

Green is good, these guys have proved it: A case study of corporate social responsibility actions and behaviours in an Australian SME

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ABSTRACT:

Corporate social responsibility (CSR) has been investigated extensively within large corporations over the last twenty years; current societal concerns in relation to this topic have increased the emphasis on CSR research. Within the existing literature there is an identified shortfall in the research domain, that being material to address the SME sector. This segment of business may be small in size however is substantial in its representation in terms of business activity, employment and innovation. Presented in this paper is the qualitative findings from a case study that shapes the formative stage of an ongoing research project. This project investigates the effective management of CSR engagement within the SME's sector along with the learning and development used to gain staff commitment to sustainability while also improving profit and performance.

Keywords: CSR, SME, sustainability, management, learning, case study.

Stream: Sustainability and social issues in management.

INTRODUCTION

A review of the literature indicates that the major focus of corporate social responsibility (CSR) research has been to investigate large corporations particularly in the global context (Jamali, Zanhour & Keshishian 2009; von Weltzien Hoivik & Melé 2009). Through observations and interviews, this paper presents the initial case study findings of CSR behaviours and actions in a single Australian small to medium enterprise (SME). With 49% of employment originating from the 97% of Australian businesses that are categorised as SMEs (Australian Bureau of Statistics 2002) initiatives in this sector are significant for the broader realisation of CSR uptake within the business community. As this research is formative and builds understanding a qualitative approach has been adopted to research the need for cyclical learning patterns such as double loop learning to stimulate results of espoused behaviours transforming into actual performance. Using this approach, it can be seen that continual learning of CSR behaviours can be imbedded into the SME culture. Through this reflective learning process there is clear benefit to the SME through voluntary organisational acts across social, environmental, and economical concerns inclusive of the broader community through stakeholder dimensions (Argyris 1999; Argyris & Schön 1978).

RESEARCH BACKGROUND

The thirty-seven definitions of CSR gathered by Dahlsrud's (2008) meta-analysis, emphasises the complexity and difficulty in communicating this concept in a simple format. Within a business context CSR definitions have been described as 'elusive' and 'challenging' (Gjølberg 2009, p. 20). The selected approach to CSR in this study is based on van Marrewijk's (2003) dimensions of voluntariness, stakeholder, social, environmental and economic. These five dimensions address issues of complexity and provide a holistic perspective that encapsulates conventional definitions associated with CSR. A valid and robust foundation is identified by these five key dimensions in an empirical study of twenty-seven authors over twenty-three years (Dahlsrud 2008). This perspective of CSR as demonstrated in Figure 1, involves voluntary organisational acts across social, environmental, and economical concerns through the broader community that includes stakeholder involvement (Dahlsrud 2008). The descriptive approach is important as it establishes a congruence between CSR

and the learning concepts of Argyris (1990a) discussed in this paper. Through emphasising a voluntary approach to sustainable and responsible actions and behaviours by corporate stakeholders these dimensions provide insight to the motivations and commitment the actors have to improving the overarching aspects of society, environment, and economical variants.

Insert figure 1

Defining the dimensions of CSR behaviours is a useful starting point for identifying workplace-learning processes. The constructive framework creates a learning forum for the individual to discover their own meaning during the learning process by consciously selecting and reasoning using their own explicit and tacit knowledge to bring a deeper understanding (Biggs 1996). It is advocated that constructive education is not about rote learning, it is an interactive process where the learner engages in reflective activities to create productive and innovative solutions (Dewey 1903). This focuses on the learner and various cognitive stages of processing new knowledge including problem solving and reflection integrated with prior experiences to meet the learning objectives (Biggs 2007; Shuell 1990). Adopting a constant and cyclic learning approach that creates a progressive spiral of knowledge acquisition is widely recommended (Argyris 2004; Gapp & Fisher 2008; Kemmis 2009). The concept of double loop learning demonstrates this when participants develop behaviours that involve reflective processes to create an effective learning pattern (Argyris 1990b; Argyris 1999; Gapp & Fisher 2008). As displayed in Figure 2, the recurring nature to double loop learning increases the cognitive role and decreases opportunities of failure. Conversely, Argyris (1997) states that single loop learning is a simplistic instructive learning that leads to misunderstanding and the complex costs on incorrect execution. Argyris (1990a) provides the example of single-loop learning with accomplished professionals who accept without question current practice, this lack of reflection removes the ability to effectively change or improve. Defensive reactions to learning are due to the misunderstanding of behaviours, when deliberation and questioning of results occurs, a misunderstanding is reduced and double loop learning is a consequence (Argyris 1990b).

Insert figure 2

Organisations, like Enron that was once a well-respected organisation for their good corporate citizenship with a developed code of ethics say one thing and do another (Carroll & Shabana 2010;

Lee 2008). Argyris and Schon's (1978) 'theory of action' reveals the disparity between theories-in-use and espoused theories that are evident in people's actions and behaviours. The governing variables of how an individual or organisation acts is integral to the theories in use and are explained when a person acts and behaves implicitly versus the espoused theory that is explicit and conscious therefore creating a gap in what is said and what is done (Bartunek 2008).

The above material demonstrates the need for further research to understand and develop imbedded CSR behaviours in organisations, specifically Australian SMEs. This is substantiated with the momentum to support the drive for CSR behaviours in SMEs (Jenkins 2004; Murillo & Lozano 2006) and the use of proven constructive learning frameworks and theories such as double-loop learning that reinforce the implicit behaviours, yet the link between the two concepts is not established. Recent research of CSR has been from a global perspective and adopted by many large organisations (von Weltzien Hoivik & Melé 2009). This disparity reaffirms the necessity to narrow down the focus of learning and awareness of CSR behaviours to a single SME to establish a point of understanding that can then be developed.

There is evidence of CSR behaviours being realised in sectors of Australian society other than business. The educational community of south-west New South Wales, Australia are currently participating in an action research study, 'Education for Sustainability', that has ten schemas to address areas including biodiversity, energy and water waste in varying sectors (Kemmis 2009). Through this applied approach, Kemmis (2009) has witnessed positive changes in participants with sustainable habits as a consequence of personal and collective experiences. This behavioural engagement is highly relevant given the growing urgency to better utilise the planet's resources. Whilst the world's government systems face bureaucratic challenges, the reconstruction of practices lies with individuals and industries (Kemmis 2009; McDonough & Braungart 2002; Senge, Smith, Kruschwitz, Laur & Schley 2008). This win-win perspective of CSR satisfies stakeholders whilst pursuing organisational goals (Carroll & Shabana 2010). Exploring and maintaining the development of sustainable behaviours in the Australian business sector allows organisational cultures to generate CSR environments (Russell 2010).

The value of managing and creating effective change within an SME is underpinned by their impact on national economies through employment and commerce with 90% of worldwide businesses categorised as an SME and creating approximately 50-60% of employment opportunities (Jenkins 2004). By ignoring this substantial business sector through a lack of research reduces the potential for increasing awareness in the way businesses think and operate in relation to CSR. Socially responsible behavior in the work place can create positive effects that flow onto the home and wider community. Kemmis' (2009) study of the education community in NSW resulted in a decreased ecological footprint through simple initiatives such as purchasing local produce, use of indigenous plant species in revegetation projects, energy and water savings. This has led to the participants in this research changing the way they 'talk about their world (sayings), they change the way they act in and on it (doings), and they change the ways they relate to others and to the environment (relatings)' on a group and individual level (Kemmis 2009, pp. 471-72). Support for SMEs to increase their awareness of CSR behaviours and actions may result in a reduced environmental footprint. The limited awareness in this area (Jamali et al. 2009), provides fertile ground for both research and practice into the actions and behaviours of Australian SMEs through a constructive learning framework to contribute to building understanding and meaning in relation to the uptake of CSR.

THE ORGANISATION

In 2004, the Good Guys Capalaba (GGC) started investing in CSR and sustainable business practices with the assistance of state and local government initiatives including EcoBiz. The GGC is a joint venture primarily owned and managed by James Brockhust. The business employs approximately fifty people over a seven-day roster with a mixture of casual and permanent staff. The approach to building CSR was based around the establishment of eco champions and eco-teams. Central to these initiatives was the establishment of information sharing and education of employees in CSR and sustainability; firstly through the practical application of understanding the virtues and benefits of energy and water efficient appliances. Initial success achieved by the eco-teams enabled GGC to obtain government subsidies for machines, training and business planning to further develop the CSR practices within the business. This approach also acted as a direct reward and motivator for those who were chosen to be involved, expanding influence across the business.

METHODOLOGY AND METHOD

The literature on CSR and SMEs has revealed a gap in academic research. This qualitative exploratory case study will increase awareness of social, environmental, and economical consequences as espoused practices in the workplace. For example, developing effective processes for reusing packing material will positively affect the environmental and financial aspects of the organisation. These actions and behaviours can be investigated through the observations and interviews of the case study.

Choosing the research strategy is 'fundamental to any research design' (Blaikie 2000, p. 87). This study is from the interpretivist paradigm, aligned with qualitative research to produce a substantial amount of data from a smaller group of people (Neuman 2003; O'Donoghue 2007). The anti-positivist and non-critical paradigm of the interpretivist sciences assist the researcher in gaining the meaning and understanding of the interpretation (Gummesson 1991). What is socially responsible can be interpreted differently depending on variables such as culture, ethics, norms and values of the organisation and the society it operates within (Kemp 2006). For example, child labour in some countries is not considered an ethical issue whereas in many western nations it is illegal. The interpretivist paradigm is based on the belief that to know individual motives and reasons leads to understanding social actions, making the interpretivist approach a situational investigation with varying meaning in contrast to the positivist approach of a singular meaning that aims at predicting and controlling (O'Donoghue, 2007: Neuman 2003). The interpretivist perspective best lends itself to this research for the above reasons and provides an appropriate philosophical foundation of research and the researcher's perspective to address the research objectives appropriately (Lee 1992).

Some researchers perceive qualitative research as suffering from methodological imprecision and lack of rigour, yet still argue its strengths in specific situations (Bryman 2008; Dubois & Gadde 2002). The richness and depth provided by qualitative research is gained through research on social behaviour and is difficult to quantify (Dick 1990, 1999). Qualitative approaches to research are gaining momentum, a study of qualitative articles on leadership prior to 1991 totalled ten, post 1991 at least one qualitative article published per year, indicating a positive shift (Bryman 2004). One of the distinctive features of qualitative research is the trust and honesty that is required due to the

subjectivity of the research (Neuman 2003). This relationship evolves for the qualitative researcher as they become more familiar with the setting, the people, and the general environment from which the data such as observations or interviews are to be accurately documented whilst minimising the human bias (Neuman 2003). The exploratory and reflective approach of the qualitative methodology was appropriate to gain the insight to a CSR culture within this SME.

Case studies are categorised as single or multiple with the multiple case study including more than one case, the more commonly used design (Yin 2009). Case studies are the preferred method for contemporary events (Yin 2003) such as the observation of CSR actions and behaviours in an SME. The rich practice and capability to construct a purposeful study on either a broad or narrow scope is argued by Neuman (2003) and Yin (2003, 2009). The single experiment or the single case study is rationalised by significant contribution to the advancement of knowledge or exploring a unique case (Yin 2009) such as GGC who have initiated behaviours outside of their industry standards. Single case studies contribute significantly to the social sciences as evidenced in the *Middletown* case study that provided a detailed and comprehensive perspective of American life in an average American city (Yin 2004). As discussed previously, Kemmis' (2009) study of 'Education Sustainability', also advocates the single case study method to explore the relevance of moral, social, environmental and economically sustainable practices that further resonates with this study of GGC. Yin (2009, p. 4) advocates the relevance of case studies as they maintain the 'holistic and meaningful characteristics of real-life events' and provide examples of organisational development, individual life cycles and group performance. Parallel reasoning is demonstrated in Yu's (2008) study of CSR codes of conduct at a Reebok factory, with the industry of manufacturing footwear coupled with CSR strategies argued as the grounds for a exploratory and descriptive single case study. These benefits accompanied by the exploratory approach required at this point of the investigation supports case study methodology for this specific research.

DATA COLLECTION

An important step in case study data collection is preparation as the reliability of the data collected can depend on the subjectivity of the researcher (Yin 2003). The field research preparation is argued to be a significant contributor to successful research (Neuman 2003). Preparation for this research

included co-ordinated times for three visits over a six-week period with all participants being provided with an overview of the research along with an outline of the process. Direct observations are made in the natural setting and act as a source of evidence to support interviews in case studies as exemplified in the case study of *Middletown* (Yin 2004). The firsthand experience of interviews and observations provides advantages including information that is recorded as revealed, such as unusual, uncomfortable or awkward aspects that participants do not want to normally disclose (Creswell 2003). An example of this was provided when participants showed signs of discomfort by holding on tightly to paperwork. As the discussion progressed, the participant confided that she felt uncomfortable, and did not understand the research. Once she realised the purpose was to describe the CSR behaviours she relaxed. The paperwork that she was holding was the overview of the project that she had not yet read.

With interviews and observations chosen as the data collection method for this research report it is argued they can be applied to a broad range of organisational phenomena including CSR. This is evidenced by the case study of CSR practices at the Reebok factory where interviews with senior management and observations were utilised to observe ethical behaviour in situations such as trade union elections to support the organisations claim to implementing an ethical code of conduct (Yu 2009). The ability to gain rich data through insights into interpersonal behaviours, covering events in real time and the ability to view the context of the case outweigh the limitations such as time and costs associated with interviews and observations (Yin 2009).

On all three visits, the researchers had access to the front and back end of the operations and most interestingly was the break room where visual and audio evidence was noted. The interview with James was conducted in a private office with an informal approach and the data recorded both manually and electronically. Observations were made whilst touring the shopfront, visiting the break room, offices and talking to the various levels of staff including, senior management, casuals, and contractors. The observation document was based on the five dimensions of CSR as defined by van Marrewijk (2003) (see Table 1). Utilising two researchers increased the reliability and objectivity of the data collection (Yin 2009). Discreet recording methods were used for the interview along with the observation checklist during the visits to the organisation with simple checks made for each

observation along with notations taken during and immediately after the visits. This was an interpretive and exploratory process with the data collected continually throughout all three visits.

DATA ANALYSIS

Subsequent to the transcription of the managing director's interview several themes appeared that correlated with van Marrewijk's (2003) five key dimensions of CSR. The data immersion phase of the analysis signified the interview themes to be parallel to the dimensions used in the observational checklist. By using audio recording as a collection method, this allowed the researchers to actively record physical responses of the participants. The observation checklist was studied and reviewed several times between the two observers to decrease the bias and anomalies such as pronunciations of words. For example, in the voluntariness observations, the community organisations named were not initially recognised or understood e.g. the organisation BABI (Bayside Adolescent Boarding Incorporated), who assist the homeless youth and GGC sponsor. During several conversations, this organisation was mentioned. This organisation was unknown to both researchers hence the pronunciation of the organisation and its significance needed to be clarified. This was explained through an Internet search that confirmed the name, location and verified the community-based organisation's link to GGC. Table 1 demonstrates the foci of the five key dimensions with clear themes that hold substance to meet the objectives of this case study (Yin 2009). Both researchers reviewed their notes independently and outcomes were then compared. Reviewing the data and interpreting the features of the data into meaningful categories is a complex process and was undertaken several times to increase reliability as recommended by Braun and Clarke (2006). Through checking and refining the themes from the interview, transcription and observation checklist the organic process was revealed to define and sustain the categories into the overarching five key dimensions of CSR as exhibited in Table 1.

Insert Table 1

DISCUSSION

This descriptive case study has provided insight into notable CSR behaviours becoming imbedded in individuals' behaviours at GGC. The culture of the organisation flows from the managing director, who espouses the behaviours of CSR with actions such as interacting and supporting the local

business community and employing an external consultant to provide training and development in CSR. GGC staff know their ideas that contribute to the organisation's sustainability, will be listened to and often adopted.

Evidence of these interactions is seen as many of the employees charged with and responsible for taking concepts to action. In Table 1, this was demonstrated when a store manager communicated the idea of delegating eco champion roles within the staff ranks and this evolved into the eco champions carrying out their own audit on GGC. This audit identified that 75% of GGC's waste was expanded polystyrene (EPS) foam; a goal was created to reduce this waste and GGC searched for a partner to help. Through a government contact, a partnership was developed with an organisation that takes EPS and recycles it into mirror and photo frames. The outcome of this process includes: a 2.5-ton decline in local waste (the amount of EPS GGC had been depositing into local land fill), the development of EPS shredders (to aid EPS compaction) and a partnership with other local businesses to recycle their EPS as noted in Table 2. The literature explained the concept of double versus single loop learning (Figure 2). Through the observations at GGC, the concept of double loop learning is reinforced and evidenced in situations as the problem with EPS. Continually, reflecting and seeking answers to questions took GGC from the espoused phase including the discovery of seeking sustainable paths, then to invent innovative ways to initiate concepts. The transformation began with actual behaviours of producing solutions such as the EPS recycling that was then generalised into GGC, other Good Guy stores as well as the local business community (Table 2).

Insert Table 2

Since 2004, GGC's 'sustainability journey' has demonstrated an ongoing spiral of learning. This continual development is evidenced by many of the observations including discussions on the final phases of a five-year sustainability plan, which was credited with leading to these positive outcomes. All staff have been meeting on a monthly basis for six months, with an external consultant (GGC's 'sustainability coach') to collaboratively create a vision for the sustainability journey of GGC into the next five years. Through these monthly meetings double loop learning was applied by all staff and management through various mechanisms, a win-win approach and implementing concepts to remove barriers and support learning (Argyris 1977; Gapp & Fisher 2008).

Double-loop learning was further evidenced outside the design parameters discussed above through the ongoing questioning and problem solving applied until optimum solutions were reached. Identifying partners to help recycle is verified as an observation in the *environmental* dimension of the observation checklist. Then to further apply double loop learning, they reflected on the situation and questioned how they could create improvements and with the relationship developed in the local community another twelve businesses joined in the programme to recycle their EPS with a combined 12.5 ton reduction of local waste. As displayed in Figure 2, the recurring nature to double loop learning increases the cognitive role and decreases opportunities of failure (Argyris 2004; Gapp 2004; Gapp & Fisher 2008). This situation exemplifies double loop learning with the GGC staff developing behaviours that involve reflective processes to create an effective learning pattern to develop the espoused beliefs of the organisation into the actions (Argyris 1990b; Argyris 1999).

In terms of CSR values and behaviours, this learning approach benefits the SME context on many levels including the *stakeholder* and *economic* dimensions. These two dimensions as noted in Table 1 reflect the highest recorded observations along with one of the lowest. The *stakeholder* facet is answered through GGC's commitment to their vision of sustainability. Initiatives such as the promotion to return any E-waste, no matter where it was purchased or what brand, to GGC for recycling started out as a promotional experiment over a trial four-week period. Due to the collaborating with suppliers and government organisations the success of this programme, it is now a mainstay of GGC's culture as observed in the *stakeholder* dimension. This converts to 90% of this E-waste being recycled, hence the toxic substances such as mercury, lead and copper do not go into landfill, along with being reused, therefore the natural resources to manufacture these materials is not being sourced. When the participants' tell their stories such as the E-waste, they express pride and see this as a competitive advantage on the business and social level. The value of this learning process is evident in the ability of the staff to on forward this message to the customers hence the ongoing programme to recycle E-waste.

The *economic* dimension recorded one the lowest themes for the interview. This dimension reflects viable operations and reporting practices. Considerable evidence in the viability of GGC operations was observed when talking to the staff. Most employees had been at GGC for several years, with two

staff members following James from his previous business. Another staff member started with GGC through a high school work experience programme and five years later has a vision of continuing her career at GGC for a further five years. The viability of GGC includes the commitment from staff exhibited by loyalty and a mutual trust through the above examples as well as the open door policy of GGC management. GGC also has a collaborative approach to many of their stakeholders including the state and local governments. The relationship with the Queensland government's EcoBiz programme exemplifies the transparent reporting imbedded in the *environmental* dimensions. Through the participation in this programme GGC have shared data with the state government to supply facts to the public on water, waste, and energy specifically in the areas of white goods and appliances. Store displays demonstrate this information in a visual mode to communicate the message to GGC's customer base. To demonstrate this for a comparison of top and front load washing, GGC created an in store display of twenty-three red ten litre buckets representing the front load washing machine versus ten green ten litre buckets depicting the top load washing machines. This simple and effective way to deliver the water efficiency message to the GGC customer base increased sales that cascades down to their *economic* dimension with a positive sales growth. The state government has calculated GGC's water savings on their increased sales over a three-year period with outcomes of two hundred and twenty five mega litres or equivalent to four and a half thousand residential swimming pools. Through the CSR actions and behaviours of GGC the importance of managing and creating change within an SME is supported through communicating sustainable options for customers. The constant and cyclic learning approach creates continual knowledge acquisition as recommended by Kemmis (2009) and van Marrewijk (2003). The message that organisations like GGC are communicating internally and externally, is important to create awareness in the way businesses think and operate. The resulting increased sales, significant environmental savings and creating a competitive advantage through transparent communication provides evidence of the success and its relevance to SME's. The human benefits are reflected in the employee and employer relationship with actions of loyalty and trust as demonstrated by employee longevity and commitment to GGC's sustainability journey.

CONCLUSION

This research has investigated the key learning and behavioural aspects associated with the successful implementation of CSR initiatives within the SME sector. A qualitative approach using interviews and observations to describe and explore the organisation has been utilised to meet the descriptive objectives of the study. The defining of CSR and SMEs in the literature substantiated the need to understand the gap in current research in terms of the Australian SME sector. This paper has initially explored, described, and analysed CSR within this sector through a relevant case study. The ensuing study broadens the focus on the learning and behavioural drivers that support CSR initiatives to include the extension of the qualitative investigation through archival documentation and other report mechanisms to form the base of a three-year study of CSR in the SME sector. Overall, this paper has fundamentally provided the evidence that the continual learning of CSR behaviours can be imbedded into the SME culture through reflective and cyclical learning to clearly benefit the SME through the overarching dimensions of voluntariness along with organisational acts across social, environmental, and economical concerns inclusive of the broader community through stakeholder dimensions. With this evidence, a platform has been developed for further research.

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Figure 1: The five key dimensions of CSR. Adapted from Dahlsrud (2008)

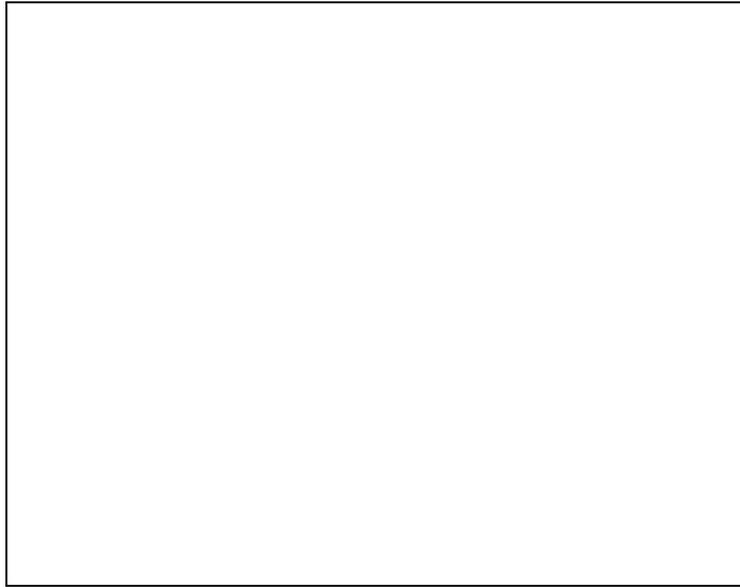


Figure 2: Double and single loop learning as a learning function (Argyris 1999).

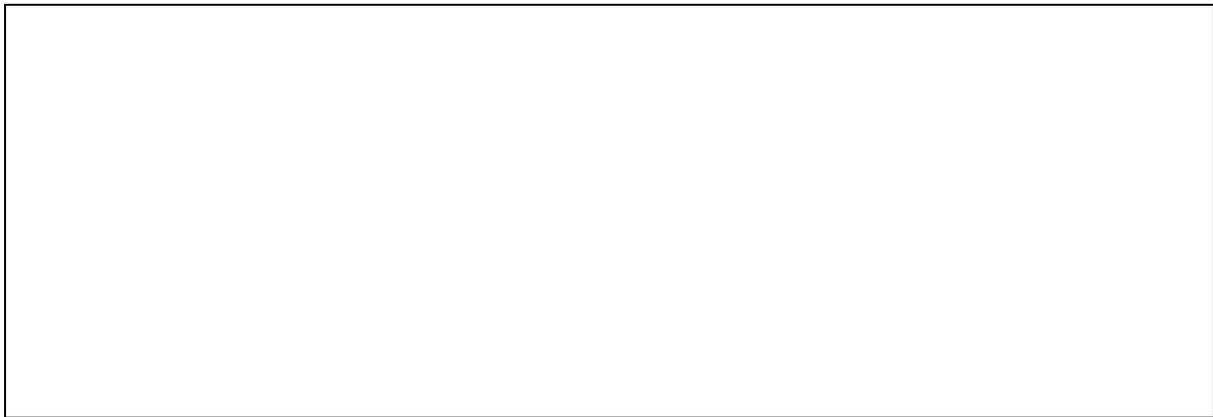


Table 1: Five key dimensions with categories and themes for interview and observation data collection

<i>DIMENSION</i> <i>(With total of themes and observations)</i>	<i>INTERVIEW THEMES</i>	<i>OBSERVATIONS</i>
VOLUNTARINESS - 21 <i>Evidence of community involvement; Actions beyond legal compliance.</i>	8 Eco-champion audit, educating consumers, E-waste trial, BABI, local community support	13 BABI, Heartcare, birthday cakes, lights, lights, training, local business interaction
STAKEHOLDER - 29 <i>Evidence of long-term relationships being built with internal and external customers</i>	19 Partnering for EPS, E-waste, Ecobiz, other Good Guys, local businesses, suppliers, development of GGC 5 year vision by all staff	10 Sony, local and state governments, E-waste, Fisher & Paykel, cross section of age, longevity, experience in staff.
SOCIAL - 24 <i>Support for continual learning environment and consciousness of purchasing choices.</i>	12 Training and development, external consultant for CSR education, response to community long term sustainability, visual aids	12 Local community interaction with innovative ideas, external consultant, training, eco champions
ENVIRONMENTAL - 19 <i>Efficacy of energy and water usage; Use of energy efficient vehicles for company use.</i>	11 Power savings with light replacement, eco champions, Merchandising -Think Ahead tickets, buckets, E-waste	8 Lights, e-waste, EPS, invertor air condition, TVs, powerboards, front load washers
ECONOMICAL - 19 <i>Operations are viable; Transparent and conscionable reporting.</i>	5 Sales growth, market share, competitive advantage, push (not pull) supply chain, intangible rewards.	14 Empowered workforce, open door policies, mutual trust, interaction with state and local government.

Table 2: Double loop learning exhibiting the transformation from espoused to actual theory

Espoused	Discover	<p>James: "... the local council approached us and said look 'we are setting up a pilot called EcoBiz and we want you to be one of several businesses to pilot that and we really want you to be onboard ... they actually said 'We don't think you can really achieve a lot because its all about water, energy and waste' umm ...at that point and we had already identified that sustainability was the most talked about subject in the world"</p> <p>Observation - Voluntariness: recognition by local government for community involvement with sponsorship eg the homeless youth centre and sporting teams.</p>
	Invent	<p>James: "Um..and so I actually enlisted a role called 'Eco Champion' and I started to talk to the staff about who wants to be the 'Eco Champion'. Because the champion.. the whole champion title is very much a part of our ongoing culture....that's when how I found out that two employees ...they both had degrees. One had a degree in strategic planningAnd the other had a degree in Environmental Science."</p> <p>Observation - Stakeholder: empowering employees to take on initiatives eg supporting an internal audit by the 'eco champions'</p>
Transformation zone		
Actual	Produce	<p>James: "...how we could bubble this thing away ... they (the original eco champions) were excellent. Now they really did a proper audit on the store Because one of things we were going to do was come up with a demo model for the EcoBiz project. They decided it was going to be our waste. And they discovered that it was 75% of our total waste was the EPS (expanded polystyrene)."</p> <p>Observation - Environmental and social: External consultant employed to support 'eco champions' and drive CSR training of GGC staff</p>
	Generalise	<p>James: "Because where we started is not where we are today. Particularly, with the EPS waste programme. We have just had 5 of our EPS shredders. ...They have been implemented in 4 other Queensland stores. It's not just GGC ... start spreading our sustainability success.... Help keep us ahead of the game.....We actually reduced our waste by 75%, by 3/4.. it went from 75% of our waste to zero. Because we were doing the whole full loop thing..."</p> <p>Observation - Environmental and economic: Reduction of waste and sharing of resources to other Good Guys. Benefits to the local community evolved with other local businesses recycling their EPS through JB's connections and subsequently local landfill waste was reduced by 12.5 tonne.</p>

Adapted from Gapp and Fisher's (2007) organisational transformational model based on the work of Argyris and Deming.