importance of communication not only within the partnership, but also to stakeholders such as consumers. One way to communicate could be through labels, which may be explained by educating campaigns from the NGO and the partner organisation. Again, the credibility of the label is dependent on the credibility of the involved organisations (Kong *et al.*, 2002). Kong *et al.* (2002) recommend a close relationship with open communications within the partnership in order to succeed.

Being honest in communication, is crucial to avoid being called out for greenwashing – that is, communicating to be environmentally friendly while the majority of the company's activities are negative or actual hazardous (Hartmann, 2011). The label – in particular if audited by a third part – creates a demand from household level for environmental products, through education. A labelling scheme generates a pressure from wholesalers and retailers to produce more environmentally friendly products up in the supply chain and it creates “a green demand by educating wholesale and retail business about the importance of sustainability as a long-term business strategy” (Kong *et al.*, 2002, p. 118). Carrigan and Attalla (2001) point out that consumer have a better attitude to organisations they perceive as more ethical. CSR activities, which could be a strong reason for joining a partnership, are becoming more and more important for food sector, especially for businesses with high-value goods customers. Therefore, the partnership could affect both the NGO and the business surroundings and market rules on a long-term level.

4.2 Presentation of the case NGO: KRAV

The economic association KRAV is the dominant organic organisation in Sweden, has certified circa 4 000 farmers and around 2 000 companies (www, KRAV, 1, 2013). The NGO was founded 1985 by representatives from four other organic cultivator organisations, due to the increasing demand from both consumers and retailers for a unifying, organic label (www, KRAV, 2, 2014). The label did the first year only focus on crops, before the label was enlarged to also include husbandry and food processing (www, KRAV, 2, 2014). The KRAV label is today Sweden's most popular and trusted label and every eighth Swedish consumer choose to purchase KRAV products over other labels or non-labels (SIFO, 2010). There has been a shift in consumer groups that are attracted to the eco label, from hippie consumers (Pers.com., Nellmer, 2013), to highly educated women with family (www, KRAV, 5, 2014). The organisation has set up a goal to reach 20% KRAV labelled of sold products in fast-moving consumer goods by 2020 (www, KRAV, 3, 2014), which means a fivefold increase from today's more modest 4% (www, KRAV, 4, 2014).

KRAV believes that environmental education of employees is a driver for increased sales of organic products: When the knowledge level of organic products increase, the staff will promote these goods automatically (Pers. com., Cejie, 2014). Therefore, the NGO want to see what part of the education towards food retail personnel that is most beneficial for the promotion and sales. Because of this, the case NGO fits well with the aim of the thesis - to explain and describe the short-term effects of an NGO's environmental education to food retail employees.

The sustainable marketing bureau Futerra (2012) recommend twelve steps for sustainable commerce, before, during and after the actual transaction. Important is to create a strong and credible relationship between consumer, the store and the product. The product must be perceived as attractive, a conscious choice and safe at the same time (Futerra, 2012). Both KRAV and ICA are well-known organisations and could be seen as a trustworthy choice, which makes it to convince customers to shop an item. This is also a reason to choose the organisations for the study – they are well-connected to the market and could therefore aid in grasping an understanding of the educational process and its effects.

4.3 KRAV's environmental education layout

KRAV argues that increased sales follow their education and if the organic sales rise, the overall sales will follow (Pers. com., Cejie, 2014). The education aim to increase the knowledge and reshape the food retail staffs' values regarding organic production and products. In extension, this could will lead to more promotion for organic food towards consumers and increase sales. Jiménez-Aleixandre and Pereiro-Muñoz (2002) point out that personal values are important when taking a decision, but exercising one's own knowledge is crucial and hence "conceptual knowledge must play an important role in environmental education" (p. 1171). KRAV believes their environmental education to create a change in how the staffs choose to position the products on the shelves and how they recommend different foods to customers (Pers. com., Cejie, 2014). The NGO has the impression that many stores have had the brief education, to get a following product demonstration in the store with KRAV's personnel (Pers. com., Cejie, 2014). Kraak *et al.* (2011) further advise NGOs to use a systematic approach in partnerships with food companies. This could put in order for a more long-term educational project.

Kong *et al.* (2002) compliment many PPPs for working towards a solution of a common problem, but stresses the lack between such projects and projects towards consumers – both types of organisations need strategic plans on the area. If combining such campaigns, projects or programmes, the effect would be exponential. Promoting a label could be a part of such strategic, combined programmes, since labels can be viewed as consumer empowerment (Kong *et al.*, 2002). This goes well with KRAV's extended thoughts on the partnership with ICA: An organic shopping trolley costs more than a non-organic, since the organic focused consumer is not sensitive to price, but to taste and quality – and KRAV hopes that the environment also could be a motive (Pers. com., Cejie, 2014). By educating the employees, they could change their mindset that all consumers are price-driven, and largely promote organic products. In extension, that could change consumers' behaviour, values and attitudes. Furthermore, environmentally educated employees could attract more organic-focused consumers, which lead to a higher profit for the stores (Pers. com., Cejie, 2014).

4.4 KRAV's educational goals towards food retail staff

KRAV has held shorter educations concerning the label for food retails in the past (see Appendix 4), for several food chains, which have not been evaluated, beyond comments from store employees and customers. This study may serve as a nil point for further evaluations, for the NGO, by establishing what can be measured and what the effect is. The lack of earlier evaluations can be seen as a problem, since the extended education cannot be compared to former, briefer version. It could also be problematic that KRAV has not evaluated one of the strong communication channels to the market and the retailers because it means that they might not have the full picture of their organisation and impact.

The green bureau U&We helped KRAV with forming the educational sessions. The second session was not fully finished until the same week as the first sessions started. U&We has been heavily involved throughout the project. KRAV has an aim with the project – to increase the sales of organic products through educating employees (Pers. com., Cejie, 2014). Cejie (Pers. com., 2014) argues that an organic shopping basket is more worth to sell for the retails and organic customers are prone to focus on other things than price (Ottman, 2011). Therefore, promoting and selling more products that are organic lays in the retails financially interest. KRAV wants to give the tools to the stores to let go of the idea that all customers are price focused, and help employees to steer customers towards a more organic consumption (Pers. com., Cejie, 2014). The goal of the project does not have any specified figures, which makes it hard to evaluate if the project reached its goals or if it was successful in other ways.

Cejie (2014) believes that one effect of the education could be a higher demand for in-store demonstrations, from the staff. That could aid sending the message of a conscious and tempting choice for the customer, which is important for a more sustainable shopping (Futerra, 2014). The Scandinavian Retail Centres, a consultant bureau, did a market survey on how the consumer reason in the shopping decision regarding organic products and how the store personnel reason about it (2013). They found that employees want to learn more about KRAV and organic food, to be able to promote it more strongly to consumer, since their knowledge now are too low concerning it. The employees mention that KRAV-consumers are very knowledgeable about organic food - often do they know more than the staff (SRC, 2013). After the transaction, the customer should be appreciated to keep consuming in a more sustainable way (Futerra, 2014). This could also be communicated in order to reach long-term effects.

5 The empirical study

In this chapter all data will be presented. First are the results from the *ex-ante* and the *ex-post* interviews presented. From the interviews changes in attitude to and knowledge of KRAV are presented through by synopses and representative or colourful quotes. Thereafter are observations from the stores and the evaluation questionnaires shown, followed by the sales data. Finally are the reflections from the education instructors described.

5.1 The interviews with employees in food stores

The interviews were carried out both before and after the education, to get a picture of how attitudes change with knowledge. The ambition was to interview employees that would participate in the education. During the *ex-post* interviews, not all the *ex-ante* interviewees had attended, due to several reasons. These interviewees were interviewed again, to see if they had been influenced by their participating colleagues and their general attitude. In one *ex-post* interview, a new director was interviewed, since the *ex-ante* interviewed director had not participated in the education, but the new had. Several interviewees were impossible to interview *ex-post* because of holidays and illnesses.

The interviews were held private, as far as possible but not always. This milieu of the talk affected how relaxed and openhearted many of the interviewees were, in spaces where other could overhear the interviewee was more tense to the interview situation. In a few cases, the *ex-post* interviews were held over the phone due to practical reasons.

The 43 interviewees were sorted in to four different groups, besides the reference store that were treated separately. The groups were employees up to 35 years, employees over 35 years, directors up to 35 years and directors over 35 years of age. The directors could be in charge of the whole store, a department or several departments. Besides the store directors, all other interviewees belonged to either the colonial department or the fruits and veg-department. In the first group, junior employees, six persons were interviewed *ex-ante*, four *ex-post* and three of the later had participated in the education. Of the junior directors, six during the first talk, four for the final talk and all four of the directors had participated in the education. The third group, of senior employees, two persons were interviewed both times and both had attended the course. In the final group, ten directors over 35 years were interviewed *ex-ante*, six of them for the *ex-post*. Two of them had participated in the education and further one director attended parts of it.

5.1.1 Interviewees' attitude, action and knowledge to KRAV and organic products

Overall, the education had a positive effect on all the groups' attitude towards KRAV, and the reference store had a similar attitude as the educated stores had *ex-ante* (see Table 3). A few of the interviewees had a discrepancy between expressed attitudes – positive to KRAV – but talked negatively about organic food during the interviews. Junior employees said to have less knowledge of KRAV after the education than before, and directors did not change their level of knowledge. Many claimed organic food to be the future and very important, just a few had sceptical comments. Some interviewees, from different groups, voiced a concern of organic food being some kind of charity, and explained that it must be financially profitable to sell organic products. A few were sceptical about the trustworthiness of the certification, before the education, but afterwards said to have gained a trust for KRAV.

Table 3. Overview of interviewees' attitude, action and knowledge of KRAV and organic production

	Employees - up to 35 years of age	Directors - up to 35 years of age	Employees - over 35 years of age	Directors - over 35 years of age	Reference store
Attitude, interpreted by the interviewer:	Increased positive attitude to KRAV	Increased positive attitude to KRAV	Increased positive attitude to KRAV	Unchanged, positive.	<i>Directors:</i> Positive! <i>Employee:</i> Sceptical.
What is your opinion on organic products?	Very positive (<i>ex-ante</i> 4 out of 5, <i>ex-post</i> 3 out of 4) to organic, one of them was negative and had not participated in the education. "I think I have a good view on organic, before the course I was a bit critical but I have changed my mind since I thought the education was trustworthy".	<i>Ex-ante:</i> 2 was positive, 3 negative (one of both opinions were only interviewed <i>ex-ante</i>), while <i>ex-post</i> all 4 said they were positive. <i>Ex-ante</i> comments: "how much can be produced and how much is actually saved for the environment?". <i>Ex-post</i> comments: "The education has changed my view a lot on KRAV".	Both interviewees in this group were sceptical to organic production <i>ex-ante</i> . The educated changed opinion and said "it's important to buy organics, I'm much more positive to it now". The other employee kept a sceptical view on organics.	Unchanged. Two thirds are very positive. "I'm realistic, I don't want to eat pesticides", "my interest for organics and the environment has really grown the last year", "have worked with such issues for decades". The other were professionally positive – it's good for business – but personally negative, due to the price.	<i>Directors:</i> Positive. " <i>Employees:</i> "It's good and important, since organics are free from pesticides. But the price is illogical - the farmer doesn't have to buy chemicals and should be cheaper. "
Do you purchase organic goods? If so, which products and why?	Strong increase - <i>ex-ante</i> did 3 buy organic to some extent, 4 did not. After the education, 3 buys organic, 1 did not. <i>Arguments for:</i> "It makes me feel smart!" <i>Arguments against:</i> too small quantities, too expensive, shopping on habit, low quality.	Slight increase, the ones who bought some organic food prior to the education have increased the organic shopping. Reasons not to buy organic are distrust (the interviewee did not participate in the education), the price and the lack of interest of doing so.	None of the two bought organic from the beginning, but the course participant changed. "I have turned around 180 degrees regarding organic and buys much more organic food now":	Slight increase. One tries to buy as much organic as possible, 2/3 buy some organic groups of products, 1/3 do not buy any or very little organic. The reason not to choose more organic products are lack of good quality and it is too expensive.	<i>Director:</i> Differs. <i>One of them buy</i> some products, the other said "I only buy organic products, but sometimes I cheat and buy non-organic meat. I don't like the additives ". <i>Employee:</i> Some, if affordable.
Do feel that you know the differences between KRAV and other organic labels?	Slight increase of persons who said that they know the differences. <i>Ex-ante:</i> 2 knew, 2 did not. <i>Ex-post:</i> 3 did, 1 did not - and that person did not participate in the education.	Slight increase of persons who said that they know the differences. One person said "I know the differences theoretically, but it doesn't matter to me not to the customers".	<i>Ex-ante:</i> 2 did not, but <i>ex-post</i> did the course participant know, 1 did not. The person who knew the difference said it does not matter, all organic labels are fine.	Decrease: <i>Ex-ante</i> did 4 know (1 only <i>ex-ante</i>), 4 (2 only <i>ex-ante</i>), <i>ex-post:</i> 2 did, 4 did not. Some of them said that it does not matter between the organic labels.	<i>Director:</i> No <i>Employee:</i> No
How do you rank your knowledge of KRAV?	Decrease. <i>Ex-ante</i> an interviewee said that "I have poor knowledge but want to know more. We get more and more questions on organic food, but I can't answer them all".	Unchanged. <i>Ex-ante</i> the interviewees said that they look forward to the education (independent of knowledge level), to be able to answer questions.	Increase. <i>Ex-ante:</i> 2 did not, but <i>ex-post</i> did 1, 1 did not. An <i>ex-ante</i> comment "I can always make something up!"	Unchanged. "It feels good to know that KRAV always sticks to its criteria, I think that creates credibility", "I can't describe it on the top of my head, but now I can stand up for KRAV to a customer"	<i>Directors:</i> Know to some extent. <i>Employee:</i> To some extent.
What is the future for organics?	Positive, "organic products are here to stay".	Positive. All but one believes in a more organic future.	Positive, this is important.	Positive. "Especially young people think that organic is the future!"	<i>Directors:</i> Good. "

The private consumption of organic foods went up for the interviewees that had taken the KRAV course; many of the interviewees had gone from not buying any organic to have switched over to some organic greens and coffee. One junior employee explained, "I have

started to buy organic potatoes, coffee and bananas, since these were stressed during the education to be in particularly bad for nature. I have also started to look at other organic food, so the process has begun!" (Pers. com., Interviewee A, 2014). Several of the interviewees said that organic production is crucial for the environment, yet many of them did not buy organic food, or just some organic products. Some changed reasons why they bought KRAV-labelled food: "before the education, I mainly bought organics for my own sake, but now my main reason is to stop all chemicals for damaging nature" (Pers. com., Interviewee B, 2014). Several of the interviewees mentioned *the three environmental villains* bananas, potatoes and coffee, and said that they had begun buying organic of those particular products. Many said that they feel smart buying organic and that their kids prefer organic food.

Almost everyone thought KRAV to be more reliable and stricter than other organic labels, but it did not matter what organic certification the product had. One director was irritated and exclaimed, "it is so confusing with all the labels, there's too many and the customers think so too!" (Pers. com., Interviewee C, 2014). Other directors said KRAV was a good way to communicate to customers with. Many interviewees were concerned of the price of KRAV-labelled products, describing it as costly, or too expensive. Some questioned *ex-ante* if organic was better to the environment than non-organic and if enough food can be produced by organic production.

5.1.2. Interviewees' perception on promotion and strategy

In many stores, the employees and junior directors could not notice the stores environmental work, but the majority was positive towards it (see table 4). After the education, several interviewees said that they could do more which a senior director noticed - the education has been very positive for the store environmental work, because the employees have started to discuss it. Many said that they try to bring in more organic products, as environmentally friendly work. A senior director declared that it feels good, to do well. The same director also said that all employees must work for their environmental goals, in order to make it work. Another director said, "I have informed my boss about what we talked about on the education, so we have some ideas promoting organic goods for the autumn" (Pers. com., Interviewee D, 2014) - because of the summer vacation, the projects had to wait.

Several of the stores have lowered the profit margins on organic products, to promote the sales. A senior director comments on the price "when I point out that the price doesn't differ that much between organic and non-organic, many customers are surprised" (Pers. com., Interviewee E, 2014). Almost all interviewees said that they always follow the customer to the shelf, when they ask for a product. Very few recommend a product without being asked specifically.

In two of the stores, the organic fruits and vegetables were separated from the non-organic products, to show the width of products and "tempt the customer from an organic product to another" (Pers. com., Interviewee F, 2014). One store had had tried to separate organic and non-organic in the fruits and veg-department, but said it confused the customers. None of the stores kept all organic products separated from the non-organic. None of the stores had a policy on how the staffs were supposed to recommend products to customers, and every other interviewee was in favour of a policy, which could help to boost sales. A director was afraid that with a policy, the employees would sound like telemarketers, and a junior employee exclaimed "if the directors want to implement that, I ain't gonna care about it!" (Pers. com., Interviewee G, 2014).

Table 4. Overview of interviewees' perception on promotion and strategy

	Employees - up to 35 years of age	Directors - up to 35 years of age	Employees - over 35 years of age	Directors - over 35 years of age	Reference store
Are you participating in deciding the layout of the goods? What is your strategy?	"If I had a say, I would mix non-organic and organic, and put organic first on the shelves to be seen".	"Have tried to promote organics more and more, both due to the education and to the increased sales" "When I organise the goods, I try to think on sales – it should be easy to find the products on the shelves while more random products could be kept on the ends".	-	A minority of stores separate organic and non-organic in the fruits and veg, to show the width of products, to tempt the customer from one product to another", "I never put organic in the bottom of a shelf".	<i>Director:</i> Yes, follows ICA's recommended planogram. "We could be better to position organics on the end of the shelves." "Want it pretty and fit in as much as possible".
Would a common policy for how you recommend products be useful?	Half the group were positive, saying it would be good to have agreed on how to act. The other half were strongly negative.	Majority was negative and said that people are too different for such a policy.	Everyone in this group was in favour and thought it may boost sales.	½ said it may be useful, but it might be difficult since people are different.	-
How do you rank your store's environmental work?	The interviewee had <i>ex-ante</i> some examples of positive environmental work of the store, but after the education the interviewee thought they could do more.	The group think their stores are doing well, but they mention their plans for increasing sales of organic products as a way to improve the stores environmental work. Some say that they do not notice any such work.	-	Unchanged. All but one claimed that their store's work is good, while one claim it to be mediocre and "a fad". "Working actively to bring in more organic goods", "natural part of daily business" "we do a lot, but stress limits what we have time to"	<i>Directors:</i> Hard to say. "We have a lot of organic products, but we need to promote it better." <i>Employee:</i> "Good, but there are things to improve".
When a customer asks for a product, how do you help them?	After the education, the participants discussed more on helping customers to find a product, by following them to the good. "I've started to point at the organic product - without commenting on it - when presenting a row of products".	No real change was seen in this group, which expressed that KRAV-labelled products are too expensive to recommend to a customer. One of the interviewees strongly pointed out that the mission of the job is to sell products with high profit margin.	-	Few promote a specific product without being asked by the customer. "At times, I show the customer the non-organic product and mention that we also have it organic, since I want customers to think it's their choice, without influences".	<i>Directors:</i> If the customer seems unsure, the director will help. "When I recommend a product, I always point at both an organic and a non-organic". <i>Employee:</i> "Depends on the situation."
How do you view organisational collaboration, the effects of such and do you have any expectations on it?	The group are positive but stress that the organisation representatives must be professional.	The majority of the group are very positive (but the organisation rep have to be professional), one view it as an annoying necessity. No one said to have collaborations with other organisations (besides distributors). "I hope the effects are increased sales and to help customers to do the right thing for a better future and environment", "I want it well-planned and to know about it in time".	-	Very positive, a few mention current collaborations (with local distributors and Fairtrade). Expectations are to "enlighten customers and increase sales - this isn't about charity", to inspire and engage employees and customers (several directors mention this), "don't want any scary propaganda, and no extra work for the staff".	<i>Directors:</i> Positive - "everything which may increase sales are good.", "From such an education, I want to get all the juicy parts but not too much details".

Some directors pointed out that ICA head office has a big responsibility to bring more products that are organic to the market. The individual stores do today need to have many minor distributors to be able to sell a lot of organic food. If ICA's main warehouse would have more organic products, it would be easier for the big stores and possible for the smaller stores to sell it. A director wanted to be able to see how organic products as a distinct group in the sales data, which at the interview was very tricky to read from the data.

5.1.3 Interviewees' perception on customers

A majority of the interviewees thinks that customers are overall positive to KRAV-labelled food and organics (see table 5), but as one junior employee put it "they like it, but that doesn't mean that they are gonna buy it!" (Pers. com., Interviewee G, 2014). Junior employees and senior directors estimate customers' knowledge of organic production and KRAV to be good, and two junior employees mentioned that customers teach them about KRAV. The other two groups claim that customers barely know anything about organics; a junior director said, "Many are very positive to KRAV, but they don't buy it to that extent and I don't think they know so much about it" (Pers. com., Interviewee H, 2014).

Table 5. Overview of interviewees' perception on customer interaction and customers' attitude

	Employees - up to 35 years of age	Directors - up to 35 years of age	Employees - over 35 years of age	Directors - over 35 years of age	Reference store
How do most customers react when you promote KRAV food?	Junior employees are careful about recommending an organic product.	Customers' reactions do differ, but the interviewees in this group are careful about recommending KRAV-labelled products.	This group mainly think customers will react negatively on organic goods. One participant worried that organic food will be a class issue, due to the price.	The interviewees in this group think to a larger extent than the other groups, that customers will respond positively to a recommendation of organic products.	<i>Directors:</i> Positive! <i>Employee:</i> Sceptical - "If the customer don't like KRAV-labelled, they refuse to buy it".
Do you adjust your recommendation to a customer, based on appearance?	This group thinks to a slighter larger proportion that they adjust to the customer, than not. Small increase of doing so.	Half the group did adjust, other half did not - the proportion did not change after the education.	Half the group did adjust, other half did not - the proportion did not change after the education.	This group was consistent in not adjusting their recommendation, based on customers' appearance.	<i>Director:</i> Yes.
How do you think customers view KRAV?	Unchanged: Majority says "Positive, but too expensive for most".	Unchanged: Majority says "Positive, but too expensive for most".	Unchanged: One thought that customers like KRAV, the other does not.	Unchanged: Majority claims customers to be positive.	<i>Directors:</i> Positive.
How do you rate customers' knowledge of KRAV?	Unchanged: fairly good knowledge about KRAV.	Poor knowledge, only the ones who really care know.	Poor knowledge, only the ones who really care know.	Mainly good.	<i>Directors:</i> One estimated low, the other said high knowledge. <i>Employee:</i> Low.

Half of the interviewees try to adjust their recommendation based on the customer's appearance, while the other half did not. One junior employee said, "after the education when we talked about different consumer groups, I've started to try to adjust my recommendations" (Pers. com., Interviewee I, 2014). Junior employees are careful about recommending an organic product, with arguments such as "if they want KRAV, they are already buying it", "it's a bit more expensive and I don't want to embarrass the customer by promoting organic to his or hers face" and "you can tell that they will fuss about the price" (Pers. com., Interviewee J, G and K respectively, 2014). Also junior directors hesitate to recommend a KRAV-labelled product, but their arguments were "organic can be sensitive to some customers, so I choose

not to promote it" (Pers. com., Interviewee L, 2014), "not everyone can afford it, even if you get surprised sometimes who buys KRAV" (Pers. com., Interviewee A, 2014) and "especially older customers dislike organic" (Pers. com., Interviewee D, 2014). On the other hand, several senior directors said that KRAV-labelled foods are getting mainstream and that customers are getting more and more positive. Overall, very few of the interviewees do – at all – recommend organic products face-to-face to a customer.

Almost all the interviewees think that customers who choose KRAV-labelled food get the full value out of the products, considering the price, while a few doubted it saying, "organics have lower quality than non-organic food" (Pers. com., Interviewee D, 2014) (table 6). Some senior directors and junior employees were sceptical to it, but said, "organic isn't good for your wallet, but for the environment and you conscience" (Pers. com., Interviewee G, 2014). and "they get the full value in our store, since we have lower profit margin on organic" (Pers. com., Interviewee M, 2014).

Table 6. Overview of interviewees' perception on customers and their benefits

	Employees - up to 35 years of age	Directors - up to 35 years of age	Employees - over 35 years of age	Directors - over 35 years of age	Reference store
On what do you base your recommendations to customers?	After the education, the participants from this group said to a larger extent recommend products based on price, rather than quality, added value or taste.	Unchanged – price.	Unchanged: price and personal favourite. One interviewee said that s/he is better at recommending fresh organic products, than dry organic goods.	Participants in this mainly focused on taste, added value or quality when recommending a product, which was unchanged.	<i>Directors:</i> "I recommend ICA's own product, an organic product and the market leader, for the customer to choose from. Would promote more organics if the store would profit from it." "Always both non-organic and organic". <i>Employee:</i> Price
Do KRAV-customers benefit the full value of the product, considering the price?	Unchanged: The majority thinks they get the full benefits, while one doubts it.	Unchanged: yes.	-	Almost everyone in this group was absolutely positive, while one - ex-ante - was sceptical.	<i>Directors:</i> Yes, "maybe not always in taste but in morals". <i>Employee:</i> "Absolutely not, it's too expensive and doesn't taste better".
Do you see any differences between customers who prefer organic to customers who prefer non-organic?	Unchanged. One interviewee said that they annoyingly assertive	Unchanged. The group is positive to organic-preferring customers, or do not see any difference to the other customers.	Unchanged. No difference between the two groups of customers.	Unchanged. Either the directors do not see any difference, or they view these customers as more conscious about their choices, want high quality products and are not price driven.	<i>Directors:</i> No difference.

Many of the senior directors think the junior customers to be more concerned about organic, and many of the interviewees said that senior males are very sceptical to organics. In general, all interviewees said described customers who prefer organics as "conscious about health and quality" and as persons who "are doing the world a favour" (Pers. com., Interviewee A, 2014). Any major differences between customers who prefer organic and they who do not cannot be detected, claim all the interviewees.

5.1.4 Interviewee's opinions on the environmental education

The overall perceptions from the education from KRAV were very positive (see table 7). Of the senior directors, only two participated in the education and one of them attended parts of it. Of the senior directors, several of them plan to use the new knowledge after the summer vacations.

Table 7. Overview of interviewees' perception on the environmental education

	Employees - up to 35 years of age	Directors - up to 35 years of age	Employees - over 35 years of age	Directors - over 35 years of age
Educational Session 1	The group had positive response. Comments: "There was not so moralising, which was good", "I didn't know that KRAV also concerned social responsibility, and I will use that when a customer asks for a Fairtrade labelled product", "I think it was good to get figures on the effects".	Several persons of this group said it was the better of the two sessions. "I learnt so much new things"; "Earlier, I choose KRAV for my own sake, but after the education I do it for the environment and for the workers", "I feel that I have more confidence to talk to customers about KRAV, earlier I tried to avoid it".	Positive response.	The participants of the session were very positive. "I was very moved by how the coffee plantations are run. I have completely changed my mind on this [was doubting to organic, especially the coffee]", "I think the educator had a good attitude and used a modern language, which is important. I like that material for KRAV just appeared in the store without us having to do anything. At the same time, the staff got a responsibility to use the material".
Educational Session 2	Positive. Comments: "I think it was interesting to learn more about different groups of customers and their drives, and it confirmed what I had expected" "This education has really opened my eyes and I have learnt what KRAV stands for - I think I will use the knowledge of how different types of customers are". A negative comment concerned the moralising tone of the second session.	One of four in this group said that session 2 was better than the first, since it gave practical advices for them.	Positive!	Good, said the senior directors that did participate. "This was good, but former educations from KRAV have been stiff and it needs to be like any marketing class - harder, cooler and more informative. I am really hopeful about the increased sales of organic goods!", "The employees enjoyed the class and they take on a bigger responsibility towards the questions, which made me glad", "I like the ideas for promoting organics, but I also need to see some hard figures of how it sales".
Have you performed task and watched the documentary?	Two had watched the film (one on beforehand), one had carried out the task, by putting up extra signs for organic products. "The film really moved me, I have never thought earlier about fruits and vegetables as poisonous, but I have realised that organic production is important for the earth, for workers and for the future".	Half the group had done the task, by putting up smaller signs and rearrange the organic products. Two was not sure if they had done the task. None had seen the film, and one said she does not want to because it seems to be disgusting.	None had watched the film nor had carried out the task but one had done KRAV's Internet education for store employees.	One person had done the task, by putting up some more signs for organic products. One is currently doing it, by showing the added values of the store in the outer areas of the store. Another idea is to, when possible, put an organic product on the front page of the ad sheet of the store. The others have not had time to do the task, and none had had the time to watch the film. One store has put up their environment policy on the home page.

Two tasks were handed out: To somehow promote organic products in the store and document it, and to watch the documentary *Bananas!** (about pesticides and workers exploitation). A link to the film was distributed, but the link had some problems that lead to very few of the interviewees had seen it - many had tried to watch it.

Many of the education's participants said that they will use the new knowledge privately (see table 8) – as one of the senior directors said, "the education has definitely changed my view on KRAV, since I have learnt more about it and what it stands for" (Pers. com., Interviewee A, 2014). Very few could come up with anything that could be improved in the education.

During the educational sessions, some information stuck with the participants and was repeated by many of the interviewees: The environmental villains (sprayed potatoes, coffee and bananas), the coffee plantations and that birds, which had been gone for years, came back when the farmers stopped using pesticides.

Table 8. Overview of interviewees' perception of the effects from the environmental education

	Employees - up to 35 years of age	Directors - up to 35 years of age	Employees - over 35 years of age	Directors - over 35 years of age
Positive comments regarding the education	Positive comments concerned the amount facts they learnt, what organic production actually does for the environment and what customers buy most organic products. Several say they will use the information privately, for their own shopping. The discussions were enjoyed.	Positive comments: "I have always been positive to KRAV, but now I have increased my understanding", "the education was better than I had expected, I have started to think more about this kinds of questions, since it's so easy to forget. You get pushed to think - the education was a good eye-opener", "The education has changed my view of KRAV. I want to use more signs. I like that the education went in to some details, but not too deep". "I like that it was split over several days", "I had low expectations, but since the educators were serious and knowledgeable it became trustworthy", "I liked that the educators came to us, so we didn't have to go anywhere".	Positive comments: "Good, the course has made me start to think about nature." "This knowledge has to be repeated, so it feels safe to have kept the papers from the sessions".	"Good, it gave me new ideas and I learnt some". "The knowledge will be used both privately and to better show customers the organic products that we sell", "I appreciated that the education didn't go in too in-depth", "I have started to read about the environment and about organic production in the papers, which I didn't do before the education - it has made me search for more information on the topic", "The employees have started to talk more about KRAV and the sales of the organic bananas have increased. It has increased nationwide, but I think the education has really helped too".
Negative comments regarding the education	"The employees could have been better prepared", "Sometimes, the educators were too moralising", "I didn't like the suggestion to praise customers shopping organic products, because other customers may hear that and feel bad and the KRAV-customers might feel singled out. I don't like moralising like that and I don't care what other chooses to buy", "I have talked to small merchants on farmers market and they told me it's too expensive to become KRAV certified. Couldn't it be a 'KRAV light'?"	Several persons in this said that they would have benefited to be more employees attending the education. There was an irritation for the short notice of the education, they did not have time to prepare and the timing was poor. Negative comments: "I can't come up with anything that could be changed to the better". "I don't know if you can trust that organic foods are better, the reports are showing different opinions On the fruits and veg-department, everything is sprayed according to a report - even the supposedly organic products. I want to see what the other reports say because it is not always that they are true. Chiquita's bananas are good, even if they are sprayed"	A frequent negative comment in this group was that organic products are expensive and not everyone can afford it - "we can't raise the profit margins on organic to a normal level until the price drops!"	"The store has lower margins on organic products, which we plan to keep even though one of the educators said we should take full price. People won't be able to afford it!". Many interviewees mentioned bad timing, since the education was held close to summer vacations and to the Midsummer festivities, one of the most busy holidays in the store. Some directors also said that they only got to know about the education a few days before it begun. Therefore, the store had a hard time to find people who could participate in the education.
How has the education affected you?	This group states that they have started to think more about the environment, got more positive towards KRAV and buys more organic products.	Half the group said that they have become more positive towards KRAV and have started to buy more KRAV. The whole group says to be inspired to work more towards organic foods. "After the vacation, we will carry through with our projects; we have several ideas on how to promote organic foods".	"I'm much more positive towards KRAV, started to think about the environment and I have begun buying some organic foods".	The group said that the education has affected them positively. "Have started to look for more information and have become interested in food production, nature and organics", "I have got new ideas on how to promote organic goods, to make it more visible for customers as a service".

To several of the interviewees, the education affected their attitude. One of the participants who had been very negative towards KRAV talked several times during the *ex-post* interview how the regular banana plantations really affected how the interviewee perceive KRAV, and have started to buy organic bananas. Many of the interviewees, especially among the junior employees, looked forward to the education to learn more. Several of the senior directors were positive to the education (during both the *ex-ante* and the *ex-post* interviews), as one did put it, "I strongly think the education is the right way to go, and I think that the education will increase sales"(Pers. com., Interviewee N, 2014). Often stress hindered staff to put up more signs around the store, and wished that they had more promotion material at hands, in the store.

Many of the interviewees wished that more staff had participated, to make the educational effect stronger in the work culture. Some said that they should have prepared themselves more before the course begun, "I wanted to prepare myself for the education more, my knowledge is weak because of the stress - I would have needed more time" (Pers. com., Interviewee D, 2014). Many were stressed by the short notice before the education started and it should have been better set in time, than close to Midsummer festivities and summer vacations. This made it hard to schedule staff and prepare mentally to the education. In addition, some of the interviewees wished that they somehow had prepared themselves before the education had begun.

5.2 Observations

The promotion of organic products within the stores were observed at the same date as the interviews, both *ex-ante* and *ex-post* (appendix 3). One of the stores was only observed *ex-ante*, due to the *ex-post* interview was carried out over the phone. The reference store was observed at the same day as the single sets of interviews were carried out. In the table below, the changes and impressions from the observations are presented.

The observation table shows how several of the participating stores have increased their visual promotion of organic products within the store, and how (see appendix 3 for examples). As mentioned in the *ex-post* interviews, many employees voiced that they had put in an effort to place more signs by the KRAV-labelled products. In some store, no difference can be detected. The stores with official Facebook pages have also been observed. None of them showed any particular changes during the study, on average the stores put up something once a week.

5.3 Evaluation questionnaires

After every educational session, evaluation questionnaires were handed out to the participants. All sessions' questionnaires were collected by the educator, but two. All of the questionnaires show that the participants were satisfied with the education.

From the first session, many of the participants mentioned that they had learnt a lot about the so called *environmental villains* (products which, when sprayed, affect the environment very badly) and the differences between different food labels. Half of the participants said that they would change their shopping behaviour somehow, after the first session. Almost as many try to talk more about organic products to customers and put up more signs. Improvements of the first session could be to prolong it and have more discussions. The second session got positive comments, mentioning that the practical ideas on how to promote organic products were useful. It would have been inspiring to see pictures from stores that had worked successfully with such projects. Many were interested in the different types of consumers that choose

organics and how they are motivated, which many looked forward to try applying to their customers. Several participants declared themselves motivated to put up more signs for organic products and inform customers about organic productions.

5.4 Sales data

The sales data from ICA focused on two departments: colonial products as well as fruits and vegetables. To see more clearly any differences in sales, some particular goods were picked out. These were organic apples (see table 9), tea and coffee (see table 10 and 11) – the two later are KRAV-labelled, not just organic. The sales data concerns the weeks 10-13 (March) and 22-25 (June) for apples, the weeks 10-13 and 23-26 (June) for the colonial products. The monthly sales came from the years 2012, 2013 and 2014. The figures show sales excluding VAT. The sales from March a specific year are compared to the sales in June of the same year, in percentage, in order to compare the potential change of the education. Hence, 100 indicated that the sales of the particular product that year did not change between March and June, 110 means an increase of 10% in June, compared to sales in March.

Table 9. Overview of changes sales organic apple, in percentage (%)

	Change from March to June 2012	Change from March to June 2013	Change from March to June 2014
Store 1	129	325,8	78,7
Store 2	-	284,6	163
Store 3	73	118,2	393
Store 4	214,8	59,4	154
Store 5	120,3	406,7	616
Store 6	-	-	160
Store profile in total	214	202,8	180

The table shows how the sales of organic apples have fluctuated between different months and years. Store 2 did start to sell organic apples in April 2012, hence no percentage of change in that store's first column. Store 6 had organic apples for sale during a very brief period during 2013, but did not sale it continuously until 2014.

Table 10. Overview of changes KRAV-labelled organic tea, in percentage (%)

	Change from March to June 2012	Change from March to June 2013	Change from March to June 2014
Store 1	94,4	58	108,2
Store 2	93,3	101	68,9
Store 3	89,4	70,7	108,6
Store 4	98,5	91,3	105,4
Store 5	101,6	101,9	86,8
Store 6	135,7	51,4	81,8
Store profile in total	87,3	84,9	89

Table 11. Overview of changes sales KRAV-labelled coffee, in percentage (%)

	Change from March to June 2012	Change from March to June 2013	Change from March to June 2014
Store 1	93,4	117	86
Store 2	55	106,3	68,7
Store 3	95,7	86,2	88
Store 4	145,9	150,5	135,1
Store 5	90	111,6	96,2
Store 6	103,7	93,7	158,3
Store profile in total	96,8	103,7	103,4

Nick Carlsson (Pers. com., 2014), a controller at ICA's head office, stresses that data on this level on fruits and vegetables are difficult to handle, due to identity codes (PLU) on the products. Coffee is a product that is sensitive to sales campaigns (Pers. com., Carlsson, 2014). Often, stores have market campaigns for coffee – both for non-organic that is disadvantageous for organic coffee and for organic coffee, which increases the sales. Thus, sales may vary a lot over time depending to frequency of campaigns. The price for coffee has also changed, which needs to be taken in to account. Tea is not at all as price sensitive as coffee.

5.5 Instructors' reflections of the educational sessions

KRAV and the consult bureau U&We had a follow-up meeting after all the educational sessions had been held, to discuss what could be changed for future sessions. Four out of five instructors were present. A catalogue of consumer triggers towards increased organic sales and other materials would be good to hand out for future education projects. Several of the instructors thought that the power-point presentations consisted of too much text, which ought to be edited out. When booking dates for the education, the logistics of the used rooms need to be discussed in order to eliminate practical hassles. The instructors also voiced a concern for the educational effect if the participating group of employees were too small. Between the sessions, two tasks for the participants have been given but the tasks have not been carried out in many of the stores due to the regular workload. One of the instructors proposed that the tasks should instead be done during the sessions.

KRAV's representative informed that ICA head office were pleased with the project's outcome. Some of the top managers at the head quarter will participate in a similar education as the pilot study stores. ICA does want KRAV to hold the education for many more of their stores.

6 Analysis and discussion

This chapter intends to address the aim of the thesis: The aim of this study is to explain and describe the short-term effects of an NGO's environmental education to food retail employees, in a public private partnership. The chapter aspires to answer the research questions - what are the expectations of an NGO when engaging in educational efforts in a public-private partnership; how can an NGO evaluate educational efforts in collaboration with corporations and what are the conditions for an NGO's educational effort in a commercial business context?

6.1 The environmental educations

Both the literature (such as Kong *et al.*, 2002) and the interviewees pointed out, education would increase the promotion of the concerned products within the store. KRAV had high expectations on the education. Yet, not KRAV neither ICA defined any goals with the project but viewed as a pilot study. By setting goals, the planning is easier to carry out.

6.1.1 Organising the environmental educations, in changing conditions

The planning of the education could be viewed as unorganised, with an approval from ICA's head quarter in a late stage of the planning process. The NGO had a tad of under-dog approach to ICA and it took several reminders from KRAV for ICA to respond, but the ICA representatives did always seem positive to the project. The delays lead to dead points in the project, to be rushed in the next step. The NGO had listen in the business, and be prepared until ICA were ready to go. Literature recommend to plan the evaluation for the project already in the beginning of the project, which this thesis is the major part of, but no internal evaluation were planned – the control of the planned evaluation lays outside the two organisations. Just as Porter and Kramer (2011) pointed out, is the NGO's role to be the expertise in a collaboration – but the different approach and work methods were noticeable.

The two first sessions were booked at the same time with the retailer and the third session was supposed to be booked shortly after. Due to summer vacations and the Midsummer festivities, it was postponed so it became impossible to evaluate within the thesis' project. With more thought through planning and swifter actions the third session could have been evaluated with the same method and context. This would have been beneficial, as Epstein and Yuthas (2014) claim evaluation to be a method of learning, for communication and to build relationships with stakeholders. Since the third session would have been a visit to an organic farm, it would possible be the turning point for the few sceptical participants. Not many people outside the agricultural sector visit farms, thus the study visit can make a big impression. The farm visit could also have strengthened the favourable impression on the KRAV positive participants. Demings PDCA model (2000) could have served as a quick method to check if the time schedule worked for all involved, by checking suitable dates before acting – carrying out the education.

Several of the interviewees complained that the education was set unfortunate in time, due to summer vacations and the Midsummer festivities – which is the one of the most hectic periods for food retailers – and that the education was announced with very short notice. That created stress for the employees to sort work schedules, to be able to attend the education. This could also be a reason for the low amount of participants per store. Thus, it was hard at times for ICA at an operative level to focus on the project.

The long lead-time created some uncertainty and frustration to the NGO, which can be traced to that for-profit and non-profit organisations differ in culture and communication. The collaboration was largely dependable on ICA's – strategic – good will. On the other hand, ICA are planning to invest in campaigns on organic products, hence a well working education on the topic for the retail staff would be very beneficial to them. At the financial department (in the head office), some of the managers show an interest to see if the education had some effects on sale.

6.1.2 ICA's reception of the environmental educations

Overall, personnel at ICA – both in the stores and at the head office – were positive to KRAV and to the educational project. Ottman (2011) describes how knowledge can create a thoroughly change towards a more sustainable organisation and PwC (2014) claim that education is a useful way to engage the employees, which can increase the company's productivity. Yet just two of the directors in the educational stores and one in the reference store mentioned engaging employees, as a way to increase sales. A few employees from every store participated in the education, due to stress and schedules. By having a handful participants while the amount of employees are closer to a hundred persons, the effect of the education could be hard to measure. Bassi and McMurrer (2007) stretches the importance of investing in the employees, to state that not doing so could endanger the survival of the organisation.

ICA – the whole organisation – is investing heavily on organic products. Therefore, the education came right in time for ICA, as education can be a way to synchronise the values of an organisation (PwC, 2014). If the environmental education could be widespread, the launch of organic products campaigns could be much easier to implement and carry out within the complex organisation of ICA. The education could also strengthen the overall sales, by talking in the employee group and reinforcing how to sell certain products. Hartmann's model of CSR (2011) shows how NGO put pressure on a firm's CSR-activity, but that feedback to the NGO is conveyed. The two types of organisation are important to each other, to improve each other's work. The model does also show how other stakeholders', such as customers, response is important to the CSR, especially on long-term. Other influences on how the collaborating CSR are the firm's communication and the financial results of the project, which can be traced to this project.

ICA did not have much to lose to join the partnership with KRAV, more than wasted time. KRAV has a very high reputation among customers, ICA is a member of KRAV and has a representative in the NGO's board; hence the risk for the retail organisation was small. These factors did probably ease the start-up phase of the partnership. The project can also be viewed as a start of a "transformation of business thinking" (Porter and Kramer, 2011, p. 4); creating economic benefits, with the social responsibility through more sustainable consumerism as a spin-off effect. Just as the literature mention, such a change has to come through a dedicated top management and a comprehensive strategy (Bockstette and Stamp, 2011).

6.2 Development of attitudes

The interviewees – all categories – were overall positive to KRAV and organic product before the education started, which could be traced to the general public increased interest for organic food. The education brought an increased positive attitude to KRAV and show an increased engagement to the issue, which goes hand in hand with the literature (such as PwC, 2014). To bear in mind, many employees have a low knowledge of what KRAV stand for and

believes that many customers are price driven, a view that remained to some extent even after the education – which a KRAV representative had pointed out prior to the education.

6.2.1 Observational attitudes

Just as the literature points at, it is important that the top management show an honest interest and engage in the changes that they want to pull through. In some stores, where the engagement of organics and the education from the store director have been mentioned by the interviewees, the interviewees are generally more positive to KRAV, and *vice versa*. In general, the education had an increasingly positive effect on all types of interviewees. The effect varied, from slight change from sceptical to somewhat more positive and to more great changes as from sceptical to very positive. None of the participants had a more negative attitude after the education.

The observed in-store promotion, such as signs on shelves, increased in the vast majority of the stores. This goes hand in hand with the literature (such as Kong *et al.*, 2002): Environmentally educated employees are better at promoting organic labels. The stores showed a large variety of amount of signs and other visual promotion. A greater change in store promotion would probably have been detected if the study were carried out during some other period during the year. As pointed out by McNally *et al.* (2009), managers should think through their strategy and what they want to convey to customers, since the product portfolio is a good way to communicate the company's values. Extra signs in the store would stress the marketed products. Many of the interviewees pointed out that the education was held during a unfortunate time of the year – if the education had been held during the autumn, more signs and in-store promotion could probably have been planned and carried out.

6.2.2 Communicated attitudes

The education clearly changed the attitude towards KRAV and organic in general, and the communicated through questionnaires and interviews states that shopping behaviour had changed to more organic inspired. Alas, it may be a gap between communicated behaviour and actual behaviour. The attitude change is especially pronounced in the group of senior employees, where both interviewees were sceptical *ex-ante* and after the education, the participant was very positive while the other interviewee – which did not participate – remained the same attitude and shopping behaviour. PwC (2014) point to increased knowledge level move the employees from cynical to more committed to the concerned issue. Several of the interviewees kept the approach that customers are in general price driven but the vast majority were positive towards customers who favour organics. Maybe the education should go deeper to engage the most sceptical employees – especially since unengaged employees tend to decrease a company's productivity (PwC, 2014).

Circa half of the interviewees were positive to introduce a policy on how to recommend products (none of the stores had a policy). By establishing some kind of guidelines, the top management could easier change the in-store promotion by giving the engaged employees the support and giving the unengaged a tuck in the desired direction (Bockstette and Stamp, 2011). Interestingly, the senior directors claimed to have a lower knowledge of the differences between the KRAV certification and organic after the education. In addition, junior employees communicated to have decreased their knowledge of KRAV *ex-post*. This could be explained by that the groups overestimated their *ex-ante* knowledge and after the education, they realised their knowledge gap.

Only one of the groups did to any extent notice the stores' environmental work – the one who probably launched and planned it – the senior, higher directors. This could be a sign that the environmental approach within the stores has to be better communicated. Almost all the interviewees claimed that they could do more to green the store, but almost none had any examples of how this could be carried out. To create shared value in a project or thoroughly change attitudes, the top management need to be devoted and implement a detailed strategy (Bockstette and Stamp, 2011). In the case stores, many of the higher directors communicate a devoted attitude – some a personal engagement, some a more professional attitude – to organic products and environmental work. It seems to be a gap of higher, senior directors' experiences and the other staffs' experiences. A more distinct strategy may cause a stronger effect in the environmental work.

The strategy could be processed with the help from NGOs and other organisations. All groups of interviewees were positive to collaborate with other organisations – especially in order to sell more products or sell products with higher profit. On the other hand, many of the interviewees pointed out that the collaboration cannot cause extra work to the everyday stress. In the initial stage of a partnership or collaboration, it is the top management and not the in-store employees that are involved, in order to find a common ground. In different levels of the management – depending on the cause and form for the collaboration – have to be involved to settle the more operative parts of the project. A recommendation policy could also be formed in this stage. Roughly, half of interviewees, especially among the employees, said that they did adjust their recommendation based on the customer's appearance. This could be something to dwell on for store managers, as a possible way to increase sales. A strong minority of the interviewees became better on recommending organic products *ex-post*, yet many avoid doing so because they are afraid to embarrass the customers, if he or she cannot afford organics. The idea that all customers are price driven is still strong after the education, also that KRAV-labelled products are much more expensive than non-organic. In reality, the difference in price varies a lot and is in many products almost non-existent. Several directors pointed out that the stores have lowered the margins on organic products, to stimulate the sales.

6.3 Evaluation of environmental educations

Rainey (2010) describes evaluation as the bond between strategy and deed: Was the plan carried out as designed and did it lead to the aimed effects? In this thesis, how NGO's can evaluate their educational efforts in collaboration with corporations is one of the focus areas. Both KRAV and ICA have communicated the importance of evaluating their shared project. KRAV has not evaluated the briefer educations and therefore view this project as a nil point, for future assessments. One desired outcome from KRAV is that the education changes the employees' attitudes to more positive to KRAV, which makes them promote KRAV-labelled products to customers in order to raise the sales.

6.3.1 The evaluation based on the interviews and the evaluation questionnaires

The general evaluation show that the education fulfilled one of its aims – to change the employees attitude to more positive towards organic. The interviewees communicated that some improvements could be done, even if the overall mark is very positive. Several of them explained that they would have learnt more if they had had more time to prepare themselves mentally before the education. At least one participant per store said that the effect of the education would have been stronger if more employees had participated – in a store 90 employees, an education for five people is difficult to have a strong outcome. One way to prepare the employees could have been to send out a minor task to be carried out or reflected

on before the first educational session. By doing so, the employees' would have at least been reminded about the education – even if they would not have time to do the assignment. An *ex-ante* task could also serve as an inspiration for more employees to participate in the education.

KRAV's representative had wished that the employees' view of customers as primarily price-driven would diminish (Pers. com., Cejie, 2014), but so did not happen. Different types of customers' motivators were mentioned in the education, but the view of customers mainly focus on the price remained – one cause can be that the education was held during an unfortunate period of time to the stores. Since this view remains, this maybe causes the employees to less face-to-face promotion towards customers. Jiménez-Aleixandre and Pereiro-Muñoz (2002) argue, since attitudes often are the source of judgements, an abstract understanding of the core issue is beneficial. To avoid that the participants of an education merely repeat back what the educator had presented, a study visit often serve as an eye-opener. Hence, the farm visit that lies outside this study will probably have a strengthening effect on the final results.

Peattie (1995) stresses the importance of knowledgeable staff that is able to hold suitable dialogues with customers, in order to understand the customers' demands and through that, aid them to choose sustainable products. Therefore is a deeper understanding of the issue of importance – and many of employees gave weak explanations of what KRAV stands for, which also fits with The Scandinavian Retail Centre's (2013) findings in food stores which have not been educated. A further prolongation of the education could be one way to reach this, but since one aim of the project for KRAV and ICA is to see what in the education is useful an extension is not optional. On the other hand, in the evaluation questionnaires several of the participants asked for more discussion and extending the first session. Instead, a preparing task could be carried out before the education begins, such as a minor reading list. In addition, a few of the participants asked for a test in the end of the education. This could be a motivator to gain a deeper understanding of the issue, but it could also cause stores or employees not to participate since it will take time for the employees to prepare to the test. Furthermore, not everyone is happy to write tests. It is of importance that the employees get time to carry out the tasks - preferably during the education or working hours to get it done and connect it to their work.

Employees want to learn more about organics and several of the junior employees said that the customers who choose KRAV-labelled food have so much knowledge of organics, that the customers teach the employees. The Scandinavian Retail Centres (2013) found the same phenomenon in uneducated stores. Therefore, the education could improve the depth of the information. Porter and Kramer (2011) assert that spreading expertise throughout the organisation creates both economic and societal value, and this is an example of this: By spreading more in-depth knowledge about organic production to employees, the employees can promote organic products and by so create new economic value through sales and societal value through teaching customers about organics.

6.3.2 Evaluating through sales figures

Peattie (1995) points out that organisations need more than education and common levels – promotion is also crucial when communicating to stakeholders. The interviewees explained that they avoid face-to-face promotion of organic products to customers, because they do not want to embarrass the customers, if they cannot afford the often more expensive organic products. The sales of organic foods have increased rapidly in Sweden during the thesis project period, compared to other years (e.g. [www, SvD](http://www.svd.se), 2014) – this was also commented on

by the interviewees. Several of the interviewees claimed that the education added to the overall increased trend.

One of the senior directors at ICA pointed out that the competitor Coop has managed to profile the food chain as organically friendly because the head office has invested in the approach. The director believes that ICA must follow that, to keep their market share. KRAV representatives argue that organic shoppers spend more money in the store, than a non-organic shopper does. Coop has lowered the profit margin on many organic fresh products, which several of the ICA stores in the study also had done. This strategy may stimulate customers to buy organic, but it lowers the profit to the store and if the managers choose to adjust up the margins, the sales may drop. ICA head quarters could create an organic goods' policy, including the margins, to create uniformity in their approach to organic products.

In partnerships, it is important to look at what economical benefits that has been gained (Glasbergen, 2011). In one store (store 2), where the organic and non-organic fruits and vegetables are separated, the sales of organic apples had increased– even if no changes in promotion could be observed. The increased sales were not as big as during 2013, or as the national increase. Interestingly, store 3 increased the amount of visual promotion and the coffee shelf had signs reading, "Change your coffee to KRAV-labelled coffee today" – yet did the sales of KRAV-labelled coffee decrease. One explanation could be that the customers were overwhelmed with the signs or that the staff could not answer questions. In store 4, all three products increased, even if the coffee did not increase as much over the period, as it had done during earlier years. The store had increased the visual promotion in fruits and veg-department while the colonial department had visual promotion on most price tags on the shelves. The participants in the store were very pleased with the education, so even if few of the employees participated in the education the overall positive attitude to KRAV may have spread. Store 6 had inconsistent and a slight increase of visual promotion. The apples had increased with 160% compared to the national average on 180%, the tea had decreased roughly as much as the average while the coffee had a strong increase – 158 % compared to 103%. Store 5 had had an explosion in sales of coffee, in percent, in 2014 it increased with 616%, compared to the average 180%. The colonial products had decreased – and no changes in visual promotion had been observed.

PwC (2014) noted that engaged employees may raise productivity, while unengaged tend to drag it down. This can be applied to some extent on the education, but not fully. Only a handful of employee per store participated and the education was held during a stressful time of the year, which could make it difficult to engaged personnel to change the visual and face-to-face promotion. Based on the interviews, questionnaires and some of observations – the project was successful in changing the attitude of the staff. The sales data were provided by different persons at the head office and had of slight different outlay. ICA does not separate the different labels in their data, which some of the managers asked for. The fruit and veg-departments have increased their sales, but in one store, yet only two have remarkably stronger sales than the national average. In the colonial departments, the sales results fluctuated to such degree that it is not possible to make any conclusions based on the education. Many of the interviewees told that they choose to buy organic dairy and vegetables, which probably also can be applied to customers in general and the national trend toward organic products – it might be easier to choose not to buy a sprayed tomato, than to choose an organic processed food product.

6.3.3 Evaluating the NGO's aims

KRAV had not set up any rigid aims to the project, which affects the evaluation. One of the reasons is due to the project is a pilot study and the NGO wants to see the outcome first. To not define proper aims is a very common problem for NGOs, according to Epstein and Yuthas (2014), and it makes it hard to do thoroughly evaluations. The extended education can be placed in two phases in the mother of all evaluation models – the PDCA cycle (Deming, 2000). It can be – on a larger scale – in the fourth part (*act*), since KRAV has held briefer versions earlier. However, it is more meaningful to place the project in the earlier phase (*check*), since the education is a pilot project that is supposed to be scaled up to reach many more food stores. Hence, the project should be carefully evaluated and adjusted for the next phase. The participants in the education communicated changed attitudes, by becoming more positive to KRAV and organic production, which was one of the goals. Both theoretical sessions got good reviews and most participants favoured one of them – but the proportion was the same. Almost none could come up with possible improvements, which make it hard to single out what in the education to keep and what to cut away. Increased sales could not be linked to the education on short term.

Since a clear connection between education and sales could not be established on short term. It is important to make a second evaluation and follow up on the results. A long-term evaluation could use the same types of data collection as this thesis is built on, but it could also focus on briefer attitude interviews and sales data. The farm visit lies outside of the short-term evaluation, but that educational session could also boost the effect, also the promotion signs could take long term to effect the customers. For the employees to change their practical work may take longer than a few months (which was the time span for the thesis evaluation), in order to promote a change in the shopping habits of the customers. “Shifting culture is not for the faint of heart nor is it the work of one person” (PwC, 2014, p. 8) - it takes effort from several of the employees and directors to make a change in sales. The small amount of people participating in the education could be an explanation why no correlation can be seen on all of the stores.

This case study can be viewed as a pilot or a nil point for further evaluations if KRAV and ICA carry through with their vision to hold the education for many more ICA stores. It may take more time than just a few months to see the effects of this educational effort. A change in understanding and attitude that leads to a change in behaviour may manifest itself in various ways. An evaluation which focus on the long-term effects would be interesting, to see if the alteration in the participants' attitudes are permanent and if their changed shopping behaviour will remain. One risk could be that the knowledge will subside and the participants will fall back to old habits – this could be avoided with brief reminder lectures from KRAV or from an in-house person with responsibility for environmental issues or for KRAV products. Since Kraak *et al.* (2011) recommend NGOs to have a systematic approach in relations to food companies, which is another reason for follow-up educations or lectures. In PPPs, it is highly recommended by Kong *et al.* (2002) to combine the organisations internal work with consumer outreach. Therefore, campaigning towards customers could be of use – a KRAV representative (Cejie, 2014) predicted that a possible effect of the education could be an increased demand for in-store demonstrations of KRAV's products towards customers. By reminding the employees about the education, it could also be a way for ICA to synchronise the employees' values and by so making them more engaged (PwC, 2014).

Bassi and McMurrer (2007) stress that managers often forget how important employees are and this may endanger the position of the company, which is another reason for educating the

staff (on the floor). To some extent the participants started to promote organic face-to-face, but not to the extent which KRAV had hoped for. Since the correlation between the education and sales is weak, little shared value has really been created (by using Porter and Kramer's definition from 2011). ICA tries to act ethically, economically and socially but the effect is still only a change in the employees' attitude and, to some extent, shopping behaviour. Societal value has been created in the form of employees' attitudes and knowledge level, yet any substantial economic value has not risen. Kramer *et al.* (2014) point to the importance of NGOs as knowledge provider to companies, which KRAV in this case study has fulfilled, through the attitude changes. However – shared value is created from the same foundations as this project: A detailed strategy and devoted top management (Bockstette and Stamp, 2011) is the springboard to connect economic success with social progress (Porter and Kramer, 2011).

The fundamentals in this case study could create shared value, but has not met all goals on short term. On the other hand, no well-defined or quantitative aims were set but goals were more general which makes it hard to evaluate (Epstein and Yuthas, 2014). On a detailed level, the evaluation model should be adapted to the organisation and its process (*Ibid.*), which is an on-going process. When applying the project to the Social impact creation cycle, it becomes clear the case NGO can benefit from the method and by so, improve its work by further defining its goals in order to track the project's cost to the societal and economical results.

The first step of the Social impact creation cycle concerns what resources are put into the project – KRAV contracted a consultant bureau to aid in planning and holding the education. Besides time and economic resources, the good reputation of the NGO was also invested. The project addresses the issue of increasing the sales of KRAV-labelled products in food stores, to meet KRAV's aim to increase sales. The next step in the model is to lay out the strategy, i.e. joining a partnership with ICA, planning and booking the education. In the fourth stage – *how to measure success* – KRAV did let the thesis project handle the layout. This means that the NGO lost some of the control of the project, but they may gain in trustworthiness by letting an independent party in to the process. Bassi and McMurrer (2007) stress that different criteria hold different value depending on the organisation, which has to be weighted in when setting up an evaluation. Through questionnaires after every education session, observations, sales data and – mainly – qualitative interviews, the success rate could be measured. Through more defined goals, the results would also have been more defined. The final step, the actual evaluation is carried out and possible improvements are presented (Epstein and Yuthas, 2014). As Brinkenhoff (2002) says, ideally would all key factors be evaluated, but concludes that this is extremely rarely possible. The possible improvements are further presented in the final chapter.

7 Conclusions

The thesis sprung from a commission from the NGO KRAV, which shows the need for useful evaluation tools for NGOs and their social impact. The thesis is aimed to several potential reader groups – researchers within the area, NGOs in a business context and companies working purposely with sustainability. The aim of the text is to *explain and describe the short-term effects of an NGO's environmental education to food retail employees, in a public-private partnership*. The project started out from awareness of shortcomings of theoretical understanding and empirical use of assessment models for educational investments and efforts, especially to NGOs. From NGOs and companies dealing with social issues, it has been hard finding useful tools to evaluate and understand the process. When looking for academic support, the findings have often concerned the importance of partnerships and generic outcomes of these – but rarely how to evaluate the social and economic results.

The results from KRAV's education to the food retail ICAs personnel shows a change in attitude, to more positive towards organic production and the KRAV label. The visual promotion increased in several of the stores. The correlation between sales of chosen organic products and the education was weak, the apples shown a bit more correlation than the colonial goods. Many of the participants complained of the poor timing of the education, which was set during a very busy time of the year. If more of the employees had participated, a stronger effect could probably have been found. A change in culture and habits takes time and this creates need of an evaluation of the long-term effects.

It was surprising that not more than one of the directors, in the educated stores, talked about the importance of engage employees to sell more products or sell a certain type of products. KRAV expected one of the outcomes to be more engaged staff, so it would probably be beneficial to convey this to the store directors. Also surprising is that many of the department directors and employees hesitated whether or not they could influence the customers' choice of products. The education could be a useful tool to learn more about that. As shown in the literature, many managers fail to see how important the employees are to the organisation. This could be an explanation to why so few from the personnel participated in the education; this approach has to be changed, since it could endanger the future of the company.

In order to clarify the aim, three research questions were raised. The first question was *what the expectations of an NGO are, when engaging in educational efforts in a public-private partnership*. KRAV had not defined the expectations and aims properly, which is very common – especially for NGOs – according to the literature. This makes it difficult to evaluate the project fully, but also affects how the design of the project is carried out. It is difficult to plan a process, if the process does not have a well-defined goal. KRAV presented several scenarios and expectations as outcomes of the project, but of general mode. NGOs are often striving to an ideal world and this approach could be noticed in the expectations. The overall aim of the project was to increase sales of KRAV-labelled goods through educating employees about organic production.

The second question concerned *the conditions for an NGO's educational effort in a commercial business context* shows in this case study that the NGO had to remind the private company about the educational project. In meetings, representatives from the company were positive and engaged towards the project. This could be explained by several reasons – the project was more important to the NGO, the company experienced more stress and could not

put in as much effort as wished or the different culture in the two organisations became obvious.

The final research question, *how can an NGO evaluate educational efforts in collaboration with corporations*, call for further theoretical research but also that NGOs and other organisations describe their evaluations of social impact work. This case study focuses on short-term effects and a combination of data sources was used. Since assessing attitudes effect on sales is complex, a mixed data source should be used for further evaluations too. Literature stress that changes in culture take long time, but could happen suddenly. Because of this, and the resources put into the project from both ICA and KRAV, it is important to do a second evaluation of the long-term effects. The results from this case study confirm the literature presented in chapter three, regarding organisations' collaboration, environmental education, evaluation, CSR and shared value. Further research is needed on social impact evaluation on both short and long term, to improve evaluation methods for NGOs and social or environmental projects.

Suggestions of improvements to KRAV and ICA

- Many of the interviewees say that everyday-stress and lack of material stop them to put up promotional signs. By leaving signs in the stores after the education, the lead-time is shortened since the employees do not have to create own signs or order them. This could be followed up by sending more signs to the stores some time after the education.
- Recommend – maybe also help to design – the stores or the head office to put up a sign that explain the different food labels. This will serve as a reminder to both customers and to employees. Especially useful would such sign be in the fruit and veg-department.
- Several interviewees wanted to be more prepared for the education. A minor task to be carried out during working hours, before the first session could aid the learning process and promote the education to more employees.
- A very small group of employees in the stores participated, which make it complicated for the participants to change the promotional culture within the store. To make the educational effect stronger, a larger group of employees have to participate. By informing store directors that educated employees leads to engaged employees, which often increase productivity and efficiency, could help to get more participants.
- All but one of the interviewees said it is important to buy organic, but not all of them did so. If the education to a larger extent could affect the participants' shopping behaviour, this could probably affect the promotion to customers.
- Stress stronger in the education that not all customers are primarily motivated by price, but also by status, quality and so on.
- Follow up-educations or lectures could serve as a reminder and strengthen the effect on long-term. Such sessions could be held either by KRAV representatives or by an employee in charge of such issues.
- Half of the interviewees were positive to a promotion policy, stating how and what to recommend the customers. This could increase the overall sales.
- For ICA, it could be a tool to evaluate the project by using SROI (social return of investment).

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Appendix 1: Evaluation questionnaire

Utvärdering utbildningspass

Vad tyckte du var intressant under det här utbildningspasset?

Vad tyckte du inte var relevant under det här utbildningspasset?

Kändes det som utbildningspasset gav dig något som privatperson?

Fanns det något i passet som du tyckte kunde ha gjorts på ett annat sätt? Har du förslag på hur det kunde ha gjorts annorlunda?

Nämn tre saker som du lärde dig under passet:

Finns det något som du lärde dig under utbildningspasset som du tror att du kommer att använda dig av i ditt arbete – i så fall, vad då? Hur kommer du att använda det?

Övriga tankar kring KRAV eller utbildningspasset:

Appendix 2: Interview themes

Note that the main themes are presented, not the following sub questions. To get the full interview guide, please contact the author.

Ex-ante - personal

1. Hur gammal är du och hur länge har du jobbat här?
2. Har du jobbat på någon annan ICA-butik tidigare?
3. Vad är ingår i ditt jobb?
4. Är du med och bestämmer var varorna ska stå?
5. När en kund frågar efter t.ex. kaffe, visar du då fram till hyllan eller brukar du peka ut en vara åt kunden?
6. Vad tycker du om ekologiska produkter?
7. Vad vet du om KRAV?
8. Hur skulle du säga att kunder tycker om KRAV-produkter?

Ex-post - personal

1. Vad tyckte du om KRAV:s utbildning?
2. Vad är dina tankar kring ekologiska produkter?
3. Kan du beskriva vilka delar som ingår i KRAV:s certifiering?
4. När en kund frågar efter en produkt, hur tänker du när du visar fram varorna?
5. Är du med och omorganiserar varor?
6. Har du några idéer hur du skulle vilja förändra butiken?

Ex-ante chef/ansvarig avdelning/handlare

1. Hur gammal är du och hur länge har du jobbat här?
2. Har du jobbat på någon annan ICA-butik tidigare?
3. Vad är ingår i din roll?
4. Om en kund frågar efter t.ex. kaffe, visar du då fram till hyllan eller brukar du peka ut en vara åt kunden?
5. Vad tycker du om ekologiska produkter?
6. Den här butiken blev utvald att delta i studien på grund av sin miljöprofil bland Kvantumbutikerna. Hur tycker du att ert miljöarbete märks av?
7. Vad vet du om KRAV?
8. Hur skulle du säga att kunder tycker om KRAV-produkter?
9. Vem är med och bestämmer placeringen av varor i butiken?
10. Hur ser du på organisationsbesök i butik, där organisationen inte är direkt vinstdrivande (t.ex. information om ekologisk mat, svenskt kött etc.)?

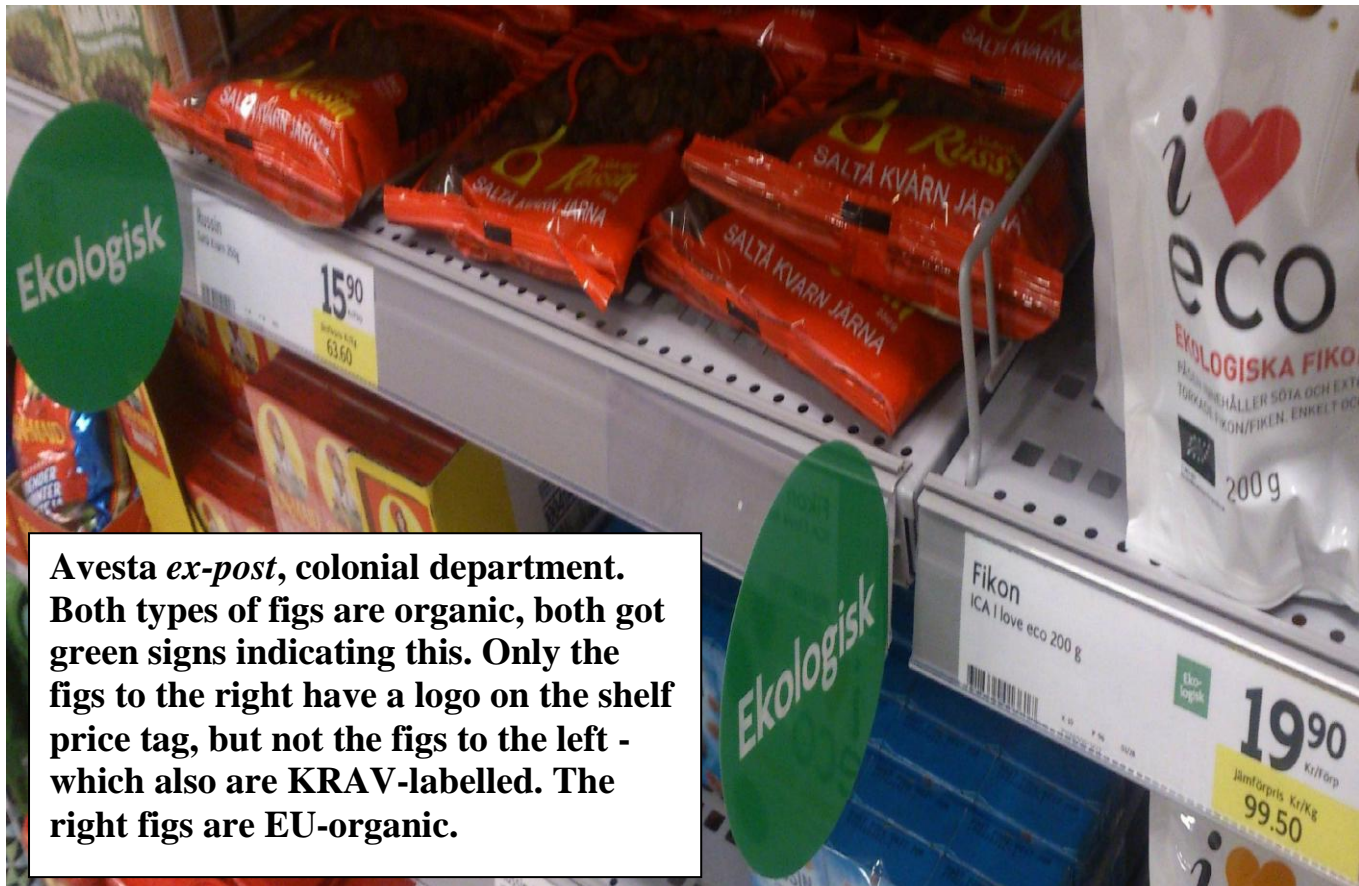
Ex-post chef/ ansvarig avdelning/handlare

1. Vad tyckte du om KRAV:s utbildning?
2. Vad är dina tankar kring ekologiska produkter?
3. Kan du beskriva vad som ingår i KRAV:s certifiering?
4. När en kund frågar efter en produkt, hur tänker du när du visar fram varorna?
5. När du är med och organiserar varorna, hur tänker du när du organiserar dem?
6. Den här butiken blev utvald att delta i studien på grund av sin miljöprofil bland Kvantumbutikerna. Ser du någon skillnad på ert miljöarbete märks av, till skillnaden från när vi träffades första gången för en månad sen?
7. Vad vet du om KRAV?
8. Hur skulle du säga att kunder tycker om KRAV-produkter?
9. Hur ser du på organisationsbesök i butik, där organisationen inte är direkt vinstdrivande (t.ex. information om ekologisk mat, svenskt kött etc.)?

Appendix 3: Table of observations

Kvantum store	Ex-ante date	Ex-post date	Comments on in-store organic promotion
Ekängen, Eskilstuna	28 th of April 2014	-	Only observed ex-ante: In the fruits and veg-department there were several signs promoting organic products, which was separated from non-organic products. In the colonial department, the signs were inconsistent - some shelves had signs on almost all organic products while other shelves had none.
Viksjo, Stockholm	29 th of April, 2014	2 nd of July 2014	Cannot observe any changes. The store has a policy against signs hanging out from the shelves. On the fruits and veg-department the organic and non-organic products are placed separate, but there are some non-organic products in the organic area. The price tags on the shelves had a green logo saying 'organic'. On the colonial department, the price tag on the shelves had the 'organic'-logo, but never a KRAV-logo. The Fairtrade and Keyhole Nutrition-logo was printed on several of the price tags.
Gränby, Uppsala	5 th of May 2014	23 rd of May 2014	The store has increased the visual promotions for organic products. The store had relatively many signs ex-ante, but after the education, the amount went up. An aisle on the colonial department had over 80 signs sticking out from the shelves, but more often, the signs ranged from 15-40 per aisle. The coffee had two new signs: One informing about organic production and the environment, and one sign from KRAV saying "Change your coffee to KRAV-labelled coffee today". On the fruits and veg-department was much fewer signs, but all price tags on the shelves had a green organic-logo. The department is being rebuilt during the study.
Oxen, Mariestad	12 th of May 2014	26 th of May 2014	Increase of organic promotion in the fruits and veg-department, a big change in amount of signs and shelf price tags. On the colonial department had some aisle without signs for organic products. The majority of organic products had a green organic-logo on the price tag, but not on all.
Avesta	16 th of May 2014	30 th of June 2014	Slight increase of promoting organic products, but inconsistent. During the ex-ante observation, there was a banner by the entrance that read, "Organic is logical", but this was removed during the ex-post observation. In the fruits and veg-department were several signs for organic products, but no KRAV-logos. In the colonial department, the green organic signs had increased, but the store also use similar green signs for news, which might be confusing. The information vary a lot between the shelves: One coffee had no information about being organic but was certified of both KRAV and Rainforest Alliance. Close by was another coffee, certified from KRAV, EU-organic and Fairtrade, and it had a sign, a green price tag on the shelf and the Fairtrade logo on the tag.
Skövde	13 th of May 2014	26 th of June 2014	On the fruits and veg-department no difference was noticed, the department has some permanent signs about different products and has an attractive layout. On the price tags were the green organic-logo and the KRAV-logo. On several organic products, there was an extra sign, informing that the product is organic. On the colonial department, there are many red and pink signs promoting news, and some green promoting organic products. The Fairtrade-logo and organic-logo was present on the price tags, but not the KRAV-logo. All over the department were small signs with humorous comments promoting products, such as by the ketchup a sign reads, "Pasta without ketchup is like a summer without sunshine".
Reference store Välsviken, Karlstad	Visited once: 3 rd of July 2014		The reference store was observed once. The impression of the store was clean and neat. No signs for individual organic products. In the fruits and veg-department was a large sign which briefly explaining Rainforest Alliance, KRAV, Fairtrade, EU-organic and Sticklingen. The shelf price tags had a green organic-logo. In the colonial department, the majority, but not all, of organic products had the organic logo on the price tag (neither was the Fairtrade logo printed on the price tag of all Fairtrade products). One of the directors said that ICA HQ creates the price tags and that they cannot modify them, to put on the wanted logos.

Appendix 4: Pictures of visual promotion in stores



Example of *ex-post* usage of Signs from Alvesta's fruits and veg-department. The individual tomatoes are labelled; there is a sign with a logo. The price tag on the shelf has only a green sign indicating organic. Additional information about the products have been produced locally.





Gränby *ex-ante*, colonial department. From the left: a green sign promoting organic, the shelf price tag has both a Fairtrade logo and a organic logo, a sign briefly promoting organic "If nature gets to choose". The sugar in the picture has more for certification than Fairtrade – it is KRAV, EU-organic and the Danish organic certification.

Appendix 5: Description of KRAV's education

The organisation has held, together with the dairy co-operative Arla, brief information for employees (10 minutes) and in-store demonstration of organic dairies. That project has been evaluated - the KRAV representative filled in a brief questionnaire per visited store. The project group consisted of representatives from KRAV and Arla, which carried out a more extensive evaluation. That project had a specific project description of vision, aim and milestones. The evaluation method in the project group was positive and negative aspects, and interesting lessons they had picked up.

The prolonged education in this project consisted in the beginning of the project of three parts: Two theoretical sessions and a visit to an organic farm. The sessions were held both by KRAV employee and by consultants from the green bureau U&We. The two first sessions were booked by U&We, as soon as ICA's head office had chosen what stores could participate. The farm visit had to be excluded from the study; it was not booked together with the other educational sessions and the final bookings were delayed. The stores could not send employees on trips during the summer due to vacations and as a result, the last part of the education had to be excluded from the study.

Before the stores were contacted by KRAV to introduce the education and the pilot study, ICA head office e-mailed the chosen stores about the project to verify it. The introducing letter from the head office could have eased the access to the stores. When the education sessions were booked, the ex-ante interviews were set. The ex-post interviews were to be set after the farm visit had been given a date, but because of the delay, the final interviews had to be held before the final step in the educational project. The first educational session was concerning what organic products are, the KRAV label and how organic production differs from non-organic production in effecting on the environment. The participating employees were prompt to watch the documentary *Bananas!** (which is about a case against the banana company Dole for using pesticide crippling the workers) and hand in their reflections on the film. The second session was regarding promotion towards the organic shopper and practical methods to help other consumers to shop more products that are organic. The task after the session was to carry out some of this green shopping stimulation in-store and present it during the farm visit. Finally, the employees were asked to do an online-education regarding organic productions and the KRAV certification. The plan was to hold all three sessions over the three weeks per store. The two first sessions were also held on subsequent weeks.

It is of importance that the employees are able to ask the consumers the right follow-up questions regarding environmental issues, in order to figure out the consumers' demands to increase the sales of sustainable products (Peattie, 1995). Spreading expertise creates both societal and economic value (Porter and Kramer, 2011) and if a company in extension can educate its consumers regarding environmental products, the company will benefit strongly when launching new products on the area (Peattie, 1995).

Appendix 6: Presentation of ICA

ICA is the largest food retail chain in Sweden, consisting of 2400 stores and 21000 employees, and is also operating in Norway and the Baltic states (www, ICA 1, 2014). The stores in Sweden are sorted in to five different types, depending on size and type of goods, ranging from to-go meals to bulk goods. Most of the stores are franchised and some are owned by the company. A bank and an estate company also belong to the organisation (www, ICA 1, 2014). There are four main types of ICA food stores, ranging from the small ICA Nära, ICA Supermarket and ICA Kvantum, to the largest stores ICA Maxi. Within the stores type, is the mini-stores ICA To Go (www, ICA, 2, 2014).

The participating stores were chosen by ICA's head office, both the educated stores and the one chosen as references. All of them were somehow engaged in environmental issues. The participating stores differed in size, way to work with environmental issues and how established environmental issues were among the personnel.

The organisation has communicated a more sustainable consumption towards consumers the last few years and several stores are certified by KRAV. In the magazine sent out to loyal consumers, the Fruit and veg-manager Peter Hägg said "ICA's customers care more and more about the environment, and we meet that with a wider range of organic fruits and vegetables in bulk" (Buffé, 2014, p. 19). ICA seems to have realised a change in the market's demand and has become more oriented towards organic food – the home page has a whole page dedicated to promoting organic products (www, ICA, 3, 2014). The organic fruits and vegetables have increased with 64%, from last year shows ICA's quarterly report (ICA, 2014, p. 4).