

WORKSHEET 1 (page 10 of Practitioner)

Skills of a change maker

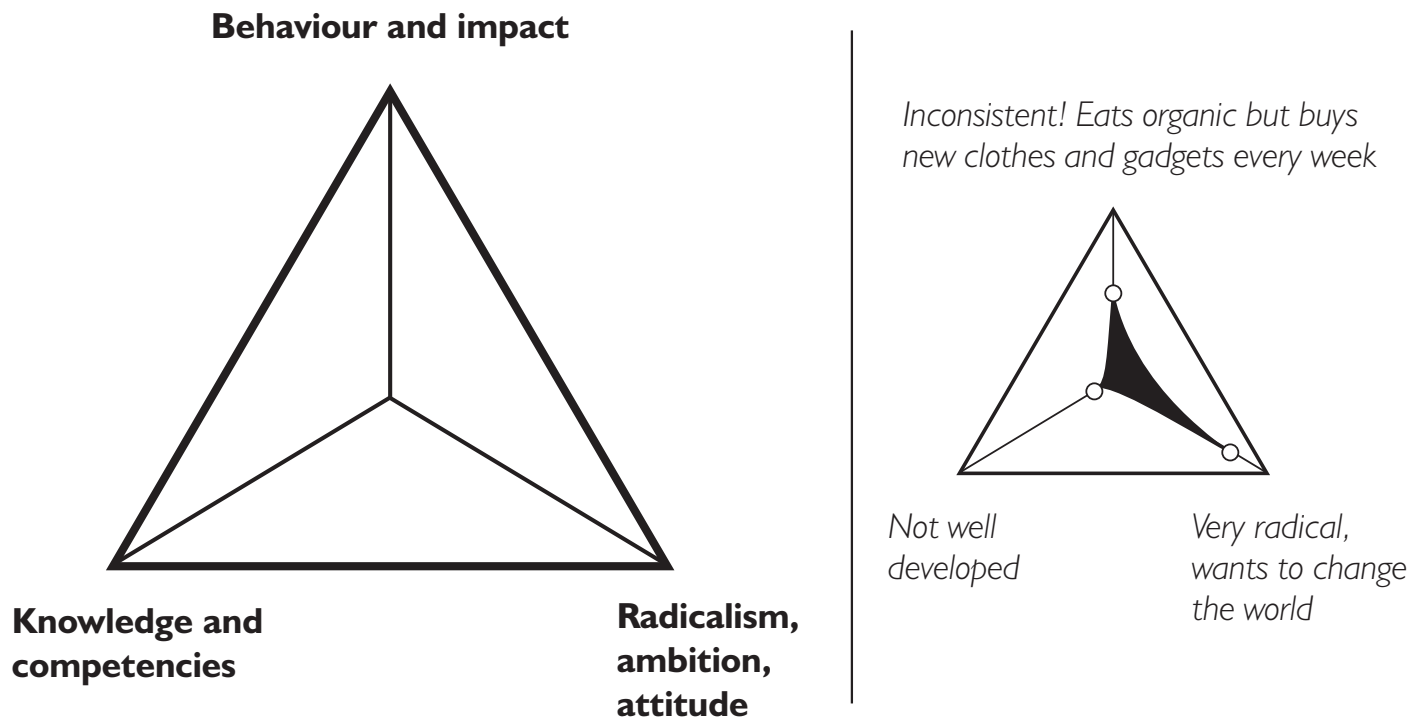
Which of these come easily to you now, and which do you need to work on?

| Helping others to rise to the challenge | |
|---|---------------------------------|
| I do these aspects easily and well | I need to work on these aspects |
| Communicating well | |
| I do these aspects easily and well | I need to work on these aspects |
| Using tools and approaches to analyse and communicate | |
| I do these aspects easily and well | I need to work on these aspects |
| Seeing things differently | |
| I do these aspects easily and well | I need to work on these aspects |
| Flexibility and opportunism | |
| I do these aspects easily and well | I need to work on these aspects |

WORKSHEET 2 (page 23 of Practitioner)

Sustainable development – where are you?

You can plot where you are on the lines radiating out from the centre of the left hand diagram; for example, the right hand diagram represents what a radicalised teenager might look like.



Knowledge and competencies: assess yourself against IEMA's Criteria for Associate Membership

Behaviour and impact: assess yourself against an eco-footprint questionnaire, like the one at www.myfootprint.org

Radicalism, ambition, attitude: assess yourself against "what shade of green are you?" at www.open2.net/environment/quiz2.htm

WORKSHEET 3 (page 29 of Practitioner)

Personal power and resources of a change maker

| Source of power | What power do you have? |
|--|-------------------------|
| <p>1. Resources eg power over budgets, equipment, staff resources and information. Do you have a formal right to control others? Can you influence the rewards and sanctions that other people get?</p> | |
| <p>2. Processes eg power to put things on the agenda, control decision-making processes, change criteria and decide who gets involved.</p> | |
| <p>3. Meaning eg power to put things into internal and external communications channels (like a website, newsletter and training programme), ability to 'speak the same language' as the people you want to influence and good persuasion and communication skills.</p> | |
| <p>4. System eg being in tune with the established system, values, structures and so on. Do you have access to the powerful decision makers or politically powerful in your organisation?</p> | |
| <p>5. Confidence eg being confident that others will not stereotype or ignore you – because of your age, gender, ethnic origin, professional background and tendency to wear sandals.</p> | |
| <p>6. Freedom eg your freedom to walk away if you don't get what you want, or it all goes horribly wrong.</p> | |
| <p>7. Scarcity eg what your organisation values you for, which is in short supply. This might be your skills, knowledge, abilities, or it might be that you are a valuable 'token', embodying something that the organisation says it values.</p> | |
| <p>8. Time and enthusiasm eg your willingness to put extra time and effort into creating change and making it succeed.</p> | |
| <p>9. Charisma eg how easy you find it to get people to listen to you, to trust you and to follow you.</p> | |
| <p>10. Credibility and track record eg the level of respect you get from people for your formal qualifications and your other achievements.</p> | |
| <p>11. Expertise eg your specialisms, and what level of expertise you have in a technical area, a profession or in interpersonal skills.</p> | |
| <p>12. Group support eg the group of people who support you and your ideas, its size and influence.</p> | |
| <p>13. Control over information eg useful information which can be either generated within the organisation, or which you are able to bring in from outside.</p> | |
| <p>14. Political access eg your connections to the movers and shakers inside and outside your organisation, the important people whose help you can call on.</p> | |

WORKSHEET 4 (page 32 of Practitioner)

Future Perfect

| | |
|---|--|
| Step one | Imagine that you are doing your job in as sustainable a way as possible - the 'future perfect'. Think about what you'd see, hear, touch, smell, sense, say and be doing. Get a picture of it in your mind. Really feel your way into it. Describe it to yourself. |
| Step two | On a scale of one to ten, where ten is the 'future perfect', where are you now? |
| Step three | <p>Ask yourself, or the others in the group, some future-focused and positive questions, like these:</p> <ul style="list-style-type: none"> • What's helping you to reach that level already? • What would take you a small step (say, one point) higher? • What would be the first tiny signs of progress? • Suppose the 'problem' vanished overnight, how would you know tomorrow that the transformation has happened? • How would others know? • What would you be doing? • When and where does the future perfect happen already, even a little bit? |
| Out of this, ideas will flow for improving your own environmental and social impacts at work, and making it easier for others to do so too. | |

WORKSHEET 5 (page 34 of Practitioner)

Sustainable development and your organisation

Ask yourself about how well sustainable development concepts and commitments are integrated into the mainstream in your organisation

| | Is sustainable development in here formally? Where? | Is it integrated and lived, or is it just 'on paper'? Where is it most 'lived' and where is it mere lip-service? | Is it lived without being 'on paper'? Where does this happen most? Why isn't it formalised? |
|--|---|--|---|
| Vision, long term goals, purpose or mission, statement of values, brand or image | | | |
| Objectives and targets | | | |
| Monitoring, measuring, assessing and rewarding performance | | | |
| Skills, competencies, professional development | | | |

WORKSHEET 6 (page 38 of Practitioner)

Sustainable development and your external context

Use this tool to identify things that are going on in your context which will make a difference to your organisation's ability to move onto a sustainable development path.

| | |
|---|--|
| <p>P – Political: what's on the political agenda? What are politicians trying to do?</p> | |
| <p>E – Economic: what's the local, national and global economy doing?</p> | |
| <p>S – Sociological: what are the trends in society? What are the significant social impacts of the organisation (positive and negative)?</p> | |
| <p>T – Technological: what's being used? What's on the way out? What's emerging?</p> | |
| <p>L – Legal: what laws are relevant to the organisation? What's on the way in?</p> | |
| <p>E – Environmental: what are the significant environmental aspects and impacts (positive and negative)? What environmental limits will become an issue soon? And in the longer term?</p> | |

WORKSHEET 7 (page 41 of Practitioner)

Your mandate and change opportunities

Where are you, on this matrix?

| Your mandate | | Change | | |
|-------------------------|--------|---|---|--|
| | | None | Weak | Strong |
| Sustainable development | None | <p>No mandate on change or sustainable development.</p> <p>Seek out staff councils, working groups, consultation processes, champions networks etc and get involved in them. If there aren't any, start something up. Show that it's not just those with formal responsibility who are keen on the green stuff.</p> | <p>No mandate on sustainable development, and a weak mandate on change.</p> <p>You're involved in change, strategy or learning in the organisation in some way. Seek out ways of building sustainability thinking into the work you're doing anyway.</p> | <p>A strong change mandate, but no sustainable development mandate.</p> <p>Invite stakeholders, internal and external experts to help inject sustainability thinking into your change programme. Use a ready-made approach such as The Natural Step framework. Grow your sustainable development skills through professional qualifications, courses or action learning.</p> |
| | Weak | <p>A weak sustainable development mandate, and no change mandate.</p> <p>Get yourself, or those with stronger expertise or mandate on sustainable development, invited onto working groups and change teams. Seek out those who are working on change, learning and strategy, and show them how sustainable development can help them do their jobs better.</p> | <p>A weak sustainable development mandate and a weak change mandate.</p> <p>The mandate may be weak, but it's there! Find the initiatives or approaches most likely to work for you and your organisation, and take them forward.</p> | <p>A weak sustainable development mandate and a strong change mandate.</p> <p>Seek out ways of building the sustainability thinking in, using internal or external experts, stakeholders and ready-made approaches such as The Natural Step framework.</p> |
| Sustainable development | Strong | <p>A strong sustainable development mandate, and no change mandate.</p> <p>Get yourself invited onto working groups and change teams. Seek out those who are working on change, learning and strategy, and show them how sustainable development can help them do their jobs better. Get geared up to be part of the change or strategy team – through professional qualifications, courses or action learning.</p> | <p>A strong sustainable development mandate, and a weak change mandate.</p> <p>You have some involvement in change, strategy or learning. Grow your change skills. Find others who have a stronger mandate on change, and work to show them how sustainability thinking can help them do their jobs better.</p> | <p>A strong sustainable development mandate and a strong change mandate.</p> <p>Bingo! Just do it.</p> |

WORKSHEET 8 (page 48 of Practitioner)

Barriers to change

In my own field, the barriers to change in each quadrant are:

| | |
|---|---|
| <p>1. Individual subjective Personal values, world view, assumptions etc</p> | <p>2. Individual objective The limits of one's role or authority, skills, resources, knowledge etc</p> |
| <p>3. Collective subjective Group culture, shared mind-sets, shared norms, predominant fashion or beliefs.</p> | <p>4. Collective objective Political, economic, social, technological, legal, environmental.</p> |

WORKSHEET 9 (page 73 of Practitioner)

Change SWOT

| | | |
|--|--|---|
| <p>The change I want to make Your notes</p> | | |
| | <p>Positives</p> | <p>Negatives</p> |
| <p>Internal to the organisation</p> | <p>Strengths (eg cost reduction, legal compliance, organisational commitment, enthusiasm and track record) Your notes</p> | <p>Weaknesses (eg lack of resources, technical difficulty, up-front cost and lack of expertise) Your notes</p> |
| <p>External to the organisation</p> | <p>Opportunities (eg stakeholder interest, reputational benefits, investor or funder approval and market demand) Your notes</p> | <p>Threats (eg competing product and lack of supplier availability) Your notes</p> |

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Stakeholder mapping

Once you've identified people with a stake in the change, map them on this matrix.

| | | | |
|---|------|---|--|
| Likelihood of the change having an impact on them | High | Take their concerns and needs into account. | Very important to take their concerns and needs into account, and win them over. |
| | Low | Less of a priority, but keep under review. | Win them over. |
| Stakeholder mapping | | Low | High |
| Ability to influence the change | | | |

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How will you know if change is happening?

Think about the evidence you will look for, that will let you know what's changing and how

| Significant element of the change | The evidence I will look for |
|---|------------------------------|
| Direct environmental and social impacts | |
| What the organisation is like | |
| The people, the other players | |
| The external context | |
| Other | |

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Planning your communications with key players and stakeholders

When you've identified the people you need to persuade, think about the kinds of arguments that will appeal to them (the benefits they'd get from the change) and consider the style of approach which would suit them.

| Who I need to persuade | What might make them enthusiastic? | What style or approach is most likely to work? |
|------------------------|------------------------------------|--|
| | | |
| | | |
| | | |
| | | |
| | | |

WORKSHEET 13 (cont)
(page 132 of Practitioner)

Understanding your organisational culture PAGE 2 of 3

| | |
|----------------------------------|---|
| Organisational structures | <ul style="list-style-type: none"> • Are the structures more mechanistic (rigid) or organic (flexible to the task)? • Are the structures more flat or more hierarchical – where are the extremes? • Are the structures more formal or informal – where are the extremes? • Do the structures encourage collaboration or competition? • What type of power structures do the organisational structures support? |
|----------------------------------|---|

Where I am, this is what I notice about the organisational structure:

| | |
|------------------------|--|
| Control systems | <ul style="list-style-type: none"> • What are the things that are most closely monitored and controlled? • Is more emphasis put on reward or on punishment? Where are the extremes? • Are controls related more to historical events or to current strategies and plans? • Do people think there are too many or too few controls? |
|------------------------|--|

Where I am, this is what I notice about control systems:

| | |
|-------------------------|--|
| Power structures | <ul style="list-style-type: none"> • What are the leader(s)'s core beliefs? • How strongly held are these beliefs? • How is power distributed through the organisation? • Who holds up change? |
|-------------------------|--|

Where I am, this is what I notice about the power structures:

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Understanding your organisational culture PAGE 3 of 3

And then ask yourself about the overall pattern:

- What is the dominant paradigm?
- How easy is it to change?
- What are the links, patterns or contradictions in the separate elements of the web?

Where I am, this is what I notice about the overall pattern:

These are my thoughts about the implications for sustainable development: