

Answer All Questions.

Time: 03 Hours

Q1. Read the following Case Study and answer the questions given below.

There are four main groups of interlinked factors stimulating the growth of skills for green jobs: the changing environment; policy and regulation; green technology and innovation; and green markets. These are largely the same factors identified in the past, with some indirect shifts; new factors hardly feature. International agendas play a heightened role; green technologies continue to advance, linked to growth in consumer markets for green products and services (especially in higher-income countries); and in lower-income countries especially, issues of climate change vulnerability and adaptive measures have become more pressing.

The consequences of climate change are widespread and varied. The previous studies noted that climate change was the predominant factor in the changing environment as a driver of skills for green jobs, referring to increasing climate variability, reduction in biodiversity, concern over pollution and degradation of natural resources. The effects of a changing environment remain a key concern for developing countries especially. The physical environment is a key component of economic development and welfare. Therefore, countries that rely on natural resources for development – most of which are developing countries – are particularly vulnerable to current and future climatic changes. This observation applied in the past and remains pertinent today; however, some country reports reflect increased discussion of the changing environment within developed countries. This may be prompted by greater public awareness of environmental problems; improved evidence-based scientific understanding of climate change and environmental degradation; more critical and measurable environmental changes; and greater policy attention to and ownership of to these issues.

Countries whose economies rely on the exploitation of natural resources are facing increasing pressures of resource scarcity and severe environmental impacts as a result of intensive extraction and industrial processes. The impacts are particularly severe for developing countries owing to over-reliance on agriculture and extractive industries that cause deforestation, lake silting, lack of control of toxic pollutants and the release of GHG emissions. This damage to the material base of economic growth – the environment itself – is driving a shift to a “green economy” as a more sustainable form of development that does not rely on finite resources (such as oil and mineral extraction in Brazil) or cause negative environmental effects (such as deforestation in Ghana and Senegal). A focus on these less degrading forms of growth is driving the demand for the skills required in green jobs in renewable technologies and alternative forms of employment in service sectors rather than industry.

As well as increasing awareness of the environmental damage caused by extracting natural resources, climate change creates and exacerbates vulnerabilities. These may take the form of exposure to hazards (e.g. rising sea levels, droughts, floods, tropical cyclones etc.), sensitivity to hazards (e.g. reliance of economies on rain-dependent agriculture) and the capacity to adapt to hazards (determined by a range of interacting social, political and economic relations). In all these ways developing countries are especially vulnerable to the effects of climate change, which may explain in part why these effects are given more attention as drivers of skills for green jobs in developing countries.

Most countries have initiatives in place for skills anticipation in relation to skills for green jobs, although some are ad hoc rather than systematic. Active labour market policies (ALMPs) are not specifically targeting skills for green jobs. Countries do, however, mention broader objectives and future orientations for ALMPs, especially in ensuring a just and inclusive transition into a green economy, and targeting specific disadvantaged and vulnerable groups (unemployed people, indigenous populations, and women). In all these measures, broad groups of stakeholders are involved. An important role is played by employers’ and workers’ organizations in policy-making, and even more in policy implementation to work towards an inclusive and fair transition with an adequate supply of skills for green jobs.

Overall, however, skills for green jobs represent an important gap in the policy landscape, with most countries lacking policies that cover the topic systematically and comprehensively. Whatever the predominant national policy context, skills for green jobs are typically dealt with through a variety of strategies and plans related to particular sectors or regions, or undertaken as time-limited projects. A variety of actors are involved in such plans, including not just public authorities but also social partners and stakeholders from civil society, and business organizations & companies.

Case Study Questions:

(a) *Identify* the main issue of this case study and *suggest* a suitable title for this case study.

(05 Marks)

(b) *How* would you identify the skills needed for green jobs in a country or a region?

(05 Marks)

(c) In respect of skills for green jobs, *how* business organizations and companies are handling or responding this issue or problem? *Explain* your answer from the perspective of Green HRM.

(05 Marks)

(d) In handling (solving) the main issue/problem you have identified in this case study, *why* some organizations provide a proactive response to the trend towards a green economy? And also *why* some organizations take a reactive response? *Explain* your views.

(05 Marks)

(Total 20 Marks)

Q2.

(a) *Discuss* the requirements or preconditions needed to successfully implement Green HRM in Sri Lankan Organizations.

(10 Marks)

(b) *Discuss* the multiple outcomes of 'Green Training' by developing your own mind/concept map and *relate* or *expand* AMO Theory with your mind map based on your own creative ideas.

(10 Marks)

(Total 20 Marks)

Q3.

- (a) *Select* two Theories related with Green HRM and *explain* only the inputs and outputs of Green HRM from the view of the selected theories as shown in the following Table.

| No. | Theory | Inputs of Green HRM | Outputs of Green HRM |
|-----|--------|---------------------|----------------------|
| 01 | | | |
| 02 | | | |

(08 Marks)

- (b) You have given 11 concepts in the following Table. Based on these concepts, *formulate* four (4) separate meaningful conceptual models and briefly *explain* the relationships among the concepts in each model separately (You can use one concept repeatedly in other models as well).

| | |
|----|-------------------------------|
| 01 | Green HRM |
| 02 | Green Creativity |
| 03 | Green Innovation |
| 04 | Green Leadership |
| 05 | Green Organizational Culture |
| 06 | Green Work engagement |
| 07 | Organizational Sustainability |
| 08 | Pro-environmental behaviour |
| 09 | Ethical Leadership |
| 10 | Green Human Capital |
| 11 | Environmental Knowledge |

(12 Marks)

(Total 20 Marks)

Q4.

- (a) *Discuss* the positive impacts of Green Human Resource Management on following levels:

1. HRM field level
2. Employee level
3. Organizational level
4. National Level
5. Global Level

(10 Marks)

(b) *Explain* how an organization can transform its normal jobs into 'Green Jobs'? And *Illustrate* the contribution of HRM in this transformation process.

(10 Marks)

(Total 20 Marks)

Q5.

(a) *Differentiate* the following terms and *explain* how an organization can improve its employee green performance of job.

1. *Employee Performance of Job*
2. *Employee Green Performance of Job*

(10 Marks)

(b) *Differentiate* the following terms and *explain* how an organization's sustainability can be improved through Sustainable HRM.

1. *Organizational Sustainability*
2. *Sustainable Human Resource Management*

(10 Marks)

(Total 20 Marks)