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GREEN TRAINING AND DEVELOPMENT FOR SHAPING EMPLOYEE ENVIRONMENTAL BEHAVIOR IN ORGANIZATIONS

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Abstract

This paper synthesizes how green training and development can shape employee environmental behavior inside organizations. The discussion treats training as a structured learning process that builds environmental knowledge, task specific skills, and shared norms for day to day decisions. It explains behavioral change through capability, motivation, and opportunity, emphasizing transfer of training, managerial signaling, and reinforcement through routines, feedback, and performance expectations. Program design is described through alignment between learning objectives and job tasks, active methods such as simulations and problem based exercises, and repeated practice supported by facilities and clear procedures. The paper distinguishes compliance behaviors required by rules from discretionary behaviors driven by initiative, and it clarifies how each requires different learning cues and different forms of organizational support. Attention is given to psychological mechanisms including perceived behavioral control, moral obligation, and green identity, alongside social mechanisms such as peer modeling and team norms. The synthesis concludes that training is most persuasive when it is continuous, credible, and embedded in work systems, producing observable habits that reduce resource use and waste while sustaining service and quality across functions and sites without relying on coercion alone.

Keywords: green training, employee environmental behavior, transfer of training, procedural reinforcement, green identity, managerial support, organizational learning.

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Introduction

Modern organizations increasingly position environmental issues as core components of corporate governance, reputation, and operational sustainability. This direction is evident in the formulation of internal policies concerning energy conservation, waste reduction, the utilization of safer materials, and the control of emissions generated from work activities. Ultimately, these policies are manifested through the daily behaviors of employees, given that the majority of resource consumption and waste production occurs at operational touchpoints. Within the framework of human resource management, modifying work behavior requires learning mechanisms that are well-planned, consistent, and aligned with organizational objectives. Environment-themed training and development emerges as an instrument that bridges the gap between policy and behavior, because training can introduce standards, procedures, and the normative rationales explaining why eco-friendly practices must be executed. Simultaneously, training cannot be perceived as a mere transfer of information, but rather as a process of building capacities, habits, and repetitive commitments (Jabbour & Renwick, 2020). If training is designed as a formal agenda devoid of habituation, it risks becoming a superficial administrative activity. Therefore, discussions surrounding green training and development must be directed toward how training can effectively drive tangible employee environmental behavior within daily work routines. This planned educational governance system should ideally be executed hand-in-hand with the application of noble moral values across comprehensive human resource recruitment, training, and development systems (Darmawan, 2021). Through such a systemic approach, training programs transform from formal agendas into a solid foundation for fostering long-term operational effectiveness (Freddy et al., 2015).

Employee eco-friendly behavior is a concept that encompasses actions that reduce resource usage, prevent pollution, and support the organization's environmental policies (Adriana et al., 2020). These actions can take the form of adherence to procedures, personal initiatives, and work decisions that account for ecological consequences. In organizational practice, this behavior is often expected to manifest at various levels, from the conservative use of office facilities to compliance with stricter process

standards within production units. This expectation demands alignment between organizational norms and individual competencies. Employees require a clear understanding of what is deemed eco-friendly, why that action is relevant to their job, and how to execute it without compromising work quality. Herein lies the function of training and development as a capacity-building apparatus, as it can establish working definitions, teach procedures, and guide employee evaluations regarding choices of action. However, behavior formation does not terminate at knowledge, because behavior is shaped through motivation, support, and the ease of performing the expected actions. Thus, a literature review needs to evaluate the relationship between green training and employee behavior through a framework that positions learning as a social process within the organization. The interconnection of these social competence aspects becomes highly critical considering that human resource quality, operational performance, and employee loyalty exert reciprocal influences on one another (Darmawan et al., 2020).

Green training and development is typically understood as a series of learning activities that emphasize environmental knowledge, operational skills, and values that support sustainability (Saifulina et al., 2020). These activities can encompass environmental policy orientations, training on work procedures that reduce waste, material safety training, and leadership development that supports eco-friendly practices. This diverse array demonstrates that green training is not always a single classroom event, but rather a continuous program featuring evaluation and feedback. Within organizations, training is also linked to performance systems, because learned behaviors require measurement and reinforcement. Without reinforcement, training risks producing knowledge that is not translated into habit. Furthermore, green training can have distinct objectives, such as compliance with external standards, the achievement of internal targets, or the cultivation of a workplace culture that preserves the environment. Different objectives demand different designs. Consequently, normative studies need to examine how green training is designed, how it is integrated into work processes, and how it shapes employee behavior as the expected outcome. This discussion is vital because many organizations demand behavioral outcomes without structuring adequate learning processes. Additionally, integrating green

technology into management is also required to realize effective social and environmental sustainability (Mardikaningsih & Wardoyo, 2024).

Employee environmental behavior is frequently influenced by perceptions of organizational support and the clarity of expectations (Yadav, 2023). Employees tend to adopt practices that are understood to be relevant, easy to execute, and recognized within the work system. If training communicates rules without explaining the underlying operational rationales and benefits, employees may comply minimally to avoid reprimand, rather than out of conviction. Conversely, when training clarifies the relationship between minor actions and organizational targets, employees are more likely to internalize the message. However, internalization still requires consistency in messaging from supervisors, the availability of facilities, and work procedures that do not conflict with environmental objectives. For instance, training that encourages waste sorting will be difficult to implement if sorting facilities are unavailable. Thus, training must be interpreted alongside job structures, because behavior is the product of ability and opportunity. Within the arena of employee development, this need points toward task-based training, on-the-job learning, and realistic behavioral evaluations. Normative studies evaluating green training as a behavioral driver must consider that training interacts with culture, leadership, and incentive systems. Without aligned interactions, training easily degenerates into a policy symbol rather than a mechanism for change.

The effectiveness of green training in shaping employee green behavior is often understood as the degree of change that can be attributed to organizational learning programs. This effectiveness can encompass changes in understanding, changes in attitude, skill enhancements, and changes in work habits that are measurable through behavioral indicators. Within a conceptual framework, effective training must fulfill the principle of relevance, where materials match the job; the principle of applicability, where it is easy to practice; and the principle of reinforcement, where feedback and consequences encourage repetition. However, effectiveness is also tied to the quality of methods, such as the use of simulations, operational problem studies, and collaborative learning that facilitates transfer to the job. Additionally, effectiveness is influenced by participant readiness, as employees bring experiences, values, and habits

that can support or hinder learning. Therefore, discussions regarding the effectiveness of green training need to be directed toward causal mechanisms that can be explained normatively, such as how training shapes subjective norms, increases perceived behavioral control, and strengthens an eco-friendly professional identity. In this manner, studies can evaluate training as a behavioral driver rather than a mere formal activity in the organizational calendar. Efforts to sharpen these indicators of educational effectiveness align with the integration of universal moral values applied periodically into human resource recruitment, training, and development systems (Darmawan, 2021). This strategic focus will, in turn, exert a direct impact on optimizing career development and job training to simultaneously enhance employee work quality (Freddy et al., 2015).

The primary issue that arises within this topic is the ambiguity in distinguishing between green training as an information delivery activity and green training as a behavior formation process. Many environmental learning programs focus on policy knowledge and general definitions, yet do not always link them to daily tasks, work standards, and the consequences of operational decisions. This ambiguity causes claims of training success to frequently depend on participant attendance and training satisfaction, rather than on changes in work habits. At a conceptual level, the gap between knowing and doing becomes a central issue. Employees may understand the importance of energy conservation, yet continue old habits due to work procedures, target pressures, or unsupportive facilities. Under such circumstances, training produces awareness without routine change. Furthermore, overly generalized training can trigger differing interpretations across work units, leading to non-uniformity in what is deemed eco-friendly behavior. Non-uniformity weakens the organization's capacity to establish behavioral standards. Consequently, this problem demands a normative breakdown of the characteristics of training that genuinely changes behavior, including how behavioral goals are formulated, how materials are mapped to jobs, and how behavioral reinforcement is built into the work system. Thoroughly bridging the gap between knowledge and tangible action serves as a vital indicator of human resource quality, performance achievements, and employee loyalty to the organizational vision (Darmawan et al., 2020).

The subsequent issue is the lack of conceptual clarity distinguishing between compliant environmental behavior and initiative environmental behavior. Within organizations, certain eco-friendly actions are mandated through procedures, such as waste management and the use of specific protective equipment. Other actions arise voluntarily, such as proposing process improvements or practicing conservation habits without being prompted. Green training can be directed toward both types of behaviors, yet their designs differ. If the training objective is compliance, the material demands clear standards and consistent verification. If the training objective is initiative, the material needs to build problem-solving capabilities, risk assessments, and a sense of ownership. This lack of clear boundaries frequently blurs evaluations, as organizations assess training using indicators that do not align with the objectives. Moreover, initiative behavior is influenced by the psychological climate, particularly whether employees feel safe to propose changes. If training encourages initiatives but the organizational climate suppresses employee voice, the behavior will not manifest. At a normative level, this issue demonstrates that green training as a behavioral driver requires a framework that separates the types of behavior, their pathways of formation, and the organizational prerequisites that allow those behaviors to materialize. Furthermore, clarity regarding these ecological action categories will facilitate the integration agenda of green technology in management for both social and environmental sustainability (Mardikaningsih & Wardoyo, 2024).

This study is important to undertake in order to construct a conceptual synthesis explaining how green training and development can act as a driver of employee environmental behavior within organizations. Many organizations position environmental goals as core components of governance, yet their realization relies on routine work behaviors. A normative synthesis is required to organize the relationship among training design, learning mechanisms, and behavioral change, ensuring that training is not positioned as a symbolic agenda. This study is also essential to place training evaluation on the proper metric namely, job-relevant behavioral changes that are consistent with organizational standards. Additionally, the study can clarify how training interacts with leadership, work culture, and performance systems as factors that shape behavioral sustainability.

Accordingly, the urgency of this study encompasses academic interests to clarify theoretical constructs, as well as practical interests to provide organizations with a foundation for designing training aligned with environmental goals and human resource development.

The objective of this writing is to formulate a conceptual description of how Green training and development encourages the formation of employee pro-environmental behavior within organizations. The discussion is directed toward mapping the elements of training design, learning methods, and reinforcement mechanisms that support the change in work habits. This writing aims to clarify the distinction between the objectives of compliance behavior and initiative behavior, as well as their implications for program evaluation. Theoretically, this writing enriches the understanding of the relationship between organizational learning and environmental behavior. Practically, the writing provides an argumentative basis for the development of training programs that are task-relevant, measurable through behavioral indicators, and aligned with performance systems and leadership.

Method

This study uses a qualitative literature study to construct a conceptual synthesis regarding green training and development as a driver of employee pro-environmental behavior. The primary materials consist of social research methodology books, conceptual works on human resource management, and organizational behavior theory writings related to learning and the formation of work habits. Source selection was conducted through an assessment of relevance to the research problem, clarity of definitions, and coherence of argumentation. Singleton and Straits (2018) are used to emphasize the importance of question focus, the establishment of conceptual units, and logical consistency in linking training concepts with behavioral outcomes. This approach positions training as a construct that can be broken down into components of objectives, materials, methods, and evaluation, so that each component can be systematically linked to employee environmental behavior as the expected output.

The processing of materials was carried out through systematic reading and thematic coding to group conceptual findings into themes of training design, learning mechanisms, organizational reinforcement, and

the classification of employee environmental behavior. Babbie and Edgerton (2023) are used to maintain the order of the synthesis, particularly in distinguishing conceptual statements, assumptions, and implications that can be drawn from written sources. Variations in citation styles are used appropriately, for instance, narrative forms such as Singleton and Straits (2018) and parenthetical forms such as (Babbie & Edgerton, 2023) when reference affirmation is required without disrupting the flow. Conceptual validity is maintained through the consistency of terms, the avoidance of claims requiring field data, and the linkage of each theme to the problem formulation. With this design, the results of the study are presented as a normative argument explaining the pathways of behavior formation through training, rather than as an empirical measurement report.

Result and Discussion

Green training and development can be understood as an organizational learning apparatus directed toward the formation of employee environmental behavior by enhancing knowledge, skills, and work value orientations. Within the framework of human resource management, training serves as the formal pathway to alter how employees comprehend their obligations and workplace choices regarding resource consumption, waste management, and pollution prevention. This shift stems from the assumption that workplace behavior is not merely a personal habit, but rather the result of job demands, organizational standards, and the patterns of reinforcement received by employees. Therefore, green training must be interpreted as a process that links environmental policies with routines at the business unit level. This relationship materializes when training messages align with procedures, facilities, and leadership direction. When aligned, training can foster a shared understanding regarding what constitutes an eco-friendly action, when that action should be performed, and how it is evaluated. In conceptual assessments, behavioral change also depends on the transfer of learning namely, the ability of participants to apply materials after the sessions conclude (Nobari et al., 2018). Transfer requires repetitive practice, feedback, and stable social support within the work environment. Furthermore, reinforcing this internal capacity is essential to stimulate

the internalization of environmental insights so that they manifest as tangible pro-environmental actions (Nuraini et al., 2022).

Discussions regarding the effectiveness of green training in shaping employee green behavior demand a rigorous mapping of the intended outcomes. Employee environmental behavior can be distinguished into compliant behavior and initiative behavior. Compliant behavior refers to actions mandated by procedures, such as standardized waste sorting, the safe utilization of materials, and energy conservation through facility usage rules. Initiative behavior refers to actions arising from voluntarism, such as proposing process improvements, reminding coworkers, or finding ways to minimize waste without being asked (Olanipekun, 2022). This distinction is critical because compliance training demands clear rules and orderly oversight, whereas initiative training requires situational assessment capabilities, the courage to voice ideas, and a sense of ownership over environmental goals. If an organization combines the two without distinction, the training design becomes unfocused and the evaluation indicators grow ambiguous. Normatively, effective training must state target behaviors specifically, including when the behavior is to be executed, what its acceptance standards are, and what the consequences are if it is neglected. With a clear behavioral roadmap, training can be structured as a gradual and measurable sequence of learning at the behavioral level. Clarifying these target behaviors reflects management's commitment to comprehensively integrate ecological values into operational systems (Mardikaningsih & Wardoyo, 2024).

The mechanism of behavior formation through green training can be explained by three elements: ability, motivation, and opportunity. Ability refers to the knowledge and skills that enable employees to perform eco-friendly actions without compromising work quality. Motivation refers to the drive to perform these actions consistently, whether derived from personal conviction or organizational reinforcement. Opportunity refers to the availability of facilities, time, and procedures that allow the behavior to be performed. Training primarily operates on ability; however, an appropriate training design can also influence motivation by clarifying rationales, demonstrating operational impacts, and connecting with professional identity (Young et al., 2015). Opportunity lies outside the classroom, yet it can be prepared

through job development, such as modifying procedures and providing sorting facilities. Within this framework, training that only alters ability without organizing opportunity risks producing intentions without actions. Training that only alters motivation without ability risks producing symbolic support without competence. Therefore, the effectiveness of green training must be understood as the fit among these three elements. This alignment demands coordination among the training function, operational functions, and business unit leadership.

The design of a behavior-oriented green training program demands the formulation of task-based learning objectives. Objectives must state what employees are required to do, rather than merely what they are required to know. For instance, objectives may specify waste-sorting procedures, material control methods, or techniques to minimize waste within specific process stages. From these objectives, materials are structured to provide a foundation of knowledge and actionable work steps. Strategic management of human resources based on competence is essential to ensure that every task-based objective aligns with the broader organizational vision (Darmawan & Mardikaningsih, 2016). Instructional methods must emphasize practice, simulations, and operational problem-solving so that participants build skills that can be directly applied. Within green training, active learning methods help participants recognize the consequences of their action choices on quality, safety, and cost. Furthermore, driving sustainable behavior change requires a comprehensive approach through education and public awareness to ensure that internal learning translates into societal impact (Gautama & Mardikaningsih, 2022). Furthermore, training must incorporate specific feedback, as feedback shapes the expected standards of behavior. If feedback remains generalized, participants find it difficult to correct their actions. Effective training also considers the cognitive load of participants by organizing materials in a gradual and structured sequence. Within a normative framework, this design confirms that green training must be planned as job competency development, rather than as a value campaign detached from work processes.

The transfer of training is the central explanation of how learning transforms into a work habit (Rayner & Morgan, 2018). Transfer occurs when participants apply materials within the work environment and

receive reinforcement, causing the behavior to recur. Reinforcement can take the form of praise, recognition, corrective feedback, or procedural adjustments that facilitate the behavior. The alignment of organizational values with actual work behavior is critical to maintaining a consistent culture of excellence (Mardikaningsih & Darmawan, 2017). In normative discussions, transfer is influenced by the alignment of materials with job realities, the support of direct supervisors, and team norms. Direct supervisors serve as determinants because they control daily priorities, task allocations, and evaluation standards. If a supervisor signals that production targets override environmental compliance, participants tend to delay eco-friendly behavior. If a supervisor signals that environmental compliance is an integral component of performance, participants apply it more consistently. Team norms are also decisive because work behaviors are frequently performed collectively. Strategies in HR and environmental policy management are vital to creating a sustainable organization that enhances overall company performance (Hariani et al., 2022). When a team views waste sorting as a shared task, the behavior becomes more stable. When a team views it as an additional burden, the behavior easily dissipates. Therefore, green training must be followed by reinforcement within the work unit. This reinforcement is not merely supervision, but rather consistency in standards and operational support. Through the conditioning of a supportive work environment, pro-environmental behavior can transform into a solid group norm (Nuraini et al., 2022).

Conceptually effective green training also pays close attention to the clarity of employee responsibilities and boundaries of authority. Many eco-friendly actions require micro-decisions, such as selecting materials, regulating energy consumption, or determining disposal methods for residues. If an employee lacks the authority, they require clear escalation procedures. Training needs to explain when an employee can act directly and when they must report. This clarity reduces confusion and minimizes the risk of conflict with supervisors or coworkers. Within the arena of initiative behavior, clarity also protects employees from the fear of making mistakes. The fear of making mistakes can suppress initiative even when training encourages eco-friendly innovation. Therefore, developmental training, rather than mere orientation training, must incorporate decision-making exercises and risk assessments tailored to specific tasks. Strategic

human resource management plays a pivotal role in building these necessary competencies and bridging the skills gap toward a green economy (Essa & Mardikaningsih, 2023). Employees need to learn to evaluate whether a proposal is safe, compliant with procedures, and aligned with unit goals. In this manner, green training becomes a tool for professional competence development. Enhanced professional competence reinforces perceived behavioral control namely, the conviction that employees are capable of executing eco-friendly actions correctly. Perceived behavioral control strengthens the consistency of actions within daily routines. This clarity of authority fundamentally rests upon organizational behavior principles that formally regulate workplace relationships (Darmawan, 2013).

The quality of green training materials directly influences the legitimacy of the program in the eyes of participants. Legitimacy means that participants perceive the materials to be relevant, accurate, and trustworthy. If the materials consist of generalized slogans detached from the job, participants mayview the program as a mere formality. Conversely, if the materials connect environmental issues with quality standards, safety, and process efficiency, participants can more easily accept them as an integral part of professional work. The relationship between eco-transformational leadership, targeted training, and employee behavior is a significant driver of sustainable corporate performance, particularly within SMEs (Novita et al., 2022). Legitimacy is also influenced by the consistency between training messages and leadership behavior. If leaders violate the regulations taught in training, participants recognize the inconsistency, which diminishes their commitment. On the other hand, if leaders demonstrate compliance and lead by example, participants witness the organization's seriousness. In normative discussions, leadership examples serve as a social learning mechanism. Employees learn through observation, imitating actions that are deemed valued, and avoiding actions perceived as unimportant. Green training accompanied by behavioral modeling from leaders accelerates norm formation (Yadav, 2023). The norms established within a work unit serve as a more powerful reinforcer than classroom materials because norms operate on a daily basis. Therefore, training designs must incorporate leadership involvement as both message communicators and behavioral role models.

Employee environmental behavior is also linked to identity formation specifically, how employees view themselves as workers responsible for the environment (Jabbour & Renwick, 2020). Green training can shape this identity by emphasizing professional values, ethical work standards, and responsibility toward public safety. An eco-friendly professional identity enables employees to view energy-saving actions and waste prevention as components of work quality rather than as additional tasks. Integrating diversity and sustainability is key to impacting performance, corporate competitiveness, and the creation of inclusive work environments (Mardikaningsih & Hariani, 2022). Identity formation requires rational narratives, such as the relationship between work practices and health risks, the connection between waste and safety, and the link between inefficiency and operational costs. Rational narratives reduce resistance and drive internalization. However, internalization still requires experiences of success, such as when eco-friendly actions are proven not to diminish work quality. Training must provide opportunities for participants to experience success through exercises and simulations. When participants feel that eco-friendly actions can be executed without disrupting targets, they become more confident in applying them. Furthermore, realizing sustainability in public policy requires a careful balance between economic, social, and environmental interests (Mardikaningsih & Hariani, 2021). In normative discussions, this self-confidence serves as a bridge from intention to action. Advanced development programs can reinforce identity through process improvement projects, enabling employees to view themselves as agents of improvement. Consequently, training does not end with the session but continues as a sustained learning practice. This internalization process of positive values serves as a foundation for forming employee characters that possess a deep concern for the surrounding environmental sustainability (Nuraini et al., 2022). Through this persistent identity reinforcement, organizations can realize clean and sustainable operational governance to support long-term development agendas (Mardikaningsih & Wardoyo, 2024).

The formation of eco-friendly habits requires repetition within real work conditions. One-off green training risks generating short-term memory without establishing habits. Therefore, development must

incorporate elements of repetition, reminders, and periodic evaluations. Reminders can manifest as work procedures, checklists, or visual indicators that help employees recall correct actions. Periodic evaluations help correct deviations from the outset and prevent the normalization of incorrect behaviors. Within a normative framework, periodic evaluations need to focus on behaviors that employees can control and that are relevant to their jobs. If evaluations assess factors outside their control, employees can become frustrated, which lowers motivation. Navigating the challenges and opportunities for sustainability in human resource development is essential, especially as industries transition toward Industry 4.0 standards (Oluwatoyin & Mardikaningsih, 2024). Furthermore, habits form faster when the environment facilitates action for instance, when sorting facilities are easily accessible, energy-saving tools are available, and workflows do not force shortcuts. Thus, organizational development becomes part of training in a broader sense. Training provides knowledge and practice, while development structures the work system so that behaviors can be repeated. Consequently, green training as a behavioral driver requires a conceptualization that encompasses both the learning process and job design. This structured repetition concept is one of the primary factor distributions proven crucial in enhancing comprehensive organizational effectiveness (Darmawan, 2024). To optimize this learning retention, a gamification approach in employee training can be implemented to boost engagement and educational effectiveness within the internal organization (Eddine & Darmawan, 2022).

Green training that targets compliant behavior must emphasize clear standards and consistent enforcement. Employees will take regulations seriously when violations carry predictable consequences. However, consequences do not necessarily have to be punitive, as positive reinforcement such as recognition and feedback can be more effective in the long run. In normative discussions, what matters most is consistency and clarity. Training must explain quality standards and the rationales behind them, including the risk consequences if standards are neglected. Explaining risks helps employees understand that compliance is not a mere formality. Furthermore, compliance training needs to teach procedural skills, such as sorting steps, material handling methods, and incident reporting mechanisms. Procedural skills reduce errors arising from

ignorance. Training also needs to teach methods of coordination, because compliance frequently involves cross-functional interactions. If training overlooks coordination, violations can occur due to a lack of synchronization between units. Therefore, compliance training must incorporate cross-functional scenarios and communication exercises. In this manner, environmental compliance can be understood as an element of work discipline and safety, rather than as a separate environmental agenda. This cross-sectoral alignment is in line with the urgency of designing and implementing cross-functional training to improve team collaboration within the work environment (Fared & Darmawan, 2021). The procedural orderliness taught also contributes positively to reinforcing green awareness at the level of domestic activities and daily public consumption habits (Halizah & Nuraini, 2021).

Green training that targets initiative behavior requires careful attention to the psychological climate. Initiatives emerge when employees feel their suggestions are valued and when the social risks of speaking up are low. If employees fear being humiliated or perceived as disruptive, training that encourages initiatives will not yield action. Within a normative framework, the psychological climate is shaped by leadership styles, meeting patterns, and the manner in which the organization responds to mistakes. Developmental programs can incorporate skills for presenting evidence-based proposals and collaboration skills, thereby enabling employees to structure proposals professionally. Additionally, development programs need to provide space for small projects so that initiatives have a dedicated outlet. Small projects serve as laboratories for learning and testing ideas. In normative discussions, the presence of projects also cultivates a sense of ownership, as employees witness the results of their efforts within work processes. A sense of ownership reinforces commitment and drives sustainable behavior. Therefore, green training for initiatives should ideally combine classroom learning, on-the-job learning, and mentoring. This combination ensures that employees not only know what to do but are also capable of leading small-scale improvements within their boundaries of authority. This supportive work climate is highly decisive for the successful adoption of new ideas, particularly

when encountering clashes between local values and green marketing approaches in traditional communities (Mardikaningsih et al., 2021).

Performance management systems exert a powerful influence on the sustainability of eco-friendly behavior. If performance indicators ignore environmental behavior, employees will prioritize the targets that are measured. Green training can enhance ability and intention, yet without integration into performance appraisals, behaviors can easily decline when workload pressures escalate. Within a normative framework, integration means that environmental behavior indicators are explicitly stated, realistic, and relevant to the role. For instance, indicators can be based on procedural compliance, waste reduction in specific tasks, or participation in process improvements. Indicators must be observable to ensure fair evaluations. Training must explain these indicators so that participants comprehend the expectations following the training. Furthermore, performance feedback needs to be provided periodically and specifically. Specific feedback guides employees to correct their actions without feeling personally blamed. Reinforcement can also take the form of team recognition, as many environmental behaviors are collective. In normative discussions, team recognition reinforces shared norms and mitigates free-rider problems. Thus, green training achieves stable behavioral outcomes when it is connected to a consistent and fair performance system. This close interconnectedness proves that organizational effectiveness and green human resource management are inseparable instruments in achieving sustainability goals (Mardikaningsih, 2024a). Through the integration of fair indicators, change management derived from sustainable HRM practices is capable of delivering a tangible contribution to enhancing organizational commitment and employee innovative behavior (Mardikaningsih, 2024b).

The development of environmental competencies must also take into account differences in job roles and operational risks. Office staff, production workers, and service employees operate within distinct behavioral environments. Utilizing an identical green training program for all employees can render the material irrelevant for a significant portion of the participants. Within a normative framework, training segmentation becomes essential to ensure that the content aligns directly with specific job duties. Segmentation also facilitates the creation of practical examples,

simulations, and case studies that are close to daily tasks. This proximity enhances participant engagement and increases the rate of training transfer. Segmentation does not imply a loss of unity in the core message, as the overarching value the organization's environmental responsibility—remains identical. However, the execution of this value must be tailored to specific roles and risks. Training for high-risk roles needs to emphasize safety, rigorous material handling, and tight waste management procedures. Training for service roles should focus on resource utilization, consumption reduction, and responsible procurement practices. Meanwhile, training for managerial roles must highlight decision-making, resource allocation, and team norm formation. In this manner, green training becomes a position-based competency development tool. This approach builds consistent environmental behavior because each role understands its obligations in a specific and measurable way. This position-based specification forms a vital part of structuring macro variables within the distribution of the six primary factors that reinforce organizational effectiveness (Darmawan, 2024).

Training media and formats directly influence the quality of the learning process. Classroom-based training can be highly effective for building foundational understanding, but transforming habits frequently demands hands-on practice within the actual work environment. Digital-based training can broaden access and facilitate repetition, yet it requires an interactive design to prevent it from becoming a passive reading exercise. Within a normative framework, the selection of the training format must follow the targeted behavioral objectives. If the goal is to develop procedural skills, direct practice and simulations are more appropriate. If the goal is to communicate policy knowledge, digital modules equipped with comprehension evaluations can be sufficient. Effective development programs integrate multiple formats, but this combination must be structured so that participants perceive a clear continuity. Furthermore, training formats need to consider the current workload to ensure participants have adequate time to practice what they learn. Without practical application time, training remains merely stored knowledge. Training should also leverage social learning through group discussions, as discussions foster shared norms and collective commitments. The group norms formed during training can then be

carried back to the work units as a powerful reinforcer. Therefore, the choice of training format is not merely a technical decision, but a pedagogical one that determines whether learning will translate into actual behavior. This decision needs to be explicitly detailed within the normative framework of green training and development. Utilizing an interactive and flexible educational format aligns with the advantages of a gamification approach in triggering employee learning engagement (Eddine & Darmawan, 2022). Moreover, the intensive social interaction within this approach is capable of mitigating potential cultural resistance that frequently arises during the implementation of green strategies in the field (Mardikaningsih et al., 2021).

The credibility of facilitators and training resources is a vital factor in participant acceptance of the material. Participants are more likely to accept the message when the facilitator thoroughly understands their job functions and can answer practical, field-level questions. If a facilitator lacks an understanding of the actual work processes, participants may doubt the feasibility of the actions being taught. Within a normative framework, credibility is established through mastery of the material, familiarity with organizational procedures, and the ability to connect environmental issues to operational targets. Credibility can also be enhanced by involving respected internal practitioners, such as supervisors or senior technicians who lead by example. The involvement of internal practitioners helps participants see that eco-friendly behavior is fully achievable within real work constraints. Furthermore, training must utilize examples that are consistent with internal procedures, as examples that contradict standard operating procedures create confusion. Normative discussions also emphasize that facilitators must manage resistance professionally. Resistance frequently manifests as questions regarding time, costs, and workload additions. A credible facilitator does not dismiss these inquiries, but instead explains the operational trade-offs and demonstrates more orderly ways of working. Consequently, facilitator credibility serves as a motivational reinforcer and increases the likelihood of training transfer. Without credibility, training can fail to establish stable behaviors. The facilitator's ability to bridge these operational gaps reflects the successful implementation of cross-functional training programs oriented toward collaboration (Fared & Darmawan, 2021). Ultimately,

credible instructional competence becomes an integral part of the green human resource management pillar in maintaining the effectiveness of institutional performance (Mardikaningsih, 2024a).

Green training can be explained as a mechanism for forming work norms—namely, standards of behavior that are deemed correct and proper. Norms are established when an organization communicates expectations and when those expectations are practiced collectively. Training provides the space to communicate expectations formally, yet norms only become powerful when reinforced by practices at the work unit level. Within a normative framework, work norms are shaped through three channels: formal messages, leadership examples, and reinforcement from coworkers. These three channels must be aligned. If formal messages demand energy conservation, but a supervisor ignores wastefulness, the norm is weakened. If coworkers ridicule eco-friendly behavior, the norm becomes negative. Training needs to anticipate these dynamics by addressing team norms and methods for building workplace agreements. For instance, training can encourage teams to draft simple, mutually agreed-upon rules. Team agreements facilitate healthy social oversight, allowing coworkers to remind one another without triggering conflict. In normative discussions, healthy social oversight reinforces habits because corrective feedback occurs immediately. Consequently, behavior-oriented green training must integrate norm formation as an intermediate outcome before behavior transforms into a habit. Structuring these collective norms has proven to be a crucial element in reinforcing organizational commitment and stimulating the autonomous emergence of employee innovative behavior (Mardikaningsih, 2024b). Aligning these perceptions is also vital to harmonize green values so that they can be well received across all levels of the community (Mardikaningsih et al., 2021).

Organizational development constitutes an integral component of training in a broader sense. Training provides knowledge and practice, while development structures the work system so that behaviors can be repeated. Thus, green training as a behavioral driver requires a conceptualization that encompasses both the learning process and job design. The synergy between educational processes and the restructuring of operational frameworks reflects the distribution of the six strategic factors in optimizing organizational effectiveness (Darmawan, 2024).

Green training that targets compliant behavior must emphasize clear standards and consistent enforcement. Employees will take regulations seriously when violations carry predictable consequences. However, consequences do not necessarily have to be punitive, as positive reinforcement such as recognition and feedback can be more effective in the long run. In normative discussions, what matters most is consistency and clarity. Training must explain quality standards and the rationales behind them, including the risk consequences if standards are neglected. Explaining risks helps employees understand that compliance is not a mere formality. Furthermore, compliance training needs to teach procedural skills, such as sorting steps, material handling methods, and incident reporting mechanisms. Procedural skills reduce errors arising from ignorance. Training also needs to teach methods of coordination, because compliance frequently involves cross-functional interactions. If training overlooks coordination, violations can occur due to a lack of synchronization between units. Therefore, compliance training must incorporate cross-functional scenarios and communication exercises. In this manner, environmental compliance can be understood as an element of work discipline and safety, rather than as a separate environmental agenda. Implementing these coordinative scenarios aligns with the essence of cross-functional training in building cohesive operational movements within teams (Fared & Darmawan, 2021). This procedural compliance will, in turn, establish consistent pro-environmental behavioral patterns, both within industrial spheres and green public consumption preferences (Halizah & Nuraini, 2021).

Green training that targets initiative behavior requires careful attention to the psychological climate. Initiatives emerge when employees feel their suggestions are valued and when the social risks of speaking up are low. If employees fear being humiliated or perceived as disruptive, training that encourages initiatives will not yield action. Within a normative framework, the psychological climate is shaped by leadership styles, meeting patterns, and the manner in which the organization responds to mistakes. Developmental training can incorporate skills for presenting evidence-based proposals and collaboration skills, thereby enabling employees to structure proposals professionally. Additionally, development programs need to provide space for small projects so that

initiatives have a dedicated outlet. Small projects serve as laboratories for learning and testing ideas. In normative discussions, the presence of projects also cultivates a sense of ownership, as employees witness the results of their efforts within work processes. A sense of ownership reinforces commitment and drives sustainable behavior. Therefore, green training for initiatives should ideally combine classroom learning, on-the-job learning, and mentoring. This combination ensures that employees not only know what to do but are also capable of leading small-scale improvements within their boundaries of authority. This interactive approach and the recognition of micro-initiatives align with the concept of gamification, which prioritizes the psychological engagement of participants (Eddine & Darmawan, 2022). Through a safe innovation space, the green human resource management function will contribute directly to strengthening institutional competitiveness and effectiveness (Mardikaningsih, 2024a).

Sustained development in green training is also linked to organizational learning namely, the organization's capacity to update procedures based on experience. Eco-friendly behavior frequently involves process alterations, meaning the organization needs to learn from experimentation and refinement. Training can serve as a channel to disseminate this learning, for instance, through best-practice sharing sessions between units. Within a normative framework, sharing sessions help reduce unnecessary behavioral variations and reinforce standards. Furthermore, organizational learning demands documentation and feedback mechanisms so that employee suggestions become inputs for process improvement. If suggestions are not followed up, employees can lose motivation. Therefore, developmental training must be linked to follow-up mechanisms, such as improvement forums and approval processes. This connection makes the training feel meaningful because participants witness the impact of their participation. In normative discussions, meaningfulness enhances commitment and shapes a pro-environmental identity. Additionally, organizational learning helps the organization adapt training to technological and regulatory changes. Consequently, sustainable green training and development transforms into a system rather than a single event. This system keeps eco-friendly behavior relevant and prevents it from fading over time. This

continuous learning cycle reinforces the role of change management in constructing organizational commitment and persistently driving innovative behavior (Mardikaningsih, 2024b).

Organizational justice also influences the acceptance of green training. Employees evaluate whether the burdens of change are distributed fairly and whether rules apply equally. If training demands conservation at the worker level while wastefulness at the managerial level is tolerated, employees may judge the program as unfair. This assessment diminishes legitimacy and lowers compliance. Within a normative framework, justice is tied to the consistency of rules and the consistency of reinforcement. Justice is also linked to resource provisioning. If an organization requests employees to reduce waste but fails to provide facilities, employees perceive that the organization is shifting responsibility without support. Training needs to convey honestly what employees can do and what remains the organization's responsibility. This clarity reduces cynicism and enhances cooperation. Furthermore, training should ideally provide space for dialogue, allowing participants to articulate operational constraints without being perceived as opposing the goals. Dialogue spaces reinforce the feeling of being valued and build commitment. In normative discussions, feeling valued increases participation in initiative behaviors. Thus, organizational justice becomes a social prerequisite for green training to shape behavior. Training that ignores justice risks being passively rejected. Distributive justice in facility fulfillment correlates with the mapping of macro supporting factors for organizational effectiveness (Darmawan, 2024). Transparent dialogue also minimizes cultural resistance that frequently distorts the implementation of environmental programs (Mardikaningsih et al., 2021).

Green training can also be linked to the formation of moral obligations within the workplace. A moral obligation emerges when employees perceive eco-friendly actions to be ethically correct and aligned with broader societal goals. Training can cultivate this moral obligation by connecting workplace actions with their direct consequences on health, safety, and sustainability. Developing core competencies through well-defined strategies is a fundamental prerequisite for achieving sustainable competitive advantage within any organization (Mardikaningsih & Darmawan, 2016). However, moral obligations must be communicated

rationally and professionally to avoid sounding like a sermon. Within a normative framework, effective moral obligations are tied to professional identity, such as responsible work standards and compliance with safety procedures. Employees are more receptive to moral messages when those messages resonate with their professional pride. Furthermore, moral obligations become stronger when the organization demonstrates tangible commitment, such as investing in cleaner technologies. Concrete commitment prevents the impression that the moral burden is placed solely on the employees. Training must also avoid utilizing guilt as a primary tool, as guilt can trigger resistance. It is more appropriate to emphasize responsibility and capability, ensuring that employees feel empowered. In normative discussions, empowerment reinforces perceived behavioral control and enhances action consistency. Consequently, green training can shape behavior through professional and measurable pathways of work ethics. Internalizing this moral responsibility aligns with the stimulation of intrinsic motivation frequently found within educational gamification methods (Eddine & Darmawan, 2022). Through a measurable ethical approach, the green human resource management function can operate optimally in safeguarding the effectiveness of corporate programs (Mardikaningsih, 2024a).

Reinforcing eco-friendly behavior can be accomplished through job design and process layout. For instance, if work procedures integrate sorting steps into the standard workflow, the behavior becomes automatic. Training must teach these standard workflows and explain the rationale behind each step. Within a normative framework, integration into the workflow is more powerful than isolated instructions because employees follow the flow as part of their duties. Job design can also reduce the need for constant supervision since the system itself guides behavior. Additionally, the use of checklists and quality controls can incorporate environmental components. Understanding the determinant factors and strategies for developing digital team dynamics is imperative to ensure that workflows remain efficient and highly collaborative (Mardikaningsih et al., 2020). When quality control includes environmental indicators, eco-friendly behavior is deemed an aspect of quality. Training needs to explain this connection so that employees do not view environmental indicators as a disruptive addition. Normative discussions emphasize that behavioral

changes stabilize when behaviors are tied to quality and safety standards. This attachment keeps the behavior relevant even when environmental issues are not actively discussed. Thus, green training and process development must progress hand in hand. Training prepares competencies, while process development prepares the structure. This combination generates repetitive work habits that can be audited through procedures rather than claims. This established structure represents a tangible manifestation of cross-functional workflow efficiency that accelerates operational team coordination (Fared & Darmawan, 2021).

Environmental competence at the managerial level serves as a determining factor because managers direct priorities and lead by example. Green training and development at the managerial level must emphasize risk-based decision-making, resource allocation, and team norm formation. Managers need to comprehend how environmental policies translate into realistic targets and how those targets are balanced against operational demands. The processes of sensemaking and conflict role management by line managers are crucial elements in supporting subordinate development to meet expected organizational standards (Jahroni & Darmawan, 2013). Within a normative framework, training for managers must also incorporate coaching skills, as employee behavior is shaped through daily feedback. Effective coaching provides corrective guidance without damaging workplace relationships. Managerial training also needs to stress consistency, as inconsistency undermines legitimacy. Furthermore, managers must be capable of managing goal conflicts, such as the tension between operational speed and sorting procedures. The role of transformational leadership is vital in enhancing employee competence, thereby creating a work environment that is highly adaptive to ongoing changes. Managing goal conflicts requires clear standards and open communication. Consequently, green training cannot be restricted to operational employees. If managers are not trained, the training message will fracture at the work unit level. Normative discussions emphasize that behavior formation is a systemic process. Managers serve as the links in the system because they transform policy into practice. Training for managers reinforces message consistency and expands the likelihood of training transfer among other participants. This managerial exemplarity acts as an accelerator for change management in fostering employee innovation and

green commitment (Mardikaningsih, 2024b). Environmental-minded leadership simultaneously reinforces green consumption awareness, which impacts the broader social ecosystem positively (Halizah & Nuraini, 2021).

The development of an eco-friendly work culture requires alignment between symbols and practices. Symbols can manifest as internal campaigns and value statements, but practices are visible in daily decisions, procurement, and work planning. Green training can reinforce culture by providing a shared language and clear behavioral standards. Furthermore, appropriate typologies of peer support have been shown to have a significant influence on employee well-being and collective productivity within the workplace (Rojak & Darmawan, 2016). A shared language helps employees discuss environmental issues without terminology confusion. Within a normative framework, culture is formed when behavioral standards are practiced consistently and when deviations are corrected fairly. Training provides an opportunity to align perceptions and formulate team commitments. However, culture cannot be built if the organization transmits double signals for instance, demanding waste reduction while ignoring inefficiency in a specific process. Double signals generate cynicism. Cynicism lowers compliance and suppresses initiative. The development of business strategies, including those in the local identity-based culinary sector, requires specific attention to sustainability factors to ensure long-term viability (Hariani et al., 2015). Therefore, training must be followed by consistency in policy and action. In normative discussions, policy consistency means the organization manages targets, provides facilities, and enforces standards equally. When consistency is present, training more easily yields habit changes. Consequently, an eco-friendly work culture can be understood as the cumulative result of learning, reinforcement, and exemplarity. Training is the entry point, but culture is the condition that keeps behavior alive. Establishing an aligned culture serves as the primary foundation in maintaining the effectiveness of green human resource management (Mardikaningsih, 2024a).

The evaluation of green training must be understood as an evaluation of behavior, rather than merely an evaluation of participant satisfaction. Within a normative framework, appropriate evaluation assesses whether employees execute the actions taught, whether actions are performed to the correct standard, and whether actions become habits.

Behavioral evaluation requires clear and observable indicators. Vague indicators produce subjective assessments and lower fairness. Furthermore, evaluation needs to distinguish between compliance indicators and initiative indicators. Compliance can be assessed through procedural inspections and implementation consistency. Initiative can be assessed through participation in process improvements and the quality of proposals. Evaluation also needs to pay attention to the work unit level, as many environmental behaviors are collective. If the evaluation is solely individual, employees can feel their efforts are futile when coworkers do not participate. Therefore, team evaluations can complement individual evaluations. In normative discussions, evaluation is not the ultimate goal, but rather a reinforcement tool. When evaluation results are utilized for feedback and training improvements, the program becomes adaptive. When evaluation merely becomes a report, the program loses its learning function. Thus, the evaluation design must be embedded within the training design from the outset, ensuring that training and development constitute a continuous cycle of improvement. This objective evaluation methodology is an inherent part of measuring organizational effectiveness for the continuity of work programs (Darmawan, 2024). With measurable evaluations, management can calibrate gamification-based training strategies for optimal outcomes (Eddine & Darmawan, 2022).

Discussions regarding green training as a behavioral driver also need to evaluate the boundaries of the effectiveness concept normatively. Effectiveness in an operational sense can be understood as the alignment between training objectives and task-relevant behavioral changes. However, behavioral change is influenced by many organizational factors. Therefore, claims about training must be formulated as relationships dependent upon reinforcement and job design. Within a normative framework, training is a necessary condition to build capability, but not a sufficient condition to ensure habits. Habits demand repetition and reinforcement. Consequently, effective green training is training that is integrated with the work system, possesses clear behavioral objectives, utilizes active methods, and is followed by follow-ups within the work unit. Standalone training tends to produce knowledge without habits. Furthermore, training that is overly idealistic without considering task realities can trigger resistance. Thus, normative assessment demands a

balance between aspiration and applicability. Training must encourage high standards, yet also provide practical steps that can be executed. Accordingly, the answer to the research problem confirms that green training and development shape behavior through learning mechanisms sustained by organizational reinforcement and the internalization of work norms, contingent upon system and leadership alignment. Confirming this systemic correlation proves the vital role of change management in forming solid organizational commitment (Mardikaningsih, 2024b). Aligning these expectations is also crucial in mitigating internal disputes triggered by clashes of operational values in the field (Mardikaningsih et al., 2021).

Green training and development can be positioned as a primary driver of employee environmental behavior changes when operating through several mutually reinforcing pathways. The first pathway is the competency pathway, which provides the knowledge and skills that allow eco-friendly actions to be performed correctly. The second pathway is the norm pathway, which involves the formation of shared standards and clear expectations within the work unit. The third pathway is the motivation pathway, characterized by the internalization of professional values and reinforcement through performance systems. The fourth pathway is the opportunity pathway, namely the availability of facilities and process designs that facilitate action. If these four pathways are aligned, behavior can shift from occasional actions into stable habits. If any single pathway is weak, behavioral change becomes fragile. This alignment also helps distinguish between compliance behaviors and initiative behaviors, as both require distinct combinations of these pathways. Compliance requires consistent standards and inspections. Initiative requires psychological safety, coaching, and space for improvement. Therefore, the conceptually justifiable answer is that green training shapes employee green behavior through task-based learning designs, transfer supported by supervisors and teams, and reinforcement integrated with procedures and performance appraisals. The integration of these four pathways is a tangible manifestation of aligning macro factors that enhance organizational effectiveness (Darmawan, 2024). Through the harmonization of competency, norm, motivation, and opportunity elements, the green human resource management function

will generate sustainable ecological impacts for the enterprise (Mardikaningsih, 2024a). The effective implementation of green training and development cannot stand alone as a standalone programme, but must be integrated through the harmonisation of competency pathways, standards, motivation and opportunities.

Conclusion

Green training and development are now viewed as strategic instruments for shaping employee pro-environmental behavior through a structured learning process. This approach focuses not merely on information dissemination, but on the systematic development of work competencies, the establishment of unit norms, and the strengthening of internalized professional responsibility. While training is significantly effective in increasing capability and awareness, stable behavioral change requires robust external support. The successful transfer of knowledge from the training room to daily routines depends heavily on the active role of supervisors, the support of positive team norms, and the provision of facilities and procedures that empower employees to implement pro-environmental actions in their workplace.

When designing effective training strategies, organizations must clearly distinguish between compliance behavior and initiative behavior. Compliance-based training requires clear standards, strict rules, and consistency in reinforcement to ensure that those standards are upheld by all members. Conversely, the development of initiative behavior demands a more dynamic approach, focusing on problem-solving skills, active coaching, and the creation of a psychological safety net that allows employees to innovate and voice suggestions. Alignment between behavioral goals, task-relevant learning methods, and integration with performance management systems and job design is a fundamental prerequisite to ensure that training does not merely result in theoretical knowledge, but truly transforms into permanent work habits.

Regarding practical implementation, organizations need to design task-based green training by establishing explicit behavioral goals and objectively observable indicators. Segmenting programs based on specific work roles is essential to ensure that the material is highly relevant and easily transferable to daily work contexts. Learning methods should shift

from traditional classroom lectures toward approaches that emphasize hands-on practice, realistic simulations, and operational problem-solving. In this way, participants can experience success in implementing eco-friendly practices without the fear that these actions will compromise the quality or efficiency standards already established by the organization.

As a final measure for sustainability, organizations must ensure consistent follow-up through supervisor coaching and the provision of adequate facilities so that opportunities for action remain accessible. Performance management systems also need to be updated by incorporating realistic environmental behavioral indicators, accompanied by specific and fair feedback to ensure that positive behaviors are consistently reinforced. Furthermore, continuous organizational development should facilitate a learning culture through forums for sharing best practices and responsive mechanisms to follow up on employee suggestions. Through this holistic approach, green training evolves from an incidental program into a comprehensive learning system that keeps pro-environmental habits alive and thriving within organizational routines.

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