

GREEN OFFICE EXPERIENTIAL LEARNING (GOEL): A CONCEPTUAL FRAMEWORK FOR DEVELOPING STUDENTS' PRO-ENVIRONMENTAL BEHAVIOUR

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Abstract: *The growing urgency of environmental sustainability has increased the responsibility of higher education institutions to prepare students not only with sustainability knowledge but also with the competencies and behaviours required to respond to environmental challenges. Although sustainability has increasingly been incorporated into higher education curricula, a persistent gap remains between learning about environmental sustainability and translating such knowledge into pro-environmental behaviour. Conventional classroom-based approaches may provide students with environmental knowledge, yet they may offer limited opportunities for students to experience how sustainability is operationalised within authentic organisational settings. This conceptual paper introduces Green Office Experiential Learning (GOEL), a proposed experiential learning approach that transforms authentic green office practices into meaningful learning experiences for students. Drawing primarily on Experiential Learning Theory and supported by Education for Sustainable Development and the Theory of Planned Behavior, the paper conceptualises how exposure to green office practices and green human resource management can provide students with concrete experiences, opportunities for reflection, sustainability-related conceptualisation, and opportunities to experiment with environmentally responsible practices. The proposed framework positions GOEL as a learning mechanism connecting organisational green practices with students' pro-environmental behaviour. The paper contributes conceptually by extending experiential learning into the green office context and by repositioning the workplace as a learning environment for sustainability. The framework offers implications for higher education institutions, educators and organisations seeking to develop environmentally responsible graduates and future employees.*

Keywords: *Green Office Experiential Learning; Green Office Practices; Green Human Resource Management; Pro-Environmental Behaviour*

Introduction

Environmental sustainability has become an increasingly important concern for organisations, governments and educational institutions (Figueiró et al., 2022; Angelaki et al., 2024). Climate change (Colombo et al., 2023), resource depletion (Alwali & Alwali, 2025), waste generation and environmental degradation (Mishra, 2025) have highlighted the need for changes not only in organisational systems but also in individual behaviours. While technological and organisational interventions can reduce environmental impacts, Čapienė et al (2022) and Aldawsari et al (2022) highlighted that the achievement of sustainability also depends substantially on individuals' willingness and ability to adopt environmentally responsible behaviours in everyday contexts. Consequently, developing individuals who are capable of understanding environmental challenges and translating sustainability principles into action has become an important educational priority (Oe et al., 2022; . Akinsemolu et al., 2025).

Higher education institutions have a particularly important role in this transformation because they prepare future professionals, managers and organisational leaders (Akour & Alenezi, 2022; Goulart et al., 2022; Ul Hassan et al., 2025). Universities are not only centres for knowledge creation but also environments in which students develop values, competencies and behavioural orientations that can influence their future professional practices (Mendes et al., 2025; Husin et al., 2025). Education for Sustainable Development (ESD) therefore increasingly emphasises the development of knowledge, skills, values, attitudes and capacities that enable learners to contribute to sustainable development rather than simply understand environmental problems (Akinsemolu et al., 2025; Huang et al., 2024). Sustainability education consequently needs to move beyond the transmission of environmental information towards learning experiences that encourage students to understand sustainability issues, critically reflect upon them and act accordingly (David, 2025; Sidiropoulos, 2022).

Despite this growing emphasis, a knowledge–action gap remains an important challenge in sustainability education. Students may demonstrate awareness of environmental issues without consistently engaging in pro-environmental behaviour (Yang et al., 2025; Huang & Liu, 2026). Recent research among university students indicates that environmental knowledge and awareness do not automatically translate into environmentally responsible behaviour, suggesting the importance of behavioural and contextual mechanisms in sustainability education (Mohammadi et al., 2023; Mendes et al., 2025; Zhang et al., 2025). Similarly, recent evidence demonstrates that experiential learning can provide opportunities for students to actively engage in behavioural change and develop sustainability-related competencies rather than merely acquire theoretical knowledge (Sundman et al., 2025; Algurén, 2025; Tutore et al., 2026).

Experiential learning is particularly relevant to sustainability because environmental responsibility is inherently practical (Daniels et al., 2025). David (2025) and Adib (2024) stressed that the students need opportunities to see how sustainability principles are implemented, experience the consequences of environmental decisions, reflect on organisational practices and test alternative approaches. Kolb's (1984) Experiential Learning Theory conceptualises learning as a cyclical process involving concrete experience, reflective observation, abstract conceptualisation and active experimentation. This perspective provides a strong foundation for connecting sustainability knowledge with behavioural development

because learning is understood as a process through which experience is transformed into knowledge and subsequently applied to new situations.

The workplace represents an underutilised context for this type of sustainability learning. Organisations increasingly adopt green office practices involving resource conservation, recycling, waste reduction, sustainable procurement, energy efficiency, responsible use of office equipment and environmentally responsible workplace routines. Green office practices can therefore provide visible and authentic examples of how sustainability is translated into everyday organisational activities. In the Malaysian context, green office initiatives have been associated with practices such as sustainable meetings, paper reduction and recycling, with evidence showing that institutionalised green office initiatives can contribute to resource conservation and behavioural change (Mohd Razali et al., 2022; Pasharibu et al., 2019).

Furthermore, organisational sustainability is not limited to physical infrastructure and operational practices. Human resource management plays an important role in developing and reinforcing environmentally responsible behaviour. Green Human Resource Management (GHRM) incorporates environmental considerations into human resource practices such as recruitment, training, employee involvement, performance management and organisational support for environmental objectives (Renwick et al., 2013). Existing studies have demonstrated relationships between GHRM and employee pro-environmental behaviour, particularly through mechanisms such as green organisational culture, green knowledge and employee involvement (Ahmad et al., 2023; Xie et al., 2023). These findings suggest that sustainability is shaped not only by what organisations implement but also by how people are encouraged and supported to participate in environmental practices.

However, the existing literature has largely examined green office practices and GHRM from an organisational or employee perspective, while sustainability education research has predominantly examined the educational environment (Saad et al., 2025; Aboramada, 2022). As supported by Sahan et al. (2025) and Miah et al (2024), the potential intersection between these two domains remains insufficiently conceptualised. In particular, limited attention has been given to how authentic green workplace practices can be deliberately transformed into learning experiences for students before they enter the workforce (Kayanja et al., 2025).

This paper addresses this gap by introducing Green Office Experiential Learning (GOEL) as a conceptual approach that connects authentic organisational sustainability practices with higher education learning. GOEL is defined in this paper as a structured experiential learning approach in which students engage with, observe, analyse, reflect upon and apply authentic green office practices and people-management practices to develop sustainability-related knowledge, competencies and pro-environmental behaviour.

The central premise of GOEL is that a green office should not only be viewed as a workplace that reduces environmental impact. It can also function as a living learning environment in which students experience how sustainability is implemented through daily organisational practices. In this sense, GOEL extends green office practices from an operational sustainability mechanism into an educational mechanism. Accordingly, this conceptual paper aims to develop a framework explaining how green office practices and GHRM can create authentic learning experiences that contribute to students' pro-environmental behaviour. Specifically, the paper

seeks to: (1) conceptualise GOEL as an experiential sustainability learning approach; (2) integrate green office practices and GHRM into the experiential learning process; and (3) propose a conceptual relationship between GOEL and students' pro-environmental behaviour.

The paper contributes to the literature in three ways. First, it introduces GOEL as a new conceptual bridge between sustainability education and workplace sustainability. Second, it extends the application of Experiential Learning Theory by positioning the green office as an authentic learning environment. Third, it provides a framework through which higher education institutions and organisations can collaborate to develop graduates who are not only environmentally knowledgeable but also capable of translating sustainability principles into everyday behaviour.

Theoretical Foundation

Experiential Learning Theory

This study is primarily grounded in Kolb's (1984) Experiential Learning Theory (ELT). Experiential learning conceptualises learning as a process through which knowledge is created through the transformation of experience. Rather than viewing learning as the passive acquisition of information, ELT emphasises the interaction between experience, reflection, conceptualisation and action.

Kolb's experiential learning cycle consists of four interrelated stages: Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualisation (AC), and Active Experimentation (AE). Concrete experience occurs when learners encounter or participate in a real situation. Reflective observation involves examining and interpreting that experience. Abstract conceptualisation occurs when learners develop or refine concepts based on their reflection. Finally, active experimentation involves applying newly developed knowledge or ideas to subsequent situations (Kolb, 1984).

The four stages provide a particularly appropriate foundation for GOEL. Students may first experience an authentic green office through activities such as observing energy-saving practices, participating in recycling activities, examining sustainable procurement processes or analysing environmentally responsible office routines. This represents the concrete experience stage. Students then reflect upon why the practices are implemented, what environmental problems they address and whether the practices are effective. Through this reflection, students develop conceptual understanding of sustainability and organisational environmental management. Finally, students can experiment by proposing, implementing or practising improved green behaviours within their learning environment.

Thus, GOEL translates Kolb's experiential learning cycle into a sustainability-oriented context: it starts with the Concrete Experience, and it move to Reflective Observation. After that, the process of Abstract Conceptualisation then it turns to Active Experimentation. Finally, it reached to the New Experience. This cycle is important because environmental behaviour is unlikely to develop solely from exposure to environmental information. Students require opportunities to experience sustainability in practice, question existing practices, understand the rationale behind them and subsequently apply their learning.

Recent research supports the relevance of experiential learning to sustainability education. Alguren (2025), for example, found that an experiential learning approach enabled students to engage directly with pro-environmental behaviour change and supported the development of sustainability competencies. This provides empirical support for the conceptual argument that sustainability learning can benefit from moving beyond knowledge acquisition towards active behavioural experience.

Education for Sustainable Development

The second theoretical foundation is Education for Sustainable Development (ESD). ESD The second theoretical foundation is Education for Sustainable Development (ESD). ESD emphasises education that equips learners with the knowledge, competencies, values and capacities necessary to contribute to sustainable development. UNESCO (2017, 2020) highlights the importance of transformative learning experiences that enable learners to understand sustainability challenges and participate in creating more sustainable futures.

ESD is relevant to GOEL because the proposed framework emphasises learning through sustainability practice rather than learning about sustainability alone. A green office provides a practical setting in which sustainability concepts can be observed and interpreted. Students can therefore connect abstract sustainability concepts such as resource conservation, waste minimisation, environmental responsibility and sustainable consumption to real organisational situations. The ESD perspective further supports the development of sustainability competencies, including systems thinking, strategic thinking, collaboration, critical thinking and the capacity to translate knowledge into action (Wiek et al., 2011). GOEL therefore complements ESD by providing an experiential context through which these competencies can be developed.

Theory of Planned Behavior

The Theory of Planned Behavior (TPB) provides an additional theoretical perspective for explaining the behavioural outcome of GOEL. According to Ajzen (1991), behaviour is influenced by behavioural intention, which is shaped by attitudes, subjective norms and perceived behavioural control. The theory has been widely applied to understand environmentally responsible behaviour. The relevance of TPB to GOEL lies in the proposed transition from learning experience to behavioural action. Students who experience authentic green practices may develop more favourable attitudes towards environmentally responsible behaviour. Observing organisational expectations and practices may also strengthen perceptions that green behaviour is socially desirable. Moreover, practising environmental behaviours can increase students perceived behavioural control by giving them practical knowledge and confidence to perform such behaviours. GOEL can therefore provide a bridge between experience and behavioural intention, helping explain how sustainability learning may ultimately contribute to pro-environmental behaviour.

Literature Review

Green Office Experiential Learning (GOEL)

Green Office Experiential Learning is proposed as a new conceptual construct that integrates experiential learning with green office practices. The concept emerges from the recognition that sustainability learning is more meaningful when learners are exposed to authentic

environmental practices rather than relying exclusively on conventional classroom-based instruction (Demssie et al., 2023). In this paper, GOEL is defined as a structured learning process in which students engage with authentic green office practices, reflect on their environmental implications, conceptualise sustainability principles and actively apply green behaviours within and beyond the learning environment.

The distinguishing characteristic of GOEL is therefore the combination of authenticity, participation, reflection and application. Authenticity means that students encounter actual organisational sustainability practices rather than hypothetical examples (Asgarova et al., 2023; Hohrath et al., 2024). Participation means that students are actively involved in observing, analysing or performing sustainability-related activities. According to Holdo (2023), reflection enables students to critically evaluate what they have experienced, while application allows them to transfer their learning to other situations. GOEL may involve activities such as workplace observation, green office audits, energy conservation exercises, waste management activities, sustainable meeting practices, green procurement analysis, recycling initiatives, environmental reporting, interviews with sustainability personnel and development of proposals to improve organisational environmental practices.

The concept is consistent with the increasing recognition that sustainability education should facilitate behavioural learning outcomes. Recent research shows that experiential learning can help students engage directly in pro-environmental behaviour change and develop sustainability competencies (Algurén, 2025). Therefore, GOEL extends the experiential learning approach by using the office environment as a real-world context for sustainability learning. Importantly, GOEL does not conceptualise the green office merely as a physical location. Rather, it treats the green office as a living laboratory for sustainability learning. The office becomes a space where students can see how environmental principles are translated into organisational routines and where they can critically examine the challenges involved in implementing sustainability.

Green Office Practices (GOP)

Green Office Practices refer to environmentally responsible practices implemented within office environments to reduce resource consumption, waste and environmental impact. Such practices can involve paper conservation, recycling, responsible waste management, energy efficiency, sustainable procurement, environmentally responsible use of equipment, sustainable transportation, green meetings and employee participation in environmental initiatives. Research on green offices has demonstrated that office sustainability is not limited to infrastructure but also involves everyday behaviours and organisational processes. Mohd Razali et al. (2022), for example, identified sustainable transportation, recycling, resource conservation and eco-labelling as important dimensions of the green office concept. Similarly, green office initiatives in higher education have demonstrated how institutionalised practices such as sustainable meetings, paper conservation and recycling can support resource conservation and behavioural change (Pasharibu et al., 2019).

More recent conceptual work further emphasises that green office practices should be understood as a combination of operational, managerial and behavioural dimensions. Green offices involve not only physical or technical interventions but also organisational governance, employee participation, communication, leadership and environmental culture (Starc, 2026).

For GOEL, GOP represents the source of authentic learning experiences. Students can observe and interact with sustainability practices and subsequently analyse their environmental, organisational and behavioural implications. The green office therefore provides a practical setting in which students can move from theoretical sustainability concepts to real-world understanding. Accordingly, GOP is conceptualised not merely as an organisational environmental intervention but as an experiential learning resource. When appropriately structured by educators and organisational partners, everyday green office practices can become educational experiences that facilitate students' sustainability learning.

Green Human Resource Management (GHRM)

Green Human Resource Management refers to the integration of environmental considerations into human resource management policies and practices (Veerasamy et al., 2024; Shah & Soomro (2023). GHRM may include green recruitment and selection, green training and development, green performance management, green rewards, employee involvement and leadership practices that support environmental sustainability (Renwick et al., 2013).

The significance of GHRM lies in its capacity to connect organisational sustainability objectives with employee behaviour (Ali et al., 2024). Environmental practices may not achieve their intended outcomes if employees do not understand, support or participate in them. Therefore, GHRM provides mechanisms for developing employee environmental knowledge, skills, motivation and participation. Empirical studies provide evidence of the relationship between GHRM and pro-environmental behaviour. Ahmad et al. (2023) found that GHRM practices, including green training and involvement, green performance management and compensation, and green transformational leadership, contribute to green organisational culture and workplace pro-environmental behaviour. Similarly, Xie et al. (2023) demonstrated that GHRM practices can encourage pro-environmental behaviour, while more recent research has highlighted green mindfulness and knowledge sharing as mechanisms linking GHRM with environmentally responsible behaviour (Zhang et al., 2025).

GHRM is particularly relevant to GOEL because students are prospective employees and future organisational decision-makers. Exposure to GHRM enables students to understand that sustainability is not solely an environmental or operational issue but also a people-management issue (Al-Alawneh, 2024). For example, students may examine how organisations provide green training, communicate environmental expectations, involve employees in sustainability initiatives or recognise environmentally responsible behaviour. Such exposure can help students understand how organisational systems shape individual behaviour. Therefore, GHRM is positioned in the GOEL framework as an organisational and people-management context that enriches students' authentic sustainability learning. Through exposure to GHRM, students can understand how organisational policies and human behaviour interact to achieve environmental objectives.

Students' Pro-Environmental Behavior

Pro-environmental behavior (PEB) refers broadly to behaviour undertaken by individuals that seeks to reduce negative environmental impacts or benefit the natural environment (Steg & Vlek, 2009). Such behaviour may include conserving energy and water, reducing waste, recycling, avoiding unnecessary consumption, using resources responsibly and supporting environmentally sustainable practices (Chen et al, 2025; Gopal et al., 2026; Foster et al., 2022).

In higher education, students represent an important population for sustainability intervention because they are future professionals, consumers and community members. Universities can influence students' environmental behaviour not only through formal curricula but also through the institutional environment in which learning takes place.

Research indicates that student environmental awareness does not necessarily guarantee pro-environmental action. Mohammadi et al. (2023) highlighted the importance of student pro-environmental behaviour to university sustainability and demonstrated that student behaviour represents an important component of sustainable university development. More recent research has also identified a knowledge–action gap in which environmental knowledge may not automatically translate into environmentally responsible behaviour (Colombo et al., 2023). This gap reinforces the importance of learning approaches that provide students with opportunities to practise environmental behaviour. Experiential learning may help students overcome psychological and practical barriers by allowing them to experience environmental behaviour directly and reflect upon the outcomes (Algurén, 2025).

In the proposed GOEL framework, PEB is therefore conceptualised as the ultimate behavioural outcome of sustainability-oriented experiential learning. Students are expected to develop environmentally responsible behaviours not simply because they have acquired sustainability knowledge, but because they have experienced, reflected upon and practised sustainability in authentic contexts.

Proposed Conceptual Framework

Based on the literature and theoretical foundations discussed above, this paper proposes that green office practices and GHRM can provide authentic sustainability experiences that stimulate students' experiential learning and ultimately contribute to their pro-environmental behaviour. Green office practices provide observable and actionable examples of sustainability within organisational environments (Starc et al., 2026; Juicharoen et al., 2025). When students are exposed to practices such as recycling, resource conservation, energy saving, sustainable meetings and environmentally responsible resource use, they obtain concrete experiences that can be examined through an educational process. The importance of authentic experience is consistent with ELT, which suggests that learning begins with concrete experiences that are subsequently transformed through reflection and conceptualisation (Kolb, 1984). Therefore, green office practices can provide the experiential foundation for GOEL.

GHRM provides a people-oriented dimension to organisational sustainability. Through green training, employee involvement, environmental communication, performance management and organisational support, GHRM demonstrates how environmental sustainability can be embedded into human behaviour and organisational processes (Veerasamy et al., 2024; Al-Alawneh et al., 2024). For students, exposure to GHRM can provide opportunities to understand the relationship between people management and environmental sustainability. Students may observe how organisations communicate green expectations, develop environmental competencies and encourage employees to participate in sustainability initiatives (Pons et al., 2024; Dalla Valle et al., 2024). Such exposure provides an authentic context for reflection and conceptualisation.

GOEL is expected to influence students' pro-environmental behaviour because it provides opportunities for students to move from passive knowledge acquisition towards active engagement (Salick et al., 2024). Through the experiential learning cycle, students encounter green practices, reflect on their meaning, develop sustainability concepts and experiment with environmentally responsible behaviours. Recent empirical evidence supports the relevance of experiential learning to behavioural outcomes. Algurén (2025) found that experiential learning enabled students to directly engage in pro-environmental behaviour change and supported the development of sustainability competencies. From the TPB perspective, GOEL may also strengthen favourable environmental attitudes, perceived social expectations and perceived behavioural control. Consequently, students may become more willing and capable of performing environmentally responsible behaviours.

The central contribution of the framework is the proposition that GOEL functions as a mechanism connecting organisational sustainability practices with students' behavioural outcomes. Green office practices alone may demonstrate that sustainability is possible, but exposure does not necessarily result in learning or behavioural change. Similarly, GHRM practices may demonstrate how employees are encouraged to behave sustainably, but students require opportunities to interpret and internalise these practices. GOEL provides this missing mechanism. It transforms organisational sustainability practices into structured learning experiences through observation, participation, reflection, conceptualisation and experimentation. Thus, the framework proposes that the influence of GOP and GHRM on students' PEB may occur partly through GOEL. The proposed conceptual relationship is:

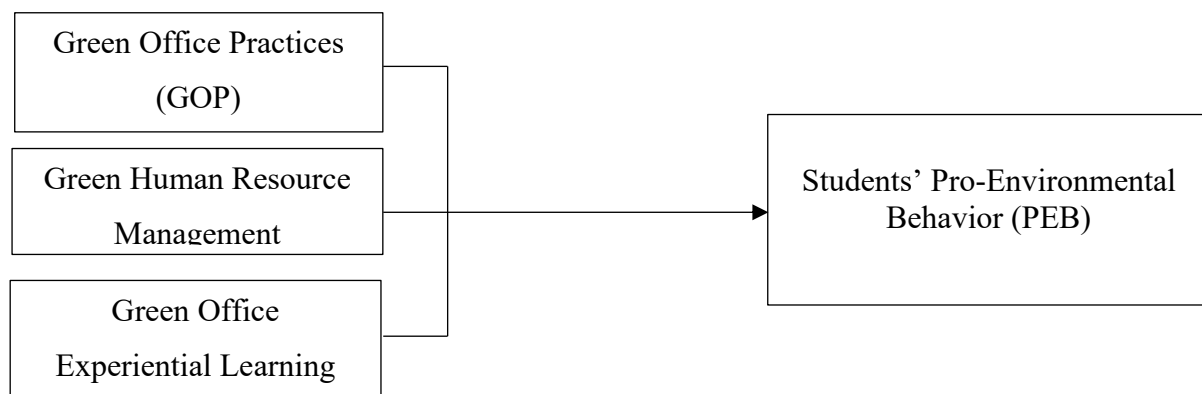


Figure 1: Research Framework

Methodology

Research Design

This paper adopts a conceptual research design based on an integrative review and synthesis of literature relating to experiential learning, sustainability education, green office practices, green human resource management and pro-environmental behaviour. A conceptual approach is appropriate because the purpose of the paper is to develop and articulate a new framework rather than empirically test predetermined relationships.

The conceptual development process involved three stages. First, relevant theoretical foundations were identified to explain the learning and behavioural processes underlying the

proposed framework. Second, literature relating to the four major domains that is GOEL, GOP, GHRM and PEB was reviewed and synthesised. Third, the identified concepts were integrated into a conceptual framework and research propositions. The approach allows findings from educational, organisational sustainability and human resource management literature to be connected in order to develop a new interdisciplinary perspective on sustainability learning.

Conceptual Synthesis

The conceptual synthesis was guided by three questions:

1. How can authentic green office practices function as learning experiences for students?
2. How can GHRM contribute to students' understanding of organisational environmental responsibility?
3. How can experiential learning translate sustainability experiences into students' pro-environmental behaviour?

The synthesis indicates that GOP and GHRM can provide authentic organisational sustainability contexts, while ELT explains the process through which students transform these experiences into learning. PEB represents the behavioural outcome of the proposed learning process. The resulting framework therefore conceptualises GOEL as the central mechanism between authentic organisational sustainability practices and students' pro-environmental behaviour.

Discussion and Practical Implications

Theoretical Implications

The proposed framework makes several theoretical contributions. First, it extends Experiential Learning Theory into the domain of workplace sustainability education. Although experiential learning has been widely applied in education, the proposed GOEL framework specifically positions the green office as an authentic learning environment. Second, the framework contributes to sustainability education by connecting organisational sustainability practices with student learning. Existing research often examines sustainability education and organisational sustainability separately. GOEL connects these domains by suggesting that organisations can become learning environments where students develop sustainability competencies before entering the workforce.

Third, the framework contributes to the literature on pro-environmental behaviour by highlighting experience as a potential mechanism between environmental knowledge and behaviour. This is important because sustainability education faces a persistent challenge in translating awareness into action. By incorporating direct experience, reflection and experimentation, GOEL provides a possible mechanism for narrowing the knowledge–action gap. Fourth, the framework broadens the role of GHRM. Traditionally, GHRM research focuses on employees and organisational outcomes. GOEL proposes that GHRM practices can also serve as educational resources for students as prospective employees and future organisational leaders.

Implications for Higher Education Institutions

Higher education institutions can use GOEL to complement conventional sustainability education. Rather than limiting sustainability learning to lectures, presentations or written

assignments, educators can expose students to actual green office environments and organisational sustainability practices. For example, students may conduct green office observations, perform environmental audits, analyse resource-use practices, interview sustainability personnel, examine green HR policies or develop recommendations for improving workplace sustainability.

Universities can also establish partnerships with organisations that have implemented green workplace initiatives. Such partnerships can provide students with access to authentic organisational settings and allow them to observe the complexities of sustainability implementation. The approach is consistent with the idea that universities can function as catalysts for sustainability. Green Office initiatives can involve students and staff in sustainability activities and can connect sustainability education with institutional practices (UNESCO, 2018).

Implications for Educators

For educators, GOEL provides a structured approach for transforming ordinary workplace sustainability practices into learning activities. The key is not simply to expose students to a green office but to structure the experience according to the experiential learning cycle. The Concrete Experience stage involves students visiting or observing a green office to gain direct exposure to sustainable workplace practices. During Reflective Observation, students reflect on the environmental practices observed, including the challenges faced in implementing them. In the Abstract Conceptualisation stage, students connect their observations with relevant sustainability and management theories. Finally, through Active Experimentation, students develop or implement a green office improvement proposal based on their learning and observations. This approach can also support authentic assessment. Students can be assessed through green office audits, sustainability reports, reflective journals, improvement proposals, presentations or implementation projects. Consequently, GOEL can support the development of sustainability competencies such as systems thinking, critical thinking, collaboration, strategic thinking and action-oriented learning.

Implications

Organisations can benefit from viewing their sustainability initiatives as opportunities for education and knowledge sharing. Green office practices and GHRM initiatives can be opened to students through workplace visits, internships, industry-based projects, sustainability audits and collaborative learning activities. Organisations can also collaborate with universities to provide students with real sustainability challenges. Students may analyse resource consumption, propose waste reduction strategies, examine green HR initiatives or develop communication campaigns for employee environmental awareness. Such collaboration creates mutual benefits. Students gain authentic workplace experience, while organisations gain access to new ideas and potential future employees with stronger sustainability competencies. GOEL is also particularly relevant to graduate employability because sustainability is increasingly becoming part of organisational decision-making and professional responsibility. Future employees are expected not only to perform technical tasks but also to understand how their decisions influence environmental and social outcomes. By experiencing green workplace practices before entering employment, students can develop a practical understanding of how sustainability is integrated into organisational operations and human resource management.

This may contribute to the development of graduates who are more prepared to participate in sustainability initiatives within their future workplaces.

Conclusion

This conceptual paper introduced Green Office Experiential Learning (GOEL) as a proposed framework for developing students' pro-environmental behaviour through authentic workplace sustainability experiences. The framework responds to the need to move sustainability education beyond the transmission of environmental knowledge towards learning approaches that enable students to experience, reflect upon and practise sustainability. Drawing primarily on Kolb's Experiential Learning Theory, the framework conceptualises green office practices and green human resource management as sources of authentic sustainability experiences. Through the stages of concrete experience, reflective observation, abstract conceptualisation and active experimentation, these experiences can be transformed into sustainability knowledge, competencies and behavioural orientations. The framework subsequently proposes that GOEL contributes to students' pro-environmental behaviour.

The principal contribution of the framework is the repositioning of the green office from being solely an organisational sustainability mechanism to also being an experiential learning environment. This creates an important connection between higher education and the workplace. Rather than teaching students only *about* sustainability, GOEL encourages students to *experience sustainability in practice*.

The proposed framework also provides a basis for stronger university–industry collaboration. Higher education institutions can work with organisations to provide students with authentic sustainability experiences, while organisations can contribute real-world knowledge, practices and challenges. Such collaboration can support the development of graduates who are better prepared to act as environmentally responsible employees, managers and future organisational leaders. Nevertheless, the framework is conceptual and therefore requires empirical validation. Future studies could operationalise GOEL and examine its relationships with green knowledge, environmental attitudes, sustainability competencies, behavioural intentions and actual pro-environmental behaviour. Quantitative studies could test the proposed propositions using survey or experimental designs, while qualitative and mixed-method studies could explore students' experiences of participating in authentic green office activities. Longitudinal research would also be useful to determine whether GOEL produces sustained behavioural changes beyond the classroom.

Overall, GOEL provides a foundation for reconceptualising sustainability education as an experiential, authentic and action-oriented process. Its central proposition is that when students experience sustainability within real organisational environments, reflect upon those experiences and actively apply what they learn, the green office can become more than a place of work, but it can become a place of learning for sustainable behaviour.

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