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THE INSTITUTE OF ENVIRONMENTAL
MANAGEMENT AND ASSESSMENT



Change management for
sustainable development
– a workbook

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INSTITUTE OF ENVIRONMENTAL
MANAGEMENT & ASSESSMENT

Change management for sustainable development – a workbook

September 2006

Prepared by Penny Walker on behalf of the IEMA

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Introduction

Our purpose in putting together this workbook, is to make it more likely that you – and other readers – will be able to act more effectively to change your organisation (or depending on your sphere of influence, other organisations in your sector or location) so that it contributes to sustainable development.

The practitioner workbook aims to be a model of good practice, working through inspiration and empowerment, giving practical tools and advice, and being like an enthusiastic, approachable supporter. Change is hard and change for sustainable development even more so – but not impossible, as you'll see. We hope this workbook helps you by offering ideas and approaches you can use now, and by being positive about your ability to use them.

It is not a comprehensive account of current theories of change. Rather, we have drawn on our own experience and talked to a lot of people who have been working at the sharp end, and included the theories and advice that have proven useful in practice.

Neither do we set out to explain sustainable development – there is plenty out there for you to use to broaden and deepen your understanding. Instead, we have tried to bring the skills and insights from the field of organisational change to the task of bringing about sustainable development. Having said that, it's helpful to state what we mean when we use the phrase 'sustainable development'. We don't use it as a vague 'green' or 'ethical' umbrella term, and we're not using it to argue that environmental protection should be traded off or balanced against economic development. We use the phrase to mean meeting people's needs, now and in the future, whilst getting back within environmental limits. This implies significant improvements in environmental performance and social performance, whilst staying economically viable. This stronger definition has implications for the change process, as we show.

As you make your way through the workbook, we aim to provide you with some 'light bulb' moments, where things that didn't quite make sense before suddenly do. There are tools and techniques that you will be able to use straight away. And we hope you will decide to take specific actions, as a result of what you've read.

Penny Walker

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About the author

Penny Walker has been making change for sustainable development since 1989, first as a campaigner with Friends of the Earth, and latterly as an independent consultant, trainer and facilitator. In her practice, she helps individuals and organisations learn about sustainability, think through and feel what the implications might be for their work, and agree what to do about it. She designs and runs training and learning programmes, facilitates processes where diverse stakeholders can come together to understand problems and agree solutions, and trains others in training and facilitation skills. Since its inception, she has been a facilitator on the acclaimed Sustainability Learning Networks Advanced Diploma in Sustainable Business run by the Cambridge Programme for Industry and Forum for the Future. She also works with The Environment Council, InterAct Networks, and The Forster Company. She writes regularly for 'the environmentalist' under the banner of 'Engaging People'.

She is a Chartered Environmentalist, a Member of the IEMA and a Fellow of the Institute of Management Consultancy. She has (once) lit a fire from scratch using a bow drill.

In her spare time, she is the Chair of Growing Communities, a (literally) ground breaking social enterprise based in Hackney, London which grows and distributes organic produce through a burgeoning local food economy. She lives in North London with her husband, two daughters and a vegetable garden.

Acknowledgements

I have drawn on experience of working with clients and collaborating with fellow change makers over the years, including colleagues and participants in the Sustainability Learning Network, people who have been members of AMED's Sustainable Development Network, and many others who have shared their ideas and stories over the years.

I was surprised and delighted at how generous people were with their time and knowledge when I asked them for help with this workbook. Some people attended workshops, some agreed to be interviewed by me, and a courageous few waded through the lengthy first draft. Some people who were interviewed chose to remain anonymous, and I am particularly grateful to them: it is uncomfortable to talk about difficulties and lack of success, and yet it is very useful learning for others to hear about. I am pleased that these people trusted me enough to share their experiences. To those who reviewed the manuscript: thank you for your honest and helpful feedback. Many changes were made as a result, and I have considered all the advice carefully, even where I have ultimately chosen to plough my own furrow. Any mistakes which remain are my own.

A very warm thank you to: Charles Ainger, Jane Ashton, David Ballard, Simon Barnes, Martin Baxter, Blake Bower, Greg Chant Hall, Hilary Cotton, Tim Dexter, Stephanie Draper, Karl Fuller, Dan Green, Jayn Harding, John Hill, Jim Hopwood, Sara Howe, Sharon Jackson, Alan Knight, Ruth Lunn, Claire Murdoch, Hugh Pidgeon, Chris Pomfret, Paul Reeve, Keith Richards, Frank Rose, John Ross, Sunil Shah, Charlotte Simmonds, Dave Stanley, Francis Sullivan, Kerry Wastell and Miles Watkins.

Penny Walker

Foreword

Change is an essential element in all institutions. Businesses that evolve and adapt to the continually changing external and consumer world normally lead the field. Perversely, change is one of the hardest concepts for a company – or any organisation – to embrace. If successful, why upset the apple cart and change?

Change has to go deep, beyond organisational change, into vision, missions, values and processes and all of these require change in the hardest place – an organisation's culture. Developed over years, culture is often the very essence of an organisation and so change is frequently strongly resisted. Yet it has to be done.

In business, sustainability can be an abstract concept, dismissed by many as something for tomorrow and something that may inhibit a company's ability to fulfil its basic role – making money for the shareholder.

However, with any quick look at what is going on in the Western world today, the imperative to build sustainability into all aspects of a business should be clear to everyone. Climate change can be seen affecting everyday life – be it mowing the lawn less, Boscawen, or New Orleans. In the public and voluntary sector, what it means to act in the public or society's interest is also evolving. Concern for global poverty, awareness of the need for renewable energy, of food miles, of the loss of community spirit, of the need to do something, are all growing in the minds of today's citizens.

In the recent report of the Roundtable on Sustainable Consumption we identified a real recognition of this and a cry for action – 'I will if you will'. The citizen expects governments and businesses to lead, to change and to adapt to the future circumstances. An individual cannot do this alone – hence our proposals on choice editing and product roadmapping.

When I reflect on my 30 plus years as a businessman and marketer, I think that we are at a unique moment in time, when the need for change has never been more important and Society never more ready to accept it. In the context of business, this means opportunities in innovation, in doing business differently, in leading and in attracting the very best people.

Maybe the old dictum, the role of business is to do business, becomes relevant here. Without embracing sustainability, it is very likely that a company will not be able to continue, possibly in the short term, certainly in the long-term.

Embracing sustainability means change throughout the organisation, not just a CSR department but embedding it in the culture, values and processes

Foreword (cont)

throughout the concern, by everyone. It has to be led from the top but everyone can help to make this happen by showing an example, by questioning – by changing.

The business case exists for most businesses – and for most organisations. However, perhaps the real reason for driving towards a sustainable organisation is because it is simply the way a responsible organisation should behave; and, the personal reward, feeling good about your organisation and being proud of what it does, cannot be overstated.

The question I am asked most often is, whilst it is relatively easy to buy the logic for sustainable development, how do you make this change happen.

A practical guide as to how to go about this is very timely indeed.

Chris Pomfret

Senior Associate, University of Cambridge Programme for Industry

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What this workbook is for

This section sets out our objectives in writing the workbook, how it is structured and how we hope you'll use it. It also gives you a chance to set your own expectations.

1.1 Objectives

This workbook will help you to:

- understand how change happens in theory, and in your own context;
- consider how change for sustainable development is the same as other sorts of change (including 'greening' the status quo), and how it is different – and work out the implications for your own approach to change;
- think about the different types of things that can change or need to change, and compare them to your own situation;
- understand your starting point, and your organisation's, in relation to change and sustainable development;
- identify your own sources of power, your allies and support structures, and the opportunities which you have for making change;
- see the different roles that people can play in change, and identify your own preferences;
- be clear about your existing skills and the areas that you need to develop, to be more effective;
- consider how you'd tell if change is happening, and the ways you can tell how effective you are being in helping it along; and
- identify your own goals and actions to take.

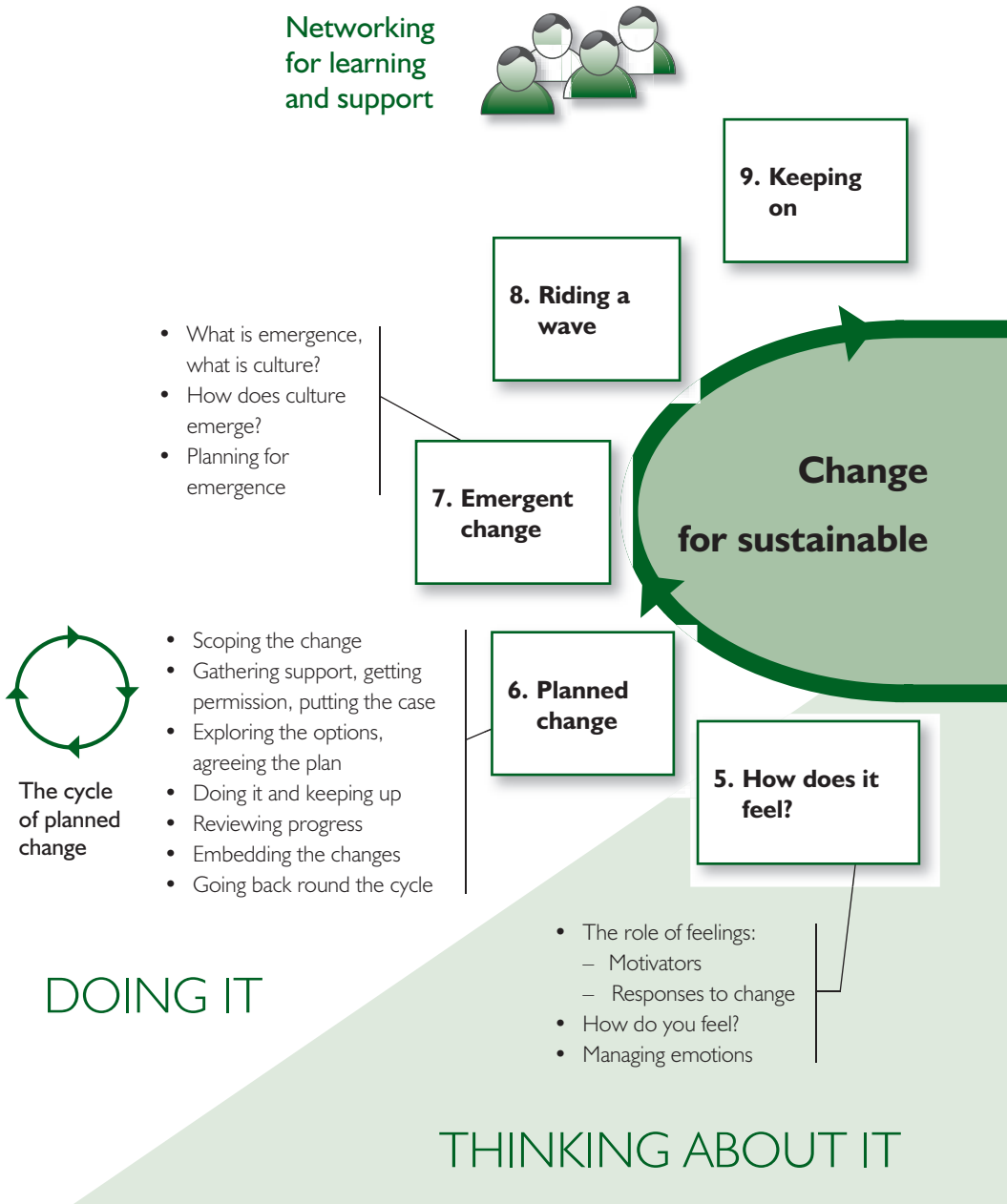
All in all, it will help you to feel more positive, powerful and resourceful – so you are better equipped to continue your journey of change.

1.2 How this workbook is structured

The contents plan is shown in Figure 1.1. The ten sections sit in the centre of the diagram surrounded by an explanation of the key contents. Other aspects to this workbook, shown in the figure, are downloads from the IEMA website and spaces for notes. These are explained over page.

What this workbook is for

Figure 1.1 How this workbook is structured



What this workbook is for



Downloads on
the IEMA website

10. Next steps

1. What this workbook is for

- Objectives
 - How this workbook is structured
 - Being an active reader
 - Expectations
- You are here** →
- Making your own notes

**management
development**

2. Understanding where you are now

- Change
- Sustainable development
- Your mandate

- You
- Your team
- Your organisation
- Your sector or context

4. What change do you want to make?

- The context and opportunities
- What might change?
- How do you want it to be?
- Who else is involved?
- What can you bring to the party?
- How will you know when you've done it?

3. How does change happen?

- Different kinds of change
- What might change?
- Changing organisations or changing people?
- The roles of the change maker
- How does it happen where you are?
- Change for sustainable development - compare and contrast
- Starting from where you are

What this workbook is for

1.3 Being an active reader

To get the most out of the workbook, have a pen handy. There are places where you'll be prompted to make a note of your own insights and how things are for you in your own context. If you can't answer all the questions straight away, don't worry – perhaps the answers will emerge later, or you can ask a colleague for their perspective. No one will read your notes unless you let them, so feel free to guess, and to be honest about your own strengths and weaknesses, and about the situation that you're working in. We haven't provided space for extensive notes, but there are places where you can jot down your thoughts in this workbook if you need to. As well as making notes, some people find it helpful to draw diagrams or even pictures, especially when tapping into their creative side, and envisaging how things might be. You could try this too, if you like.

How do you plan your own work? Do you have a 'to do' list which you update on a daily basis? Or separate action lists for each project you're working on? Does some electronic PA remind you? Whatever you use effectively at the moment, have access to it while you're reading. Go and get it now.

If that's not possible, at least get yourself a pencil and paper – and make sure you transfer any action points later.

There are also worksheets which can be downloaded from the IEMA website (www.iema.net) if you'd like to use them for your own analysis and planning, or to share with people that you're working with. These are marked in the text by the download symbol:



Fellow travellers: The workbook contains short contributions from interviews about work in progress with people like you who are making change for sustainable development. Some people have chosen to remain anonymous – many organisations are not comfortable admitting to being at a stage of experimentation, steep learning or faltering progress. Even those who are happy to be quoted haven't got there yet – no one has. But you can think of them as fellow travellers, sharing stories around the campfire and comparing notes about the journey so far and the way ahead.

What this workbook is for

The stories generally cover things that have worked – although there are also disappointments and setbacks. Making change for sustainable development is hard – but not impossible. Our fellow travellers have made progress.

1.4 Expectations

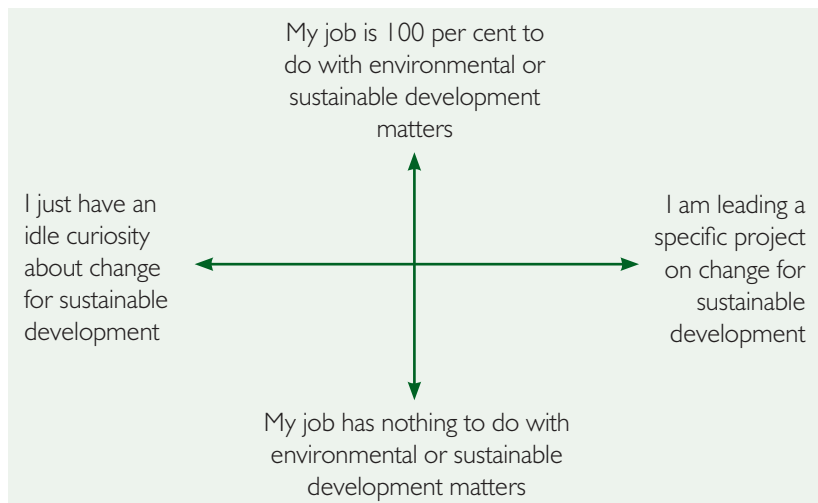
This workbook is as much like a conversation as we can make it – we’re expecting your input too. We have had to make some assumptions about what kind of person you are, and what kind of situation you are in. Inevitably, some of our assumptions will turn out to be a little wide of the mark. We hope that most of them will be close enough.

So there are lots of places where we hand it over to you, to personalise the guidance and make the theory real. This is one of them. It is about your expectations and motivation in using this workbook.

Why did you pick up this book?

Your notes

Where would you put yourself, on this map?



What this workbook is for

We have assumed that, in general, readers are more focused on environmental matters, or maybe the social side of sustainable development – that they sit above the horizontal line. This means that this workbook is introducing environmental or sustainability specialists to the world of change, rather than vice versa. We have also assumed that you might be anywhere along the line between idle curiosity and having specific responsibility for bringing about a change for sustainable development. Even if you're at the extreme left of the line, there's probably some area of environmental or social concern where you think your organisation could raise its game – even if you haven't been asked to help! So ask yourself:

What do you want to see change, as a result of reading this workbook?
What would you like to have learnt, decided, accomplished or resolved?

Your notes

Now hold that goal in your mind, as we get into the thick of it.

Understanding where you are now

This section takes you through a series of self-diagnostic questions, so that you understand your starting point thoroughly. First for ‘change’ and then for ‘sustainable development’, it asks you to think about your experiences, skills and resources, the team that you are in, your organisation’s current position, and the wider context provided by your sector or location.

2.1 Introduction

One of the important pieces of advice we received, when we talked to people who are out there making things happen, is to choose your fights wisely, and not to bite off more than you can chew. This section will help you work out what that might mean for you – how big and strong are your jaws, how chewy (or crunchy) is the situation you are in? You’ll look at your own resources, the state of your organisation and its wider context, and the mandate you have.

To use another metaphor – you need to know your starting point before you can make a good choice about where would be a reasonable destination to aim for (on this leg of the journey) and how to get there.

By the end of this section, you’ll have the answers to a series of questions which will help you understand where you are now – in relation to change, and in relation to sustainable development. Let’s start with change.

2.2 Change

2.2.1 Change and you

To be a great sustainability change maker, you need to have a range of skills and abilities¹. It’s unlikely that you have them all – yet. Discovering your strengths and weaknesses is a good first step. The following two stories and the list of skills and abilities in Table 2.1 should help.

1 In addition to conversations with change makers, this list draws on two specific sources: the Change Facilitator programme developed and run by Agora Consultancy for London Guildhall University and the EU ADAPT initiative, 1999-2000, and ‘Making Change Work’ by Edgar Wille and Philip Hodgson, Mercury Business Guides, 1991.

Understanding where you are now

Dan Green, Sustainability Planning Manager at Wessex Water emphasises the networking aspects. “It’s important to know who does what in the company, to have your ear to the ground and to know who to ask. As I’m a generalist, it’s important to know ‘a person who can’ – who has responsibility for what, who can provide the necessary information and get things done.”

Jayn Harding heads up the Corporate Social Responsibility work at FTSE Group, including the FTSE4Good index series. Through her work with FTSE4Good, Jayn sees lots of companies that are addressing these issues. She also drives forward FTSE’s own sustainability initiatives. She emphasises personal qualities. “It’s important to hone and use whatever personal power resources you have – the interpersonal skills, your active listening. Put yourself in the other person’s shoes, find out what’s in it for them. You also need to demonstrate that you know what you’re doing, that you’re in control. It helps if you’re known as someone with passion and drive, who walks the talk and is hard working. Working hard is certainly respected in our company. Think about who you can use to influence upwards, if you can’t do it directly yourself. Find out who has the CEO’s ear, or who has been a buddy from their past. Ask them what the CEO thinks, and plant the idea. Get to know what ‘code’ to speak in, when you’re talking to the Board. Get to know what motivates people.”

Your notes

Understanding where you are now

Table 2.1 Skills and abilities

| Skills and abilities of a sustainability change maker |
|---|
| <p>Helping others to rise to the challenge</p> <ul style="list-style-type: none"> • Helping them to learn the skills and develop the understanding they'll need, to be part of the change and work well once it is underway. • Acting as a coach or facilitator, enabling others – alone and in teams – to find the confidence and courage to run with new ideas and new ways of doing things, and to find their own great response to the sustainable development challenge. • Building and leading a change team – helping the team to recognise itself as such, to gel, to perform well. Inspiring them and giving them direction. |
| <p>Communicating well</p> <ul style="list-style-type: none"> • Listening to and understanding others' needs, concerns and contributions. • Getting the most from informal communication networks, to find out what's really happening and what people really think, and to harness others' ideas. • Understanding the options open to you when communicating with others, so you can choose an approach they are likely to be receptive to. |
| <p>Using tools and approaches to analyse and communicate</p> <ul style="list-style-type: none"> • Assessing the need for change, gathering evidence and finding the 'business case'. • Understanding a range of tools and models to use when analysing and communicating the need for change and the desired future. • Being able to switch between a wide angle view and minute details. • Monitoring and evaluating change as it progresses, reviewing plans as a result. |
| <p>Seeing things differently</p> <ul style="list-style-type: none"> • Understanding sustainable development, both the big picture and what it means for your organisation (key issues, short term and long term benefits). Seeing the distinction between change for sustainable development, and 'greening the status quo'. • Seeing existing things in a new way, reframing them. • Resisting the temptation to dismiss things that don't fit the current pattern, or to force them into it. • Being able to understand the perspectives of different stakeholders, whilst still holding on to your own. |
| <p>Flexibility and opportunism</p> <ul style="list-style-type: none"> • Being able to hold several strands of work at once, and keep them all progressing. • Connecting ideas, putting insights and suggestions from different areas together, to come up with new ones. • Harnessing conflict by moving towards barriers and objections, rather than away from them. • Spotting and seizing opportunities to work with others to further your agenda alongside theirs. |

Understanding where you are now

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 |
| | |

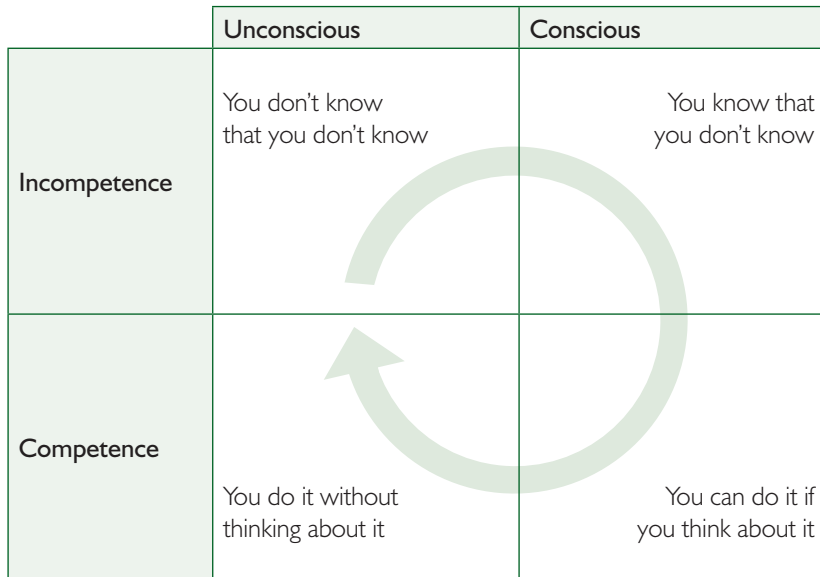


Worksheet 1 can be downloaded from www.iema.net/changepractitioner

Understanding where you are now

You may find that there are some areas that you need to develop. How can you go about doing that? Here are a couple of models of how people learn.

Figure 2.1 The Conscious-Competence Model



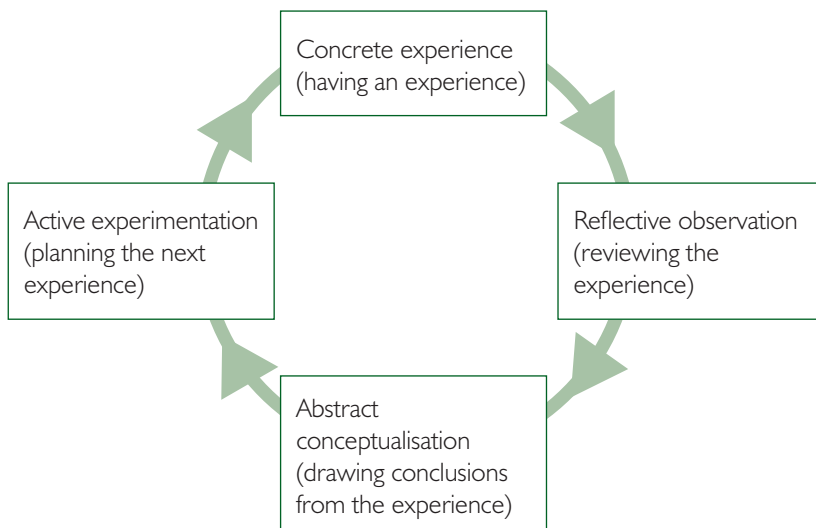
Awareness that you need to learn something is an early step in this model. Concentrating and practising are part of conscious competence. With enough practice, you get to unconscious competence. And then you realise that there's something else you don't know... ²

Another well-known model is Kolb's learning cycle – see Figure 2.2, which shows how he thinks people learn: having concrete experiences, observing and reflecting on them, building (or hearing about) concepts and theories which explain these experiences, and experimenting with new ways of doing things. You can begin anywhere in the cycle, although people often have a marked preference for one of the four learning styles.

2 No one seems to know where this model originated. If you're interested in origins, see this discussion: www.businessballs.com/consciouscompetencelearningmodel.htm

Understanding where you are now

Figure 2.2 The Kolb learning cycle



What both these models point to is the importance of moving continuously between theory and practice – you can read about how to use positive, forward-looking language when talking about environmental issues and be given evidence about how it has worked for others, but you may need to force yourself to do it the first few times (which is where live practice at a training course is so helpful). As you get better at doing it, and see the results, you won't need to make such an effort to do it that way in the future.

Although it's great that you are using this workbook to learn, you won't be able to learn everything you need from reading alone. In particular, you can't learn all you'll need to know about change for sustainable development from a book, because it's very much a work in progress – most of the answers don't exist yet. You need to try things out, reflect on what you've done and the impact it has had, and decide what to do next time. This reflection can be done alone, with a friend or colleague, with a coach or mentor, or with a group of peers. And as you learn about what works, tell others about it. There is more on this kind of structured learning from experience, in section 4.6, where we look at assessing 'your personal impact'.

So, looking back at your skills gaps, make a note of some of the opportunities you already have for taking yourself further along the learning cycle for any of them. Think about things like:

Understanding where you are now

- written resources;
- live or on-line training courses;
- coaching;
- opportunities to try things out and get feedback;
- learning groups or networks you can be part of – especially with regular structured reflection on your work and discussion with others about theirs; and
- professional development plans or equivalent in your organisation.

Your notes

2.2.2 Change and your team

A great change maker often has a team of other great change makers. This needn't be a formal team with a name, office and budget – although if it is, that has some advantages. It can be a looser collection of people who all share the same desire to see change for sustainable development, and are willing to do something together about it. You may be part of a team at work – these people might all end up being in your change team, but they might not. Free yourself from the constraint of thinking that formal organisational structures dictate the answers as you think about these questions.

Who else can you call on to help you in making change?

Your notes

As well as developing your own skills, you can make sure that between you, your team can do all the things that are needed to make change happen. If you add their skills and abilities to your own, does that help you to fill any of the gaps you identified? Which areas do you still need to build strength in? Who do you know who would be great to have in your team, bringing those skills with them?

Understanding where you are now

| Who is in the team, who could be? | What skills do they bring, would they bring? |
|-----------------------------------|--|
| | |
| | |
| | |
| | |
| | |

If you are pulling together a team, or selling the idea to your existing team, then you will need to think about the personal relevance of change, to the members of the team. Maybe being part of a change team will feel good, or be meaningful, or personally rewarding and provide opportunities for innovation and progress. You could build change for sustainable development into performance assessment and reward schemes, or seek external recognition for everyone's efforts in the form of a prize or accreditation.

2.2.3 Change and your organisation

Some organisations are nimble, flexible, relish a challenge and are really up for change. The slightest whiff of adventure and they are grabbing their rucksacks and heading for the hills. Others are cautious, like to know what's happening so they can plan carefully for it, value what they have already done and put energy into defending it. They take care to cancel the milk and book the dog into kennels. You have to work harder to convince them of the value of change, and even harder to make it happen – but once you do, you can be pretty sure they will.

If your organisation was a person going on a journey, what would it be like?

Your notes

Understanding where you are now

So you've got a picture in your mind (or maybe even a drawing on paper) about what your organisation is like, and its approach to change. This will have come from your intuition – you may not even know why you have built this particular view. It's time to think about the evidence.

What has changed?

Think about the recent history of your organisation – up to, say, five years ago. What has changed? (Not necessarily related to sustainable development, it could be any kind of change – like a change in job titles, a new member of staff, a move to a different site, the introduction of a new way of doing things, or a change in overall atmosphere.)

Your notes

Which of these changes are significant? Either they:

- took a lot of doing; or
- are now so ingrained that people can hardly remember what life was like before them; or
- they have had a major impact on what the organisation does, how it does it, and how it is seen by people.

Whilst thinking about one of these significant changes, tell yourself the story of that change. If you don't know, then guess, or ask someone whose view you trust, or leave that question.

Significant change:

- What were things like before the change?
- How did the change happen? Was it planned, or did it happen as a reflex response to something, or did it somehow just emerge? How?
- What were the drivers of the change (the things that made it happen)?

Understanding where you are now

- What happened which made the change easier, deeper, faster or more effective?
- What happened which made change harder, shallower, slower or less effective?
- What are the opportunities around now, to copy this successful change or improve on it?

Your notes

What's changing now?

Now let's turn to changes that are happening now, or likely to happen in the near future. Again, you don't need to think only about changes related to sustainable development – any kind of change will be instructive.

What changes are underway or on the horizon?

.....

- What's driving those changes? Which of these drivers are coming from inside the organisation and which from outside it?
- How are people reacting? Are different groups of people reacting in different ways?
- What are the opportunities to use these changes to move the organisation towards sustainable development?

Your notes

How does your organisation change?

And now combine your gut instinct about the organisation with the evidence that you've come up with.

Understanding where you are now

- How does change happen in your organisation?
- What are the ways in which it is good at change?
- What are the ways in which it is not good at change?

Your notes

People sometimes say “it is easier to ask for forgiveness than to ask for permission”. In what circumstances are people like this valued in your organisation? And punished?

Your notes

“We have a culture that has allowed various sustainability projects – like environmental accounting – to be used at an early stage in their development. Our Directors said ‘let’s try it out and report on the findings’,” says Dan Green of Wessex Water.

What is your organisation about?

By now, you should have a pretty good feel for how your organisation ‘does’ change, and its attitude to change. So far, so generic! What about the organisation’s particular skills and role? Profound change can involve reframing what an organisation is and what it is for – seeing it through a different lens. When a company like BP calls itself an energy company rather than an oil company, this might seem like PR or semantic quibbling. But if it helps the organisation to see its renewable energy divisions as a serious part of its portfolio and future strategy, it could just be the start of something important.

Understanding where you are now

There are two lines of enquiry here. What is your organisation good at, and what is it for?

What is your organisation good at? Think about, for example, technical specialisms and areas of expert knowledge, the things that are organised really well, the things it can do standing on its head, the people it has really good relationships with, the messages it gets across easily and accurately.

Your notes

What is your organisation for? If that's a hard question to answer, ask yourself what people would miss if it ceased to exist tomorrow. For each distinct answer, ask yourself what that is for.

Your notes

2.2.4 Change and your sector or context

Your organisation may be a company operating in a sector – supplying business services, retailing groceries or manufacturing machine tools – or it may be part of the public sector – running services, regulating others or developing policy. Maybe it's a charity or NGO, lobbying for change or looking after people or organisations that need help.

Understanding where you are now

Blake Bower is Interface's European Sustainability Manager. Interface is a company best known for its carpet tiles. It also makes some broadloom carpets and things like wall coverings. What is carpet for? "Interface asked itself that question, and dug a bit deeper. Carpet is there to provide a covering for a floor, with a pattern or texture which gives a certain impression and with functional characteristics like being hard-wearing, or luxurious-looking, or warm, or easy to clean. When it started to think of itself as a company which provides fresh-looking functional flooring systems (a service) rather than a company which sells carpet tiles (a product) then it was able to think about alternative ways of doing this, like the Evergreen leasing programme. Customers who buy through Evergreen buy a service. Interface keeps ownership of the carpet tiles, rearranging or replacing individual tiles from time to time (tiles under furniture get less worn than those in corridors) and recycling the ones it takes away."³

Perhaps the context you identify most strongly with is geographical – as an advisor with a particular location to cover, or a member of a chamber of commerce or community association. Whatever sector or context makes sense for you to think about, think about it now.

There are two aspects to get a good picture of. How does change happen in your sector or context? How powerful is your organisation, relative to this sector or context?

How does change happen in your sector or context?

Thinking about change in the recent past, or changes that are just around the corner, ask yourself similar questions to those about your own organisation; for example:

- What has driven change or is driving change here?
- How have different people in this sector or context reacted to those drivers?
- Who responds by rising to challenges and seizing opportunities? Who responds by defending the status quo?
- What are the examples of significant change? Thinking about how they came about, what insights do you have about how change happens in your sector or context?

3 For more on this, see www.interfacesustainability.com/seven.html

Understanding where you are now

Your notes

How powerful is your organisation, relative to its sector and context?

You'd be surprised at how powerless really powerful people sometimes claim to be! The Government won't act because they are less powerful than voters, individuals won't act because they are waiting to be told that they must, retailers won't act because they are less powerful than shoppers, suppliers won't act in case customers don't like it, managers won't act because they fear the Board and the shareholders... We all feel powerless sometimes. And there's always someone who thinks that 'we' are the powerful one. What would it be like if we dared to use a fraction of the power that other people think we have?

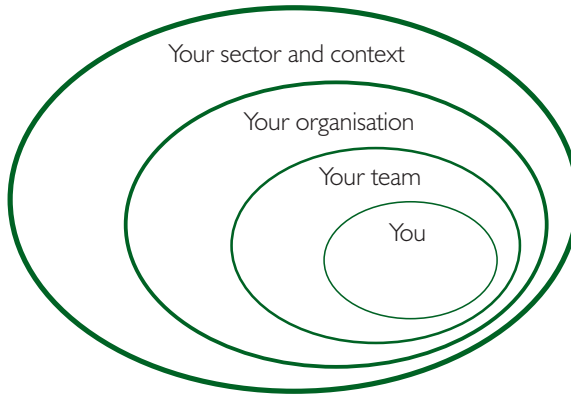
Picture your organisation and the context and sector it is part of. Think about the other players – competitors, collaborators, peers, customers and clients, funders, suppliers, regulators and so on. Which have the most power? Which have the least? Who drives change and who constrains it? Who is blown about in the wind? Who manages or drives innovation? Who might gain, if your organisation changes, and how much influence do they have? Who might lose out, and how much influence do they have? Where does your organisation sit?

Your notes

Now you've had a good look around at where you sit in relation to change, at four scales – as illustrated in Figure 2.3.

Understanding where you are now

Figure 2.3 Scales of change



What are the main insights you have now, about how significant change happens where you are, the scales at which the best opportunities are, and the ways you are best placed to make a contribution to that change?

Your notes

Sometimes the best opportunities are at sector level. Sunil Shah is a sustainability expert in facilities management, working in the built environment and engineering industry, for Jacobs. He is helping shift the centre-ground in his sector. "I'm involved with the British Institute of Facilities Management (BIFM) as Chair of its Sustainability Special Interest Group (SIG). I'm also a member of the Sustainability Forum, which builds on the work of the Sustainable Construction Task Group, and is linked in with the Strategic Forum for Construction. There are a lot of bodies and there's a lot of liaising to do! It's basically a think tank on the future direction for the construction industry focusing on sustainability, and I'm the facilities management person on the group. As a group, we had wide-ranging and quite radical discussions. We talked

Understanding where you are now

about construction as a process and a methodology – the inputs that go into it and the use of it afterwards. We built up the debate and advanced the sustainability agenda.

“As part of the Sustainability SIG, we held a series of workshops, and we made sure we developed relationships with others who have presence and credibility, like Oxfam. The BIFM is known by a few people, but it’s not well known outside its core audience. But an organisation like Oxfam is well-recognised and more interesting if you’re not already into facilities management. We had to get businesses involved that people would listen to and take notice of. We made sure that when we sent out notices of meetings and other things, we included those well-known names. Oxfam is known for its values and activities, but of course it is also an organisation with a big property portfolio – shops as well as offices. As an organisation, it has to demonstrate that it’s very careful with its cash, and yet they also take sustainability on board in their operations and properties. So that’s a useful lesson for other organisations, and it’s an interesting organisation to find out more about. Involving an organisation like Oxfam made our meetings and activities more interesting to people.

“Of course the facilities management community is just one set of stakeholders. There are developers and construction too amongst many others. After we’d been working on setting up and running the group for about six months, we sat down and identified the others. We mapped the stakeholders and then set about planning how to reach them. We did it very systematically. We had to work quite hard to get some of the key people to come along, having conversations about what they might get out of it, and identifying common ground. And you have to find the right person in the organisation, people with the same kinds of desires and the time to get involved. So you might go to around ten universities, before finding one with a good academic to come along and join the group.

“It’s been hard but we have had some good results. With the review of the Sustainable Construction Strategy, facilities management is in the Government’s thinking for the first time.”

2.3 Sustainable development

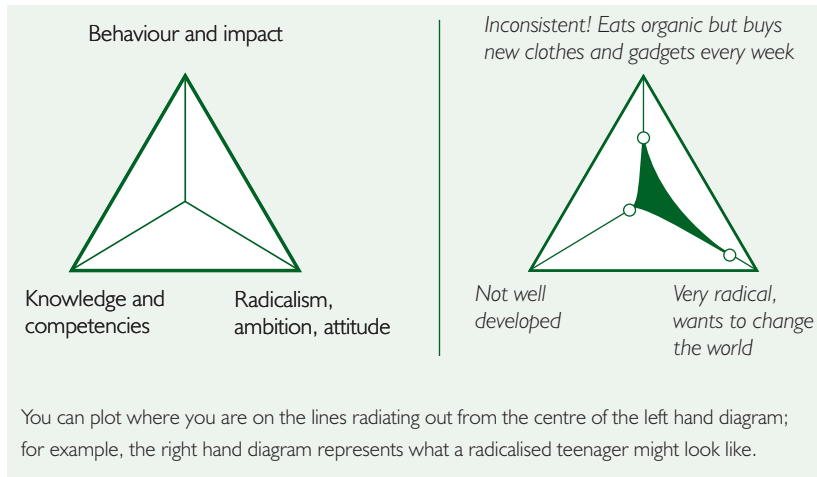
It’s worth repeating what was said earlier about what we mean by sustainable development. We don’t use it as a catch-all for a miscellany of ethical, social and environmental issues. We don’t use it to mean ‘greening’ the status quo. We use it to mean the process of achieving sustainability – that is, getting back within environmental limits as the only way of meeting human needs into the long-term future. It implies radical improvements in the environmental and social impacts of the way goods and services are supplied – whether that is by businesses or other kinds of organisations.

Understanding where you are now

2.3.1 Sustainable development and you

Finding out where you are, in relation to sustainable development, personally and professionally, is a useful bit of self-awareness. There are three components, as shown in Figure 2.4:

Figure 2.4 Sustainable development – where are you?



Worksheet 2 can be downloaded from www.iema.net/changepractitioner

This is not an exact science! Neither is it something where there is a clear ideal to work towards.

- It is likely to be better to have a higher level of knowledge or competency, although there may come a point of diminishing returns.
- If one's behaviour leads to very large negative environmental and social impacts, then there may be a loss of credibility – although being too far out of step with the people you are trying to influence may also have its downsides.
- Having a radical analysis of how much needs to change can be a spur to greater ambition, although it can lead to a sense of failure and disempowerment or cause other people to put up the shutters.

Knowing where you think you are is useful and can lead to a clear understanding of where you might need to change yourself. As gurus of various

Understanding where you are now

kinds never tire of telling us, we must be the change we want to see in the world⁴.

Here are some ways of finding out where you stand on these three dimensions.

Behaviour and impact

There are numerous on-line self-assessments, which look at your environmental impact; for example on ecological footprinting⁵: (www.myfootprint.org). What's your result today? Put the date to it so you can benchmark yourself later. How does it compare to the average for your continent? How do you feel about that result?

Your notes

Knowledge and competencies

IEMA's Associate membership level has a detailed set of criteria against which you can benchmark your environmental knowledge – whether or not you take the exam! The criteria are given in Appendix A, and you can access them from the IEMA website⁷. For each element, ask yourself whether you:

| | | | | | |
|----------------------------------|------------------------------------|---|---|---|---|
| Are totally new to this subject. | Have a lay-person's understanding. | Have studied this a bit, formally or informally, and know how to find out more. | Have studied this to a certain extent, formally or informally, and use it in your work. | Have a recognised qualification which covers this, and use this regularly in your work at a high level. | Lead the field in using this knowledge and making new discoveries in this area. |
|----------------------------------|------------------------------------|---|---|---|---|

4 Mahatma Gandhi.

5 We couldn't find an equivalent for 'social footprint' – do tell us if you find one.

6 As with benchmarking personal impacts, we did not find a straightforward equivalent set of criteria for knowledge and competences on the social side of sustainable development. Please tell us if you know of one.

7 www.iema.net/membership/individual/associate

Understanding where you are now

For the areas where your knowledge is limited, ask yourself whether you need to learn more, and how you might go about doing it.

| | |
|--|--|
| These are the areas where I'm strongest: | |
| These are the areas where I'm weakest: | |
| This is what I'm going to do about it: | |

Radicalism, ambition, attitude

There is an on-line self-assessment which helps you to reflect on your behaviour and attitudes, which was developed by the Open University and the BBC. It is called 'what shade of green are you?' (www.open2.net/environment/quiz.htm). Take ten minutes to go through this, and consider your response to what it tells you. What do you feel about your 'result'? Did it surprise you or confirm what you already think?

Your notes

Having explored your attitudes and values around sustainable development, you can pin down how these relate to your ambition or radicalism. Which box do you put yourself in?

| | | | | |
|---|--|---|---|---|
| To get onto a sustainable development path... | ...radical, far reaching change is needed in society as a whole. | | | |
| | ...we need to tweak things, a small readjustment is needed. | | | |
| | | I can and will play a big part in making this happen. | I can do a little and I am satisfied with that. | I do not think I can or will do enough. |
| What I can do. | | | | |

Understanding where you are now

Frank Rose heads up ICI's global sustainability team. He talks about his level of ambition. "People need to have 'controlled impatience'. I'm never satisfied with our performance. Occasionally I say 'this is good', but there's always a but. You need a sense of urgency and impatience, but it needs to be controlled, with targets and priorities linked to where there's some gain to be made. At what point do you say, for example, that continual growth is not the line you should be pursuing? This isn't just a problem for business to debate and solve, but for society and individuals too – after all, people still aren't satisfied. The opportunity to pursue that kind of debate and analysis is quite large in the company, if you can find an acceptable way to raise the issues. You have to be prepared to engage in this argument in the same way as everyone else is. I sent a copy of Jonathon Porritt's new book on capitalism⁸ to all our top management for Christmas. Do I expect a revolution? No. But if I see some small changes over the next five years, I'll be happy."

You've now got a feel for your knowledge, behaviour and attitudes, how radical your analysis is and your related level of ambition. Given this, where do you sit in relation to your organisation?

The relationship with your organisation

Where are you in this spectrum?

| | | |
|---|---|--|
| Activist / campaigner for sustainable development | Passionate change agent for sustainable development | 'Volunteered' change agent for sustainable development |
|---|---|--|

And where is your organisation in this spectrum?

| | | |
|---|--|---|
| Leading its sector in sustainable development | Average for the sector, better than compliant with regulations | Laggard in the sector, maybe not complying with regulations |
|---|--|---|

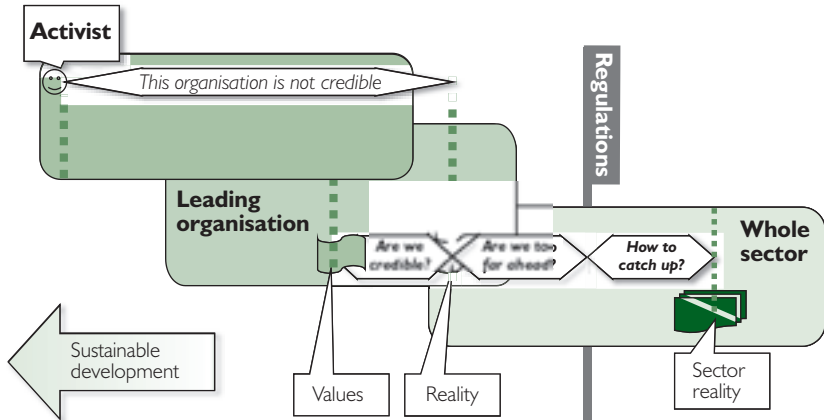
A mismatch between your aspirations and your organisation's can lead to tensions, which you will need to face up to and either resolve or manage to live

8 Capitalism as if the World Matters, Earthscan, 2005.

Understanding where you are now

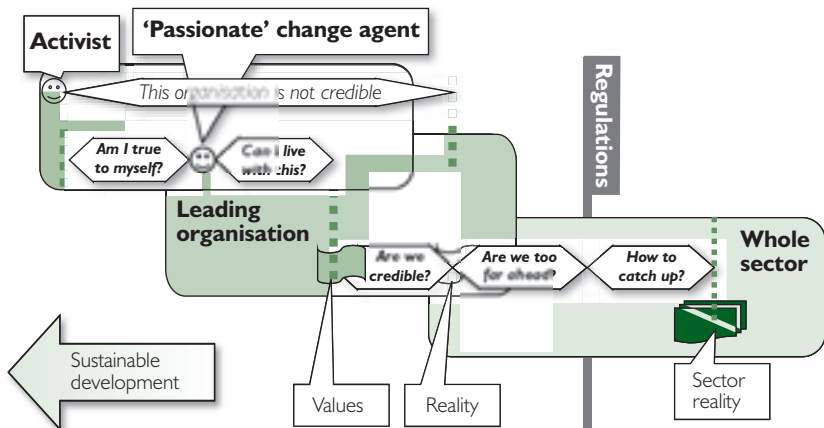
with⁹. For example, the activist is likely to feel out of step in most organisations, even those leading their sectors – see Figure 2.5.

Figure 2.5 As an activist in an organisation



The passionate change agent may find themselves asking whether they can live with the gap between where they are and where their organisation is, whilst still being true to themselves – see Figure 2.6.

Figure 2.6 As a passionate change agent in an organisation

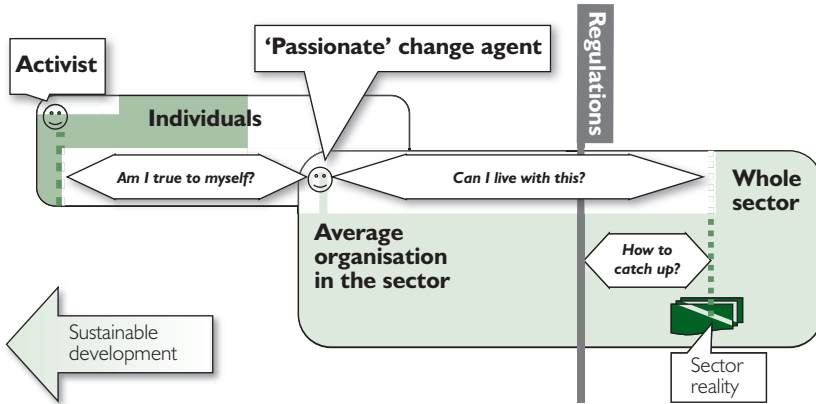


9 The diagrams and concept are taken from : Ainger and Howard, Cambridge Programme for Industry and Cambridge University Engineering Department Centre for Sustainable Development, May 2003, presentation for the Sustainability Learning Networks Programme.

Understanding where you are now

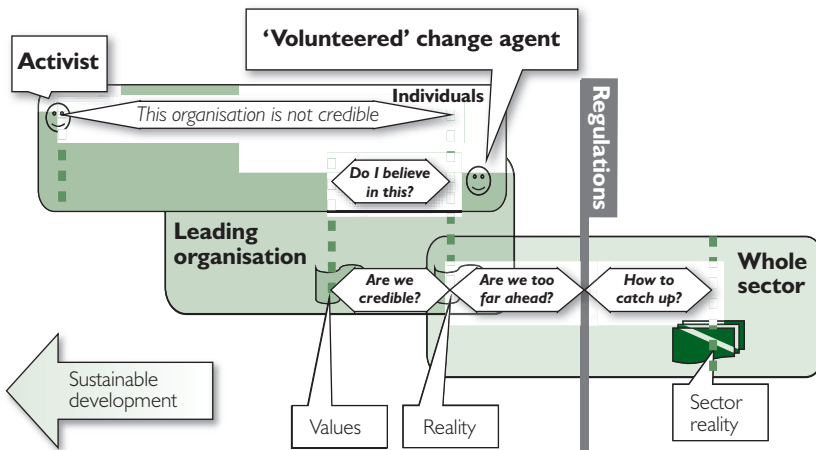
If the passionate change agent is in an organisation which is not a sector leader, the tensions they are trying to bridge may be very large – see Figure 2.7.

Figure 2.7 As a passionate change agent in a lagging organisation



And if they have been volunteered for the role, the tension may be about trying to bring about changes which they're not comfortable with – see Figure 2.8.

Figure 2.8 As a volunteered change agent



Understanding where you are now

Where is your organisation, and where are you?

How well equipped are you to realise your ambitions?

Your notes

Personal power and resources

This is about your personal power and resources, and some of the questions draw on what you've already identified about yourself and your organisation. If you are trying to create change, it's important to think about your sources of power¹⁰, so that you can play to your strengths and find others who can fill any gaps.

Here are some 'sources of power' that you might have. Make a note of how much, or little, you have of each.

| Source of power | What power do you have? |
|--|-------------------------|
| 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? | |
| 2. Processes eg power to put things on the agenda, control decision-making processes, change criteria and decide who gets involved. | |
| 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. | |

¹⁰ Adapted from 'Notes for Change Agents to sustainability', Professor Charles Ainger, Cambridge University, Department of Engineering, School of Sustainable Development, 2002. Professor Ainger draws on the work of Ian Palmer and Cynthia Hardy, particularly 'Thinking about management: implications of organisation for practice', 2000.

Understanding where you are now

| | |
|--|--|
| 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? | |
| 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. | |
| 6. Freedom eg your freedom to walk away if you don't get what you want, or it all goes horribly wrong. | |
| 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. | |
| 8. Time and enthusiasm eg your willingness to put extra time and effort into creating change and making it succeed. | |
| 9. Charisma eg how easy you find it to get people to listen to you, to trust you and to follow you. | |
| 10. Credibility and track record eg the level of respect you get from people for your formal qualifications and your other achievements. | |
| 11. Expertise eg your specialisms, and what level of expertise you have in a technical area, a profession or in interpersonal skills. | |
| 12. Group support eg the group of people who support you and your ideas, its size and influence. | |
| 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. | |
| 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. | |



Worksheet 3 can be downloaded from www.iema.net/changepractitioner

Understanding where you are now

“I see a lot of people trying to change things from the middle of their organisation. The key issue for people in this position is to understand the business you are in – the commercial world in which you operate. Find areas where you can suggest things that really add value, as this builds your credibility. People need to know that you’re interested in the success of the organisation, not just saving the planet. If this is deeply untrue for you, you may be in the wrong organisation. You can’t change organisational culture without becoming part of it – people will see through you pretty quickly. When it comes to fighting battles, it really helps if the people you’re up against respect you, and you respect them,” says Frank Rose of ICI.

2.3.2 Sustainable development and your team

If you have a small change team gathered around you – whether formal or informal – then finding out more about the range of views, knowledge, attitudes, behaviours and ambitions is a useful way of making sure that you are all pointing in the same direction.

If you need to get to know each other better, bond as a team, or have come up against some unexplained blockage in how you are working together, then choose one of the tools in 2.3.1 or in this section and work through them together. Any of these diagnostics can be a focus for a discussion about the different perspectives on sustainable development and how to get closer to it – and the team members can see how close or far apart they are from each other, and talk through the implications.

Once you get into the phase of trying to engage other people in changing their behaviour, your own will come under more scrutiny. If the gap between what you say and what you do is too wide, then you will be less credible and others will think that if you haven’t been able to do it, changing must be too difficult. You can anticipate this by looking at the kinds of things you’ll be ‘preaching’ to others, and seeing how well you are doing as a team, at walking the talk.

The key here is honesty and openness. It doesn’t have to mean feeling bad about what you haven’t done. Look at what you’ve managed to do well – even a little bit – and build on that. This is a great exercise for accentuating the positive, and it can be done in a group or individually. Table 2.2, over page, is an example of what can be done.

Understanding where you are now

Table 2.2 Future perfect ¹¹

| | |
|---|--|
| 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 4 can be downloaded from www.iema.net/changepractitioner

2.3.3 Sustainable development and your organisation

Now let's turn to your organisation and its place on the journey to sustainability. Think about whether your organisation has made a commitment to sustainable development, and how well it is doing, in moving towards sustainability. How would you know?

An organisation may be at one of the following stages in its understanding of and response to sustainable development¹². Which seems to fit your organisation best?

11 Adapted from 'The Solutions Focus', McKergow and Jackson, Nicholas Brealey Publishing 2002. The author practised this at a workshop run by Kaizen Training. For more detail on how to run a session like this really well, see www.thesolutionsfocus.com

12 Adapted from Zadek, 'The Path To Corporate Responsibility' Harvard Business Review December 2004, and Oliver Karius of Vantage Point www.vantagep.org, paper for Oikos Winter School, see www.oikosinternational.org/pages/events/winter_school_2005

Understanding where you are now

| Blissful ignorance | Defensive | Compliance | Managerial | Strategic | Civil partnerships |
|-------------------------------------|--|--|------------------------------|-----------------------------------|---|
| "There's no issue or problem here." | "It didn't happen." "It's not our fault." "It is not our job to fix this." | "We'll do just as much as we have to." | "It's the business, stupid." | "It gives us a competitive edge." | "We have to make sure everybody does it." |

Your notes

There are some useful signs to look for. In terms of vision, long term goals, purpose or mission, statement of values, brand or image:

- If your organisation has any of these, is sustainable development integrated into them? The term sustainable development may not necessarily be used – it may talk about getting back within environmental limits, or meeting people's needs without compromising the future, or decoupling economic growth from environmental impact.
- If it does have some kind of sustainability commitment, as far as you can tell, is the commitment to 'strong' sustainable development, or to 'greening' the status quo?

In terms of objectives and targets:

- Do the objectives or targets of the organisation include any which are designed to help the organisation reach sustainability (being back within environmental limits and meeting everyone's needs)?
- If they are not about long-term sustainability, are there at least some which are about environmental and social impact?
- Are there any which contradict sustainability?

In terms of monitoring, measuring, assessing and rewarding performance:

- How does the organisation monitor, measure and assess its performance, in

Understanding where you are now

terms of sustainable development? Would it know if it was moving further towards or further away from sustainability?

- Are the ways that it monitors its social and environmental performance integrated with the ways it monitors its financial performance, and with the ways it monitors how well it is meeting its core purpose (eg standards of health care if it is a health body, standards of education if it is an educational institution)?
- Are staff recognised and rewarded for better performance on sustainable development, as well as for better performance in other areas? Are the signals strong enough to encourage higher environmental and social performance?

In terms of skills, competencies and professional development:

- Are the skills and knowledge needed for sustainable development integrated into the organisation's approach to staff learning and development?
- If they are not integrated, are they at least available to staff?

| | 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 5 can be downloaded from www.iema.net/changepractitioner

Understanding where you are now

For more checklists and diagnostics, see Appendix B.

One of the most important questions for a sustainable development change maker to ask themselves is: “Has my organisation agreed that it wants to become truly sustainable in the long term?”

Frank Rose at ICI reflects on his situation, where there isn't an explicit shared long term vision. “Do I have a personal vision of what the company would be like in a sustainable society? That's hard to answer. Thinking about the future is always constrained by the knowledge of what you can do now. If you don't constrain yourself by that, and ask about what the role is of your sector – well one of the roles of the chemical industry is sterilisation. So you'd ask yourself what sustainable sterilisation is, how you'd set out a way to do that which would be inherently sustainable within the resources that we have as a planet. If you look at it broadly enough, then there will always be a role for the chemical industry. The changes to get to sustainability will also involve societal change and change in expectations about consumption. We don't really have these discussions at work. At work, we constrain ourselves within the possible. If you start from that optimistic point of asking what's possible, then you release the things you can do, the solutions that are under our control, rather than worrying about the things we can't do. In the paints sector, I've started to challenge people on the difference between 'selling paint' and selling a service where the benefit to the customer is a decorative wall covering. These challenges are now part of our strategy meetings and business review discussions.”

Interface, the multi-national floor coverings company, was founded and is run by a charismatic CEO called Ray Anderson. In 1994, he announced that he wanted his company to become sustainable and to go even further – to become 'restorative', so that it is putting more value back into nature than it is taking out. This is top-down hard-core sustainability buy-in at its clearest. So can Interface's sustainability team just sit back and let the planned change roll out? Blake Bower says that he still has to work hard at being a change maker. “One of the first things Interface did was to set up QUEST, a structured and formalised employee suggestions scheme around efficiency. The kinds of things that came up were around eco-efficiency. The great thing about QUEST is that it engages all employees in thinking about

Understanding where you are now

environmental impact and waste. We also ran company-wide training in The Natural Step framework [for further information go to section 3.6], so that people understood what we meant when we talked about sustainability. But the change isn't over. It still needs drive and it still needs to be pushed through projects and systems. All the 'low hanging fruit' have gone, and we are pushing at more difficult challenges now. What is great is that the overall business case for sustainable development is now implicit in the company. So with something like our renewable energy target, the question is not 'can we afford to do this or not' but 'what are the cost effective ways of doing this'."

In Interface's case, the company has worked hard to ensure that it understands what strong sustainability might mean for how it will provide floor covering services to customers in the future, whilst staying within environmental limits.

If there is an explicit commitment to sustainability – even if you suspect that people don't quite understand what they've let themselves in for – then you are in a great position to plan and implement a change strategy. If not, then you have some other options:

- begin with smaller, sanctioned change projects which are not so far-reaching – look for win-win scenarios;
- win over those at the top so that they do sign up to sustainability;
- create bottom-up, emergent change; and
- find and surf a wave of change.

These are not mutually exclusive – in fact, it will be an advantage to mix and match. A groundswell of support and some quick, tangible successes on the back of other change programmes will make the case for change at the top more attractive. And a planned change programme is much more likely to be successful if it can also catalyse bottom-up enthusiasm, show some rapid wins and take advantage of parallel changes. Section 3.7 below comes back to these options, and sections Six, Seven and Eight go into more detail.

Dan Green at Wessex Water describes the advantages of having a Chief Executive who is fully enthusiastic. "Our Executive Chairman was keen that our Operations Centre, completed in 2000, should be a good example of forward-thinking sustainable construction. He led the process to make sure it happened and ensured that sustainability was a central part of the design

Understanding where you are now

brief and the appointment of partners in the design team. He went to all the weekly meetings of the design team, ensuring that they were building in environmental efficiency measures at every opportunity. This has paid real dividends; for example, our energy consumption is about one quarter of what would be expected for an office of this size.”

What are the ways that your organisation can make a difference?

Some organisations have a big direct environmental impact, like a power company generating electricity by burning coal. Other organisations have a smaller direct impact, but can influence directly the impact that others have, like a car manufacturer deciding how fuel efficient to make their products. For other organisations, the influence is more dilute, like a local authority deciding how much priority to give to cycling in its transport plan.

Where are your organisation’s biggest opportunities to make a difference? Are they through its own direct impacts? Through the products it makes and the services it supplies? Through the influence it has on others (staff, suppliers, customers, service-users, clients, students, members, residents...)? Do you have access to some of the really significant change points, like the design of products and services, or changes to legislation?

Your notes

2.3.4 Sustainable development and your sector or context

In section 2.2.4, you considered how powerful your organisation is within its sector or context, and how change happens. What about how sustainable development is seen in your sector and the wider context?

Understanding where you are now

It's time to turn to a very commonly used management tool - the PESTLE analysis¹³. This is a checklist for making sure that an organisation has identified all the significant things in its external context that might affect its effectiveness and success. It can be done by a single person, an internal team, or a group which also includes consultants or stakeholders.

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

| | |
|---|--|
| P – Political: what's on the political agenda? What are politicians trying to do? | |
| E – Economic: what's the local, national and global economy doing? | |
| S – Sociological: what are the trends in society? What are the significant social impacts of the organisation (positive and negative)? | |
| T – Technological: what's being used? What's on the way out? What's emerging? | |
| L – Legal: what laws are relevant to the organisation? What's on the way in? | |
| 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? | |



Worksheet 6 can be downloaded from www.icma.net/changepractitioner

- 13 This is sometimes referred to as the PEST, or PESTO analysis (with the O standing for 'other'). In traditional management books you will see the 'environmental' element given a definition which means something like 'anything in the wider context that isn't covered by what we've already come up with'. In this workbook we think it's appropriate to bring it back to an environmentalist's view, and to use it to pick up on the significant environmental aspects and impacts of the organisation. Increasingly, these will show up in other categories too – like the 'legal' one. We have also added in a question about the social impacts of the organisation, as well as looking at the societal context, for similar reasons.

Understanding where you are now

Features of the landscape

The following three items are ‘features of the landscape’ that you will need to understand:

- **Keepers of the purse:** who pays the bills for your organisation? Think about customers, clients, funders, and their needs and desires. Which aspects of the sustainable development agenda most interest them now, and might do so in five years’ time? Is there a vested interest in unsustainable development, which will need challenging?
- **Drivers and barriers:** what are the drivers for sustainable development? What laws, taxes, financial benefits, performance measures and reputational factors are in place or on the way which will reward the more sustainable behaviour and penalise the less? What are the barriers?
- **Commitments:** has your sector made any statements or got any commitments to pursue sustainable development?

So in general, will you be pushing at an open door, or storming the barricades?

Your notes

Simon Barnes works for the Society of Motor Manufacturers and Traders (SMMT), which is a trade association. He uses the bike rack at his office, and ‘walks the talk’, setting a good example at work; his most significant area of influence is not through the SMMT’s direct impacts, but on what the SMMT’s members think about and talk about, and as part of that, on what they do or don’t say when lobbying governments and regulators. In a situation like this, the members are ultimately the paymasters and decision makers for the trade body, and it only continues to exist as long as it serves their interests. So it’s a delicate ecosystem! Simon talks about the history of the SMMT’s work on environmental and sustainability issues. “We used to talk about the impact of manufacturing vehicles, and only a little bit about the impact of the product itself, when it’s being used. Now, this is the major issue, and I can see that our annual sustainability report will contain this kind of information

Understanding where you are now

in the future. This change in mindset has partly come about through regulation and the direction that the European Commission is going, and partly through particular companies having an influence on the sector as a whole. Ideas get developed, maybe by organisations and think-tanks outside the sector – like the work of the World Business Council for Sustainable Development (WBCSD) on sustainable mobility. Ideas are passed on between organisations, and even between sectors. Our role, in the SMMT, is to bring people together so that they can discuss things with each other. We act as the secretariat for working groups, and run communications like newsletters and conferences. We can also bring in other stakeholders to stir up the mix – we had Transport 2000 at the launch of our annual sustainability report, and they sat on a panel answering questions. My own role is to try to be a step ahead of the members, help them to think about new things, pushing the boundaries and being slightly provocative and challenging. I can't be the environmental conscience of the industry – they'll make their own decisions. I can help them see where the debate is going and help them find ways to respond positively rather than defensively. One of the things to look for in a sector, is whether the members are talking with one voice, or there are different points of view – when some companies get frustrated and take a leadership position. Then later, the centre shifts again, and everyone moves to the more progressive position."

Dan Green at Wessex Water sees the need to influence the wider thinking about what a sector can do to contribute to sustainable development. "At Wessex Water, while we are pushing some things forward, there are many issues for which we can not make change happen on our own. So we have produced reports and position papers, held seminars, and talked with regulators, civil servants, MPs, interest groups and other stakeholders, to get debate going. The wider implications of regulated investment are of particular concern. For example, most improvements to the water environment to date have relied on end-of-pipe solutions. So, at sewage works near bathing waters, regulators require us to use ultra-violet disinfection 365 days a year, to disinfect the effluent. This has led to a large increase in our energy use. When regulators have to demonstrate a guaranteed improvement, taking one issue at a time, it can lead to unsustainable solutions. If we're serious about sustainable development and moving to a low-carbon economy, it means not being scared to start the debate on issues for which we might be criticised. This is where sustainability thinking differs from just 'greening' things."

2.4 Your mandate

This is about the explicit permission or authority you need, and whether or not you have it. It is not impossible to create change without a mandate, but in an organisation it can be a dangerous route to go down, with ‘career limiting’ consequences. So identify your position, and take a look at the suggested actions in Table 2.3.

Table 2.3 Your mandate and change opportunities

| Your mandate | | Change | | |
|-------------------------|------|--|---|---|
| | | None | Weak | Strong |
| Sustainable development | None | No mandate on change or sustainable development. | No mandate on sustainable development, and a weak mandate on change. | A strong change mandate, but no sustainable development mandate. |
| | | 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. | 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. | 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. |

continued over page

Understanding where you are now

| Your mandate | | Change | | |
|-------------------------|--------|---|---|--|
| | | None | Weak | Strong |
| Sustainable development | 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> |
| | 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 7 can be downloaded from www.iema.net/changepractitioner

Understanding where you are now

There is more detail below on persuading others, and one of the important areas is coming up with convincing arguments. When you are doing this beware of:

- ‘crying wolf’ – your credibility could come into question;
- the Emperor’s new clothes – the organisation rushing headlong into trumpeting its wonderful achievements, which turn out to have little substance;
- the insincere mandate – all too easily given in the field of sustainable development. The senior management team who sign up to the ‘motherhood and apple pie’ aspects of sustainable development, without any intention of doing anything other than the easiest of quick wins, and get cold feet as soon as you talk about investing for the long term, getting back within environmental limits, cutting out the activities which are most damaging to society as a whole, or questioning the organisation’s direction or ways of working; and
- the speed at which people and post-holders can change – don’t put all your eggs in one basket. If your key champion at Board level leaves their successor may want to show how different they are by ditching existing initiatives and approaches.

The flip side of these dangers is that a mandate may suddenly appear when you least expect it, due to:

- changes in the context – if a new law comes in, if a tax or price rise shifts the finances, if the media suddenly get interested in your sector; and
- closet ‘tree huggers’ come out – they could be anywhere – in human resources, finance, facilities management – a promotion or reorganisation may give them a chance to flex their muscles in line with their passions.

The CSR manager of a utility company was presenting a proposal for investing in a new wind farm development to the senior management team. The team seemed to be about to turn it down, as the direct cost benefit analysis wasn’t quite as positive as other options on the table. Then the Corporate Strategic Finance Manager spoke up. “I think we should go for it – it’s a chance for us to test the water at relatively low risk, build our green credentials and gain experience of what could be a very important income stream in the future.” The meeting was swayed in favour of the project. The CSR manager spoke to him after the meeting. “I didn’t think you would back the project, bearing in mind the short term financial case!” – “Ah, Mike, but what you forget is that very few accountants study finance as their first degree – my first degree was in ecology.”

How does change happen?

This section looks at the different views from theorists and researchers about how change happens, particularly in organisations. From this, it explores the various roles that a change maker might play. It also asks whether change for sustainable development is different from the kinds of change usually talked about in management courses and books. And there's an opportunity for you to consider your own situation in relation to these ideas.

3.1 Different kinds of change

There are two basic kinds of change – disruptive and incremental – according to the management theorists, and two basic ways in which change comes about – planned and emergent.

Disruptive change is, as its name suggests, dramatic and sometimes cataclysmic. Like a volcano or a forest fire, it alters things rapidly and fundamentally. It is also known as leapfrog, discontinuous or transformative change¹⁴. Incremental change, in contrast, is like the multi-faceted growth and evolution of the new ecosystem which arises following a cataclysmic event, or the gradual alterations to a person's face as they grow and age.

Planned change is ordered and orderly, predicted and predictable, like the establishment of a plantation, or its felling. Someone 'does it'. Emergent change just happens – sometimes predictably (like the cycle of the seasons), sometimes as a surprise (when an acidity threshold is reached in a lake).

Here are some examples to help illustrate the distinctions.

| | Planned | Emergent |
|-------------|---------------------------------|---|
| Incremental | Landfill tax escalator | Consumer demand for fair trade products |
| Disruptive | Ban on land-filling waste tyres | Impact of low-cost airlines on travel and holiday choices |

14 The most confusing term, in our experience, is 'step change'. Does this mean 'many small steps' (ie incremental)? Or does it mean 'one giant leap' (ie disruptive)? People seem to use it to mean both, or either, which is not helpful!

How does change happen?

Change can also be freely chosen, or can happen as a response to something else, or can be imposed on one set of people by another.

| | |
|---------------|---|
| Freely chosen | Driving more slowly in a residential area, or to appreciate a great view |
| Response | Driving more slowly when a sign flashes your current speed at you, or because you know it is fuel efficient and will save you money |
| Imposed | Speed limiters on coaches, speed bumps, speed limits |

There are distinctions, and there are shades of grey. There will have been some planning by some people in the emergent categories, but the point is that ‘the public’ or ‘the market’ has been more powerful than those doing the planning. There will have been some attempt to smooth the transition for the disruptive changes, but those on the receiving end of the change will have felt it as disruptive. Some changes are imposed, but then not enforced, or are widely ignored. Some people may increase their ‘undesirable’ behaviour as a response because they resent the thing they are responding to.

Think about some changes that seem significant to you, in the field of sustainable development. They may be changes or trends which take us closer to sustainability, or further away. Are they or were they more planned or more emergent? Disruptive or incremental? Chosen, imposed or responded to?

Your notes

It’s also helpful to think about what stops change from happening. Barriers to change can be at the levels of the individual or society. They can be objective (eg about money, technology, geology) or subjective (eg to do with attitudes, assumptions, beliefs). These points and some examples are illustrated in Table 3.1.

How does change happen?

Table 3.1 Barriers to change

| | Subjective | Objective |
|-------------------|---|---|
| Individual | 1. Individual subjective Personal values, world view, assumptions etc. “Climate change is such a huge issue that there is nothing I can do.” | 2. Individual objective The limits of one's role or authority, skills, resources, knowledge etc. “I do not have the money to replace my boiler.” |
| Collective | 3. Collective subjective Group culture, shared mind-sets, shared norms, predominant fashion or beliefs. “We can't make money enough on eco homes.” | 4. Collective objective Political, economic, social, technological, legal, environmental. ¹⁵ “Building regulations aren't strong enough.” |

This way of looking at the barriers to change was developed by David Ballard, drawing on the work of Ken Wilber¹⁶. Ballard argues that it is rarely an objective lack of financial rationale or availability of technology which stops change, at least in the field that he has studied in depth, which is that of climate change mitigation and adaptation. In Ballard's experience, it is the subjective factors – both individual and collective – which form the intractable barriers.

On our journey to sustainability, there will be lots of change. It hasn't happened yet. Think about what a sustainable society would need to be like (back within environmental limits, with people's needs being met). When we get to sustainability, will the changes have been disruptive or incremental? Planned or emergent? And in your own field, which barriers to change lie in the four quadrants of the matrix?

15 Recognise the PESTLE here, from section 2.3.4

16 'Changing the climate for effective action: some key themes from the ESPACE / Hampshire CC behaviour change and champions reports', David Ballard, March 2006. Integral Psychology, Ken Wilber, 2000, Shambhala.

How does change happen?

The changes will be:

Your notes

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

| | |
|--------------------------|-------------------------|
| 1. Individual subjective | 2. Individual objective |
| 3. Collective subjective | 4. Collective objective |



Worksheet 8 can be downloaded from www.iema.net/changepractitioner

3.2 What might change?

It's useful to think very widely about the kinds of things that might change – or need to change – to get us on track for sustainable development. Imagine a group of people in a room, brainstorming onto sticky notes, in answer to this question: When our organisation is sustainable, what will have changed?

They write furiously, coming up with all sorts of ideas. When the stickies are all stuck up and have been loosely grouped, the answers could look at bit like those in Table 3.2.

How does change happen?

Table 3.2 When our organisation is sustainable, what will have changed

| Direct impacts | What our organisation is like | The people, the other players | The external context |
|---|---|--|--|
| <p>How we make things</p> <p>How we use raw materials and energy</p> <p>What we make and how</p> <p>What we sell, how it's designed, how it's used</p> <p>The services we provide</p> <p>Your notes</p> | <p>Job descriptions</p> <p>Organisational structure</p> <p>What we get asked to do by the organisation</p> <p>Our rewards and incentives</p> <p>Our organisational vision, mission, values.</p> <p>Budgets and resources for new ways of doing things</p> <p>The things we measure and value, the way we assess our success.</p> <p>The skills the organisation looks for, and we get trained in.</p> <p>Your notes</p> | <p>Suppliers</p> <p>Customers</p> <p>Clients</p> <p>Regulators</p> <p>Users</p> <p>Our whole sector</p> <p>How our stakeholders see us, how they interact with us.</p> <p>Your notes</p> | <p>The market we operate in</p> <p>The cost of raw materials</p> <p>Energy costs</p> <p>Your notes</p> |
| <p>The buildings we occupy</p> <p>The way we communicate with each other</p> <p>The way we use energy day-to-day</p> <p>What we do with our waste</p> <p>The waste we produce</p> <p>The way we use water</p> <p>The way we keep ourselves at the right temperature</p> <p>Your notes</p> | <p>The things we say to customers, users, clients – instructions, marketing, advertising, customer service, website ¹⁷</p> <p>The things we say to each other – policies, procedures, everyday conversations, intranet</p> <p>The things we say in policy debates – lobbying, press releases, input to sector policy statements, stances we take</p> <p>Your notes</p> | <p>How we get to work</p> <p>The hours we work</p> <p>The length of time we might expect to be in a job</p> <p>The skills we need to do our jobs</p> <p>Our beliefs and attitudes about how to use materials and energy.</p> <p>Hearts and minds</p> <p>How we <i>really</i> put policies and procedures into practice</p> <p>Your notes</p> | <p>Laws on products</p> <p>Laws on manufacturing</p> <p>Laws on product responsibility</p> <p>Taxes on products</p> <p>Taxes on energy</p> <p>Taxes on waste</p> <p>Your notes</p> |

17 For an organisation where strong brands are important, change is more successful when it is evolutionary. 'Brands that go for full change usually lose the baby with the bathwater', Chris Pomfret, personal communication.

How does change happen?

Thinking about your own organisation and context, ask yourself what else might change? Do these other things fit easily in with the grouping of ideas above? Or do they sit together in a new cluster?

Your notes

Getting onto a sustainable development path doesn't just involve your own organisation – and your opportunities for making change are not confined to that organisation. No organisation is an island – even the best organisation in the world cannot be absolutely sustainable, unless the system of which it is a part is sustainable too. The external context and the system constrain what you are able to do, having an impact on financial viability, availability of technology, availability of environmental resources and services, legal implications and what society finds acceptable and eccentric. The external context, the people and organisations which yours relate to, also empower you – providing opportunities for alliances or partnerships, third party praise or aggravation, markets and legal obligations.

Blake Bower from Interface has come up against this problem when working out how to meet the organisation's commitments to using renewable energy. "There are some institutional barriers to being a progressive business. In some areas, it's as if we're trying to be more sustainable in a society that's not moving as fast as we are. With renewable energy, there's just not enough out there for us to buy. We have a relationship with the Climate Group, and with the Green Power Market Development Group. We try to have a voice and influence public policy and the wider energy supply through this."

3.3 Changing organisations or changing people?

Look again at the examples of 'what might change'. Some of them are about objective, physical things or behaviour that can be directly observed. Some are about rules and organisation. Some are about beliefs and values.

How does change happen?

One well-known management model¹⁸ of the things that might change talks about three levels of organisational culture:

- **artefacts** – physical objects and observable behaviour that demonstrate important things about the organisation – logos, annual reports, advertisements, how the reception area is arranged and decorated, whether people use the recycling bins or not.
- **‘espoused’ values** – these are “consciously held views about truth and reality”, which explain and justify the organisation’s purpose and actions. They may be written in mission statements, and they may be vague. Beliefs, manifested as things like policies and talked-about norms (“We don’t do that round here”) also turn up here.
- **basic underlying assumptions** – the deep-rooted assumptions people make about the organisation’s purpose, how it relates to the outside world. These are often so ‘taken for granted’ that they are not examined or explored.

So if you want to really change things, it’s not enough to just go for the superficial, easy-to-observe ‘artefacts’, like rewriting the purchasing policy. You need to find a way to make sure that the purchasing itself gets changed – through changed behaviour and changed values or assumptions.

Sunil Shah is a sustainability specialist at Jacobs, the technical and management consultancy. He worked with a client to set up an environmental management system. “I worked with the EHS manager on the site, who would be running the system when my role had finished. We had a working group of around a dozen people, and had to make some changes because some of those nominated didn’t really have any interest. After a few months, we had a group of people who were committed and wanted to make the changes. The system we put in place wasn’t about processes and documents, it was about culture change and changing behaviour. There was documentation – reams of it – we had a lever arch file full of procedures. But that just sits on the shelf, it doesn’t make the change. Ninety-five per cent of staff don’t go and read the procedures unless they’re looking for something. It’s about changing the way they do their day-to-day business.”

Different commentators have different views on how you can bring about lasting, deep-rooted change that ‘sticks’. All agree that somehow people’s beliefs

18 Edgar Schein ‘Organizational Culture and Leadership’, 1992

How does change happen?

and attitudes need to change. And all agree that people's behaviour needs to change. But they disagree about the order in which this might happen. Does awareness and a changed attitude need to come before action? This seems to be implied by the UK Government model of engagement¹⁹. Or can taking action lead to a change in attitude and awareness? There is evidence that, for example, fitting micro-generation (like solar panels) to people's homes 'passively' (the residents didn't choose to have it done, it was done by their social landlord) leads to the occupiers learning a lot about energy issues and taking more 'green' action than people from similar backgrounds who don't have solar panels. The visible technology, coupled with a good explanation of how and why it works, stimulates their curiosity and gives them a strong sense of being able to do something effective, in turn leading to a desire to seek out and learn more about the issues, thus raising awareness²⁰.

This model – the 5 As – is one we have found useful when thinking about what needs to be in place, to enable people to engage with environmental issues and change as a result. It has been developed by David and Susan Ballard, from their work with UK organisations²¹.

Champions – who are leading change and have the role of keeping spirits up – have a particular need for support, as they can feel isolated by their deeper level of awareness and by having taken on more than their fair share of the work. They also carry difficult emotions – for example the tensions in the gap between ambition and do-ability.

Jane Ashton is Head of CSR (corporate social responsibility) at First Choice Holidays PLC, the international holiday company. She sees agency as crucial in engaging people, even high powered senior people. "Even very senior people can be overwhelmed. There's no point leaving them with problems and issues. If they can't see a solution, if it's too big and too fuzzy, or too hard to grapple with, it will be shelved. There are big pressing commercial issues to deal with now, so things that are 10 or 15 years away can get sidelined, especially if it's not obvious what to do about them."

19 'Changing behaviour through policy making', Defra's Sustainable Development Unit, 2005. www.sustainable-development.gov.uk/what/priority/pdf/change-behaviour-model.pdf

20 Hub Research Consultants for the Sustainable Consumption Round Table 'Seeing the light: the impact of micro-generation on the way we use energy' 2005. www.ncc.org.uk/responsibleconsumption/seeing_light.pdf

21 The 5 As. See for example David Ballard 'How can local authorities support and encourage the process of behaviour change?', LARCI seminar, Manchester, March 2006.

How does change happen?

Table 3.3 The 5 As

| | |
|--------------------------------|--|
| Awareness | What is going on, what it means, how it works. In the UK, for something like climate change, there is near 100 per cent awareness of what it means, and very high awareness of it being 'real'. These levels of awareness do not often make the transition to the 'gnawing in the guts' that it is a huge and urgent issue, or the 'mature understanding' of things like feedback loops, tipping points, thresholds and so on. Without awareness, people's actions may miss the point or even be counter-productive. Without agency, people feel inadequate and overwhelmed. |
| Agency | A person's capacity to do something personally meaningful in response. Awareness of the scale of the problem can actually reduce the sense of agency, as people feel unable to do something sufficiently effective. Without a sense of agency, people will usually not face the deeper awareness. They may even flip back into denial of the problem, or passing the buck. Without association, people may get disheartened, stressed and resentful. |
| Association | Getting together with other people, in groups, to share experience and for mutual support. This makes the behaviour changes they are trying out seem 'normal', and helps counteract the tendency for will-power to lessen. Without action and reflection, however, it can be a talking shop. |
| Action and reflection | As people take action, they need to reflect on what they have done, the barriers to doing more, the impact they have had and so on. This can be done through association. |
| Architecture for change | It's not all about the individual and psychological level. Champions and change agents need resources, a space to meet, a mandate to bring people together and so on. |

3.4 The roles of the change maker

There are lots of words used for people who change things. Here are some:

| | | | | |
|----------|-------|-----------|-----------|----------|
| Activist | Agent | Alchemist | Artist | Catalyst |
| Champion | Chef | Composer | Conductor | Designer |

How does change happen?

| | | | | |
|--------------|---------------|-----------|-------------|------------------|
| Dictator | Dreamer | Expert | Facilitator | Father |
| Follower | Jester | Leader | Learner | Magician |
| Manager | Midwife | Mother | Nurturer | Observer |
| Radical | Revolutionary | Supporter | Teacher | Tempered radical |
| Truth-teller | Visionary | Wizard | | |

Which of these ring true for you? What other words might you use?

Your notes

Think about the different pictures they conjure up. Which ones imagine the ‘thing’ being changed as an object, acted on by the person doing the changing? And which imagine that autonomous thinking human beings are choosing to do something differently?

The reason why the term ‘change maker’ is being used is that there are different roles which people involved in change might have – which vary with individual preferences, and with the model of change being used (consciously or unconsciously) to inform their work. Some imply a top-down, mechanistic model where it is possible to carefully plan a change programme, implement it, and get the change you want. Others imply an organic model, where the system which is changing is the product of many small decisions and actions – like an eco-system. They pretty much all imply that the change maker is somehow separate from the system, and can either ‘do’ change to it (by fixing it or catalysing it), or observe the change from a distance whilst not really being affected by it. In reality, the change maker is an intimate part of the system. After all, change for sustainable development is about changing society and changing the impact we have on the planet. And we are very much part of those systems. So it’s also important to consider the changes within ourselves (that make us more or less wise, and more or less effective), and the changes which we can spot and respond to, as well as the changes we try to make ‘out there’.

Here are two questions for you to ask yourself, to discover your own role as a change maker. There are no right answers – the purpose of the questions is for you to be more aware of your own choices and situation.

How does change happen?

What's your level of ambition?

Follower

Manager

Catalyst

Pioneer

Leader

Where do you want your influence to be felt?

A model with four different roles was developed by Wayne Visser, from extensive interviews with sustainability managers in South Africa²². The roles are:

Expert The expert is focused at the individual level. The emphasis is on personal development and quality input. Skills are technical and rely on specialist knowledge. The legacy they want to leave is the quality of their work projects.

Facilitator The facilitator is concerned at the level of the group or team. The emphasis is on staff development and effective facilitation. Skills are managerial and rely on generalist knowledge. The legacy they wish to leave behind is in their staff achievements.

Catalyst The catalyst focuses at the level of the organisation. The emphasis is on organisational development and change. Skills are mainly visionary in nature and emphasise future trends. The legacy they wish to leave behind is the extent of their organisation or industry's transformation.

Activist The activist is concerned mainly with the societal level. The emphasis is on community development and social change. Skills are mainly collaborative in nature and emphasise society's needs²³. The legacy they wish to leave behind is a more sustainable environment and equitable society.

Another term used is 'tempered radical', to describe someone who is an organisational insider who wants to make some change – without rocking the boat. The term was coined by Debra Meyerson, Professor of Management at the

22 'Meaning and sustainability managers, Wayne Visser, presentation to the Sustainability Learning Networks programme run by the Cambridge Programme for Industry and Forum for the Future, 2005.

23 They may have skills which are combative and political, characterised by campaigning and struggle.

How does change happen?

Simmons Graduate School of Management in Boston. These quotes are taken from an interview she gave in 2001²⁴.

“Tempered radicals are organizational insiders. They have regular jobs in an organization and they want to contribute and succeed in their jobs, but at the same time they are treated as outsiders because they represent ideals or agendas or values or even identities that are somehow at odds with dominant culture. So they are both organizational insiders, but they feel like and are often treated like organizational outsiders. They are people who want to succeed. They want to fit in, they want to get ahead, they want to contribute to the organization, and they want to also act on what makes them different from the majority in the organization. They are constantly straddling the tension between fitting into the status quo and shaking it up a little bit by being different.

“Conformity is when people do their best to learn what it takes to fit in without making waves. So if I am an environmentalist and I notice that there are very few practices in an organization that support sustainability, I just check my values at the door. I don’t look for ways in which I might encourage recycling or buying recycled products. I just check all of that at the door, so that I don’t make waves. If I am extreme or very strident, I would challenge basic manufacturing practices. I would be very public and very loud in measures, and I would organize as many people as possible to join me in my cause. I would develop a social movement within an organization if I was more strident about what I believed. I would worry less about finding solutions that fit into the existing practices that were justifiable with the existing logic. I would be much more challenging in my approach. There is a huge middle ground between those two extremes, and in the middle are small ways to work within the system and make change.

“If I stick with my environmental example, I would find ways of making it easier for people to recycle that wouldn’t rock the boat and wouldn’t be challenging, but would help people be environmentally conscious. I might go to the corporate cafeteria and find ways of packaging in a more environmentally friendly material. I would find ways within existing practices of creating these little small wins, of being very opportunistic and making changes at the margin that can add up and

24 “Tempered Radicals: How People Use Difference to Inspire Change at Work”, Debra Meyerson, 2001. An interview in which she discusses the role can be found here: www.sla.org/content/Shop/Information/infoonline/2001/oct01/meyerson.cfm. Professor Meyerson’s work was brought to my attention by Professor Charles Ainger.

How does change happen?

that can get people to think differently, but not so differently that they feel threatened by the change. Tempered radicals can create change where revolutionaries cannot and the main thing is that they have legitimacy and appreciate the mindsets the organizations work under. So, if it is about diversity, they understand the culture and what it means to fit in. They understand what it takes to get legitimacy in an organization. They do not undermine themselves or try to threaten the people in power.”

Jayn Harding says “I often feel like a dolphin in a shark’s world; a thoughtful face in the hard business world, mediating and facilitating, bringing people and ideas together to help them make things happen.”

If your organisation has chosen not to have a separate environment or sustainable development team, your role will be different. This is what one senior CSR person said: “I am one person doing this for the whole company, putting in some key initiatives but more importantly a framework to help other people kick-start things. Not everyone could see my initiatives all the time. I have had moments of low morale, when people asked me what was happening. It sometimes felt that my efforts weren’t seen. We didn’t want a CSR department, but getting people to see that they have to look in the mirror to get an answer to their question ‘what’s happening’ is sometimes hard.”

Frank Rose talks about the combative style versus the influencing style. “I’ve seen people who are passionate, knowledgeable and good, but they only have one style which is criticism and beating people up. They don’t have sustainable success. I’ve seen others who work slowly on biting away, influencing, looking for value opportunities. They are more successful in the long term. If you can be seen as someone who adds value, it opens up all sorts of doors.”

How much influence do you believe one person can have? Which strategies do you believe are most effective? And how do those beliefs affect your view of yourself as a change maker?

Your notes

How does change happen?

Your notes

“If you think you are too small to be effective, you have never been in bed with a mosquito” – Betty Reese²⁵. “How do you eat an elephant? One bite at a time.”

Choose a word, or combination of words, that sound like the kind of change maker you'd like to be. Think about how you will stretch and develop yourself to be that as you work through this workbook, and try things out. What kind of change maker are you going to learn to be?

Your notes

3.5 How does it happen where you are?

Go back to section 2.2.3, and re-read any notes you made about changes that have actually happened in your own organisation, sector or context. In particular, look at the questions around how change happens in your situation.

Pick an example of a change that happened, and a change which someone tried to bring about but didn't succeed. Reflect on what happened. If you can, talk to some other people who also had experience of the change and the attempted change, and get their perspectives.

Having read about some models of change and change making, and spoken to some other eye-witnesses, ask yourself again: how does change happen where you are?

²⁵ And made even more famous by Anita Roddick.

How does change happen?

Your notes

3.6 Change for sustainable development – compare and contrast

There's lots of theory and case studies on organisational change in general (and the theories and advice have evolved a lot over the years). There's less about change for sustainable development – partly because it's not possible yet to tell whether anyone has actually done it. So we can't know whether the received wisdom about how to do change successfully applies to sustainable development, or whether there are some special aspects which make it different. But we can make some informed guesses.

This section explores how change for sustainable development might be different to 'any old change'. These are aspects where the differences may be significant. Not everyone who works on change for sustainable development agrees that there are significant differences, and so this section is offered as a prompt to your own thinking and exploration, rather than as a definitive conclusion. See what you think.

In ordinary organisational change:

- the things you want to achieve are to do with being better, rather than being perfect;
- the change project has a discrete end point which is not too far in the future;
- there are lots of stories of successful change;
- the changes are for the benefit of the organisation;
- the benefits for the organisation are clear, the benefits to others are less clear;
- single organisations can improve themselves, regardless of the improvements made by others;
- change is internally focused;
- if senior management don't see the need for change, you can drop the idea and move on to find a change they do like; and
- there is a lot of management-speak and off-putting jargon.

These statements are examined in a little more details over page:

How does change happen?

Any old change: the things you want to achieve are to do with being better (than before, than your rivals, than a target level) rather than to do with being perfect.

How change for sustainable development may be different: Sustainable development requires some '100 per cent' levels of performance – society is either breaching a particular environmental limit or it is not.

Positive implications

It's possible (in principle) to tell, quite a long way in advance, whether a particular technology or approach is inherently unsustainable, and that disruptive change will be needed.

Negative implications

There will be some things that will have to be stopped, full stop. So there'll be losers, who will resist change.
People working in an area which is inherently unsustainable may decide that it's not worth making any improvements.
It may be hard to tell (especially in the short term) whether the changes being made are genuinely headed towards sustainable development, or more to do with greening the status quo. There are approaches which help illuminate this – see below.

Your thoughts

Any old change: many change projects have a discrete end point which is not too far in the future.

How change for sustainable development may be different: The journey to sustainability will be very long, and huge changes will be needed throughout society before anyone can say that we have completed the journey.

Positive implications

As the fighter pilot said when he saw he was surrounded by enemy planes, it's a target-rich environment.

Negative implications

The prospect of a long journey with lots of change may be disheartening.

Your thoughts

How does change happen?

Any old change: There are lots of inspiring stories and everyday stories of successful change.

How change for sustainable development may be different: We've never done it before, so even the best stories are incomplete.

Positive implications

It's a discovery, a journey, an experiment. This will appeal to some people who are risk-takers, enjoy exploring and creating new solutions.

Negative implications

People who don't like risk or setting out without a route map will find it uncomfortable.

Your thoughts

Any old change: most changes in organisations are for the benefit of the organisation – its owners, investors, or service-users.

How change for sustainable development may be different: sustainable development is about everybody winning – the planet and people (including their purses). And it's about avoiding the lose-lose-lose scenario of ecological system collapse.

Positive implications

There are some cracking 'in theory' arguments in favour of getting back within environmental limits and meeting people's needs fairly. The counter-arguments are usually about when to make the big changes, not whether to.

Negative implications

The benefits to the organisation, especially in the short term, may not provide enough incentive. If this is the case with many organisations, the big win-win-win may never arise.

Your thoughts

How does change happen?

Any old change: the benefits to the organisation may be clear, but the benefits to others (staff, society, service users) may be less clear. If the change is seen as self-seeking by staff being asked to implement it, they'll not be inspired.

How change for sustainable development may be different: there is a 'business' case, and a 'values' case – we'll do this because it is right (not just because it is profitable). There is a personal commitment to something bigger. You may be doing this because you want to change society, and 'save the planet'. This end goal may be more important to you than whether your own organisation prospers.

Positive implications

This wider purpose is more inspiring, particularly as it includes some 'selfless' aspects.
The values case can help the change continue to move forward, when barriers or down-sides arise.

Negative implications

There will be some people who do not share the values, or have a high level of concern that the organisation may lose sight of its core business or mission.

Your thoughts

Any old change: single organisations can improve by themselves, regardless of the improvements made by others.

How change for sustainable development may be different: single organisations can't be sustainable unless all of society is, but that won't happen unless there are pioneer organisations. As part of changing society, sector change is also relevant.

Positive implications

Other organisations need your organisation to move – so you can find allies and supporters.

Negative implications

There is a tension to manage – the paradox between interdependence and leadership – if you move too fast you may get your fingers burned. When the sector as a whole changes, your organisation may lose the benefits it gained from being different to its peers or competitors.

Your thoughts

How does change happen?

Any old change: change is internally focused. Where change has an external focus, it is about responding to that changing context, not influencing it to change.

How change for sustainable development may be different: the biggest sustainable development impact your organisation can have may be as a result of influencing another set of people or organisations (eg customers, supply chain, those you regulate, readers) to change, rather than through purely internal change.

Positive implications

If you don't succeed with your first try, there will be plenty of opportunities to try again. Failing may not be so obvious (in the short to medium term).

Negative implications

Change at a distance is harder, more complex and less predictable. You could fail, despite your best efforts. If you succeed, others may not realise that you played a significant part in the change.

Your thoughts

Any old change: if the organisation's senior management doesn't see the need for the change, you can drop the idea and move on to find a change they do like.

How change for sustainable development may be different: you might want to do it even though your senior team doesn't understand what you're going on about.

Positive implications

Your passion and commitment are higher, making you more resilient to setbacks.

Negative implications

You may find that your passion and commitment put you into serious conflict with your organisation.

Your thoughts

How does change happen?

Any old change: there is a lot of management-speak and off-putting jargon.

How change for sustainable development may be different: there is a lot of 'sustainable development' speak, and off-putting jargon.

Positive implications

Specialists can talk to each other with precision. When new ideas and ways of thinking arise (as they must), words and phrases can be invented to describe them.

Negative implications

Those who are not already familiar with the language are confused. Even specialists still encounter a lot of disagreement about definitions – is sustainable development a rigorous and stretching target, or a mish-mash umbrella term for environmental, ethical and social concerns, or a new way of describing ongoing economic growth?

Your thoughts

Dan Green explains how Wessex Water has been looking to implement completely new ways of doing things. "In the last year, we've been putting some lateral thinking into practice. There are some groundwater catchments in our area with rising nitrate levels. The usual methods of removing nitrates at drinking water treatment works tend to be energy and chemical intensive. It would be better if the nitrates didn't get into the aquifers in the first place. So we now employ two agronomists to work directly with farmers in vulnerable catchments in Dorset to help them manage fertiliser use and reduce nitrate leaching. We hope this focused one-to-one advice will help cut the problem at source, and prove a cost effective way of meeting drinking water quality standards for nitrates. Our regulators see this more experimental approach as less certain in terms of the outcome, so we have to work with them to satisfy their requirements, as well as persuading farmers that this is a good way to go."

Keith Richards is Head of Consumer Affairs at ABTA. He has taken a softly-softly approach with travel and tourism companies, as the short-term business case for getting more sustainable is hard to justify to many of his members. "We haven't gone in saying 'green your company and let's talk about how'. We've said 'here are some trends, here are some facts. What do you think this means for your sector?' We still have to explain in some detail how it's important – it's just not self-evident yet."

How does change happen?

Telling the difference

One of the biggest conundrums is being able to tell the difference between a general greening of the status quo (sometimes known as rearranging the deckchairs on the Titanic, or greenwash) and progress towards genuine sustainable development – towards meeting people's needs whilst getting back within environmental limits. Is an organisation acting in good faith, or just doing enough to silence its critics? It can be hard to tell the difference between the two approaches – especially as profound change may need to begin with small steps.

Frank Rose at ICI cautions about letting go of the long-term vision too easily. "Small wins can breed complacency, if you allow it. People need to be clear that it's a journey with milestones, with a basic core value of continuous improvement. We have an employee injury goal of zero. I believe we can get there – maybe not in my lifetime – but we can. A goal of infinity or zero means you'll celebrate milestones along the way, but you'll never be satisfied and stop improving."

There are some useful approaches to this particularly tricky 'spot the difference' puzzle. Three are described below:

The Natural Step Framework: the Natural Step Framework²⁶ says that, in a sustainable society, nature is not subject to systematically increasing:

1. concentrations of substances extracted from the Earth's crust;
2. concentrations of substances produced by society;
3. degradation by physical means;
and in that society
4. people are not subject to conditions that systematically undermine their capacity to meet their needs.

Once people are aware of this set of principles, they can build a vision of what their organisation (or product, service or whatever the focus is) would be like, in a sustainable society. Anything which breaches any of the four 'system conditions' above is, by definition, not sustainable. Once this is clear, it is easier to tell whether you are building platforms towards sustainability, or painting yourself into a corner. This will be uncomfortable for organisations which are founded on inherently unsustainable activities – they may need to rethink how they deliver their core purpose.

26 For more on The Natural Step Framework and its approach to learning and change, see www.naturalstep.org

How does change happen?

Stakeholder engagement: this is a general approach, rather than a specific method or technique. Engaging with stakeholders as a way of distinguishing greenwash from true sustainable development relies on the assumption that whilst each of us may have a partial and clouded view, between us, we probably can see all the flaws in the current way of doing things. The aim is to find out from a range of stakeholders what they think the unsustainable aspects of your organisation are, so that you don't miss any big ones. Stakeholder engagement can also be used to build consensus around solutions and visions of the future, and to catalyse partnerships between stakeholders to actually get there. There is more on stakeholders in section 4.5²⁷.

Ecological footprinting: this is an approach which uses a method for measuring against absolutes²⁸. There is only one Earth, so having a result which shows that if all organisations behaved like yours, more than one Earth would be needed to support humanity, means that yours is unsustainable. In section 2.3.1, the on-line self-assessment questionnaire measures individual environmental impacts against this absolute. Ecological footprinting has also been done for geographical entities like counties and countries. It's less straightforward to apply it to an organisation like a business or a hospital, but methods are being developed and it is being done²⁹.

Other approaches: there are other ways of measuring against absolutes. For example, the organisation could measure how well it is achieving a really stretching target which has external validity, such as making a 60 per cent cut in carbon dioxide emissions by 2050³⁰. In the field of human rights and health and safety, absolute targets are quite common. Organisations set themselves a target of not using any child labour in their supply chain, or not accepting bribes at all, or having zero days lost through accidents at work. What's harder to pin down is a single indicator which all of the social aspects of sustainable development can be wrapped up in, in the way that ecological footprinting tries to do for the environmental side.

27 There is much more to be said about stakeholder engagement than can be addressed here. See for example The Environment Council, www.the-environment-council.org.uk, InterAct Networks, www.interactnetworks.co.uk and AccountAbility, www.accountability.org.uk

28 Of course, sustainability means being economically sustainable as well as environmentally and socially sustainable. Our assumption is that your organisation will already have a pretty good way of judging its economic performance (or at any rate, its financial performance), and so we have not gone into this here.

29 For example, in the UK, Best Foot Forward is a consultancy offering this service (www.bestfootforward.com). ACCA (the UK accountancy body) has published a report on how ecological footprinting can be applied to organisations 'Ecological Footprinting Analysis: towards a sustainability indicator for business', Chambers and Lewis, 2001. www.accaglobal.com/research/publications/summaries/rr-065

30 This is what the UK's Royal Commission on Environmental Pollution has recommended in 'Energy – the Changing Climate', June 2000.

How does change happen?

If an organisation is very well resourced and ambitious, it could combine these approaches. For example, by running a workshop with stakeholders where they become familiar with The Natural Step's system conditions, build a vision of a sustainable version of the organisation, and identify the ways in which it is unsustainable now. This could be combined with a baseline ecological footprint analysis. An action plan could be created to drive towards sustainability, and as it is implemented, the footprint could be recalculated from time to time, to measure progress. Specialist consultants might be needed to design and facilitate this kind of process.

Wessex Water has developed a long-term sustainable development strategy, with senior-level commitment. Dan Green explains: "A few years ago, it was clear we needed to define in some detail what a sustainable Wessex Water would look like, to help our long-term planning. Based on the 'five capitals' model of sustainable development (which we use to structure our sustainability reports), we started by holding brainstorming events involving managers and external experts³¹. They were asked to describe an ideal situation for the issue in question (such as environmental impacts, or the condition of our infrastructure), even if it would take 20 or 30 years to achieve. Next, there was an iterative process of writing a vision statement based on these discussions, which set out the desired outcomes and the measures that would need to be put in place. Each statement had to be understandable and pertinent; also the text had to reflect both the full challenges of sustainability and the extent of what Wessex Water could actually achieve. So, there was a fair amount of discussion about what issues are really relevant to us as a business; also, whether it is within Wessex Water's remit as a company to take action on certain issues. In some cases it is a case of shared responsibility between government, regulators, customers, other businesses and us. We are now working on embedding the sustainability vision into our mainstream business planning."

Making it real for your organisation

There is often quite a gulf between the people who have a clear idea of how the organisation performs from a sustainable development perspective (they may be internal or external), and the people who need to be involved in designing and implementing the changes. This gap needs to be closed and section 6.3 looks at doing this in the context of engaging people in the change. As sustainable development becomes tangible and meaningful to people in your organisation,

31 For more on the five capitals model, see Forum for the Future's website: www.forumforthefuture.org.uk/aboutus/sdtools_page398.asp#TFSS

How does change happen?

it will take on a life of its own. It will be different in your organisation to the way it comes to life in the organisation next door. It may not turn out like you, or your stakeholders, expect.

And after some time has passed people's understanding and knowledge will have developed. The outside context will have changed – legislation, political debate, stakeholder's views will have moved on. What seemed impossible a few years ago will have become possible. What are the implications of this, for you and for your organisation?

Your notes

3.7 Starting from where you are

Section 2.3.3 asked you to think about the extent to which your organisation is already committed to sustainable development. If there is a high level explicit commitment, then you can plunge straight into a whole-organisation change plan (although you may still want to begin with something less ambitious) – see Section Six. If not, then one or more of the following approaches is right for you.

Smaller, sanctioned change projects which are not so far reaching

With or without recognition of the long-game by senior people, smaller change projects are a really important way to get things moving, demonstrate early successes, make the issues real for people, engage them and provide a platform to build on. You will still need to plan the approach and get commitment, and Section Six can help you with this too.

Keith Richards at ABTA talks about the small changes which have stuck and are making a big difference. ABTA runs an annual convention for its members, who are people in the travel trade. These are held at luxury resorts in exotic locations. In 2000, Keith proposed that ABTA should charge

How does change happen?

delegates a small extra amount so that ABTA could arrange to offset the carbon emissions associated with their travel and stay. There was some discussion about whether this should be voluntary or mandatory, with some people being concerned that it would raise the delegate fee too much. Keith's presentation to the organising panel about the rationale, message and how easy it would be won them over. The off-set was made mandatory, and has continued every year since. When the decision is revisited, the questions are around which carbon offset scheme to use, not whether to do it or not. Keith says "It may seem a small thing to do – and it was. But we can use it now to make all sorts of points, and to open up conversations much more easily, because everyone who has come to a convention over the last five years has taken part in carbon offsetting. It has raised awareness, and large tour operators with their own airlines have discussed it as a model. And it gives us credibility with other players around the issue of carbon dioxide emissions."

Jayn Harding heads up FTSE's corporate responsibility work. She uses the niche area of the FTSE4Good index series to encourage change through the whole organisation. "The FTSE4Good criteria exist, and so FTSE needs to apply these criteria to itself – we need to practise what we preach. The main reason for setting up FTSE4Good was because the people at the top saw that this is the direction that the investment arena will move in – so FTSE's business needs to include a responsible investment offering. There is huge commitment at the top, but it still needs effort to get things done. To practise what we preach we had to do a whole range of things in our own CSR programme from updating HR policies to changing the lighting system. We identified these changes through a systematic audit, using the 'Good Corporation' assessment checklist³²."

Bottom-up, emergent change

By its very nature, this kind of change is harder to spot until it has happened, and doesn't often get written about in management guides, because it is so much harder to manage or control. It can encompass more-or-less spontaneous popular revolution. Think also of the strange magic by which certain clothes, words, music, television genres, gadgets and political views become fashionable. Consider how mobile phones, texting and surfing the net are suddenly indispensable, having been just for yuppies and geeks a few short years ago. This is bottom-up emergent change. Section Seven looks at this.

32 See www.goodcorporation.com

How does change happen?

Find and surf a wave of change

If your organisation is already gearing up for a change, or living in ‘interesting times’, then you have the chance to slip some sustainability thinking in to a change which is happening anyway. Section Eight looks at riding this kind of wave. Is the organisation going through a big strategic review, and asking for input? Rewriting its job descriptions or mission statement? Scanning the horizon for threats and opportunities? Conducting a consultation and engaging staff around organisational values? Making some rapid decisions around cutting costs? Find your opportunities to get involved, and get in there.

Jayn Harding's role includes giving support and advice to people who are changing in response to pressure from someone else – because they've been told that they have to. "I have had one-to-one meetings with colleagues so that they understand what they need to do. FTSE's culture is one of well-meaning people who want to help, and are respectful of each other, so it's a natural role to play."

Win over those at the top so that they do sign up to sustainability

And then you can do an all-singing all-dancing planning change programme, safe in the knowledge that the people at the top really support it. Winning them over may take time, effort, great interpersonal skills, a helpful set of circumstances, convincing arguments that respond to what motivates them and possibly a life-changing eco-experience. Section 6.2 has some guidance on ways you might do this.

“If you want to build a ship, don't drum up people together to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea”

– Antoine de Saint-Exupery

What change do you want to make?

This section is an opportunity to sketch out a particular change that you'd like to see happen, and how you might go about it.

4.1 Introduction

This section is about taking all the information and analysis you have done so far, and making some decisions about the change you'd like to pursue now. You can always come back and choose another change, later.

To identify that change, you'll need to have done an initial analysis of the opportunities, the context, the things that can change, the players, the resources you can bring to bear on it, and how you'll know whether it has happened or not.

This section takes you through a structured 'back of the envelope' analysis. The chances are you'll need to do at least part of it more thoroughly, when you come to sell the idea to other people and when you engage other people – at that stage, you'll want to ask them for their views so that they co-design the change with you. We'll cover this in Section Six.

You have already done quite a lot of this analysis, in the earlier sections of the workbook. Building on that (go back through it if you think it might help), it's time to feel your gut instinct again.

Think about how ambitious you want to be about the scale of the change. Do you want to raise awareness, 'green' the organisation, embed sustainable development in systems and behaviour, mainstream sustainability thinking, or shift the vision and strategy? And think about the sphere of influence you want to have (your team, your organisation, your sector, your city?) And will the change be disruptive or incremental? What is the change you'd like to focus on?

Your notes

What change do you want to make?

Some fellow travellers talk about picking their battles.

“Early on, I set some things up which will pay dividends later. For example, we started doing an annual MORI poll of customers and attitudes to sustainability and our sector. This was initiated in the late 1990s so we now have longitudinal data showing trends in concerns and behaviour.”

“Where I am now, I know that it’s about managing CSR impacts, not about achieving sustainability. I’m working in bite sized chunks. We have talked about going carbon neutral, for example, but this seems too costly at the moment. I find that balancing the business benefits with my aspirations is always a feature!”

“I’ve been doing this for a long time. I’ve learnt to recognise those situations that I can’t do anything about, and let them go. I leave them be. Focus on the areas you can do something about.”

“It’s worked when there is a convergence between cost savings and the more environmentally sensitive or socially acceptable way of doing things. The Climate Change Levy started opening doors, and the landfill tax has too.”

“It’s easy to get overloaded. You need to be selective. I’m going to prioritise the broader debate about my sector, and a policy group that I sit on, because this is where things are emerging and there is an opportunity to influence things, even if it is outside my organisation.”

4.2 The context and opportunities

You have already looked at this from the perspective of your organisation as a whole. Now narrow down your view to the particular change you want to make. Identify what will help you and what may get in the way, within your organisation and in the context you and the organisation are operating in.

What change do you want to make?

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



Worksheet 9 can be downloaded from www.iema.net/changepractitioner

Dan Green from Wessex Water has this advice. “You need to point to areas where the environmental, social and economic case is converging. The business case – improving the company’s image, retaining good quality employees, investors’ attitudes – is important.”

Remember that one of the important roles of the change maker is to be observant about what is changing already, make sense of it and find a good response to that change.

What change do you want to make?

4.3 What might change?

If you need to remind yourself of the kinds of things that might change, go back to Section 3.2. In relation to the particular change that you are focusing on, what might change? Which of these would you really like to change? And what timescale do you have in mind? If you find it useful, think about this under four headings:

| | |
|---|--|
| What I'd like to change about our direct environmental and social impacts | |
| What I'd like to change about what our organisation is like | |
| What I'd like to change about the people, the other players | |
| What I'd like to change about the external context | |

Jane Ashton at First Choice sees it as a long game. “But don't be discouraged – allies come along. In our organisation, facilities management was a hard nut to crack. There had been quite high staff turnover, so I'd find that I'd spent a lot of time converting someone and they'd leave. Although formal targets were agreed, they just ended up not being met. And facilities is such an important area, it can really help in terms of engaging all the rest of the staff – if we get recycling in place, or water efficient fittings and so on. If these things aren't in place, you just get a lot of talk about hypocrisy and the gap between what we're asking them to do and how we're running our own facilities. But for the last year or so there's been a new team in charge, and we're seeing big changes.”

What change do you want to make?

4.4 How do you want it to be?

There are two really useful techniques for coming up with an action plan, both based on an initial step of imagining an ideal future – ‘future perfect’ and ‘backcasting’.

Both approaches rely on first building a vision of a sustainable X, or a ‘more sustainable’ X. Relax and let yourself go at this point – how would it be if it was as good as it could be? Ask yourself the ‘miracle’ question – if you woke up tomorrow morning and found that a miracle had happened and things had suddenly become sustainable overnight, what would it be like?

Your notes

Future perfect

We met ‘future perfect’ in section 2.3.2, when it was suggested as a way of looking at the purpose and goals of your change team. It works particularly well in situations where there is some existing positive experience to build on. The three-step process is described below:

- 1) Create the ‘future perfect’.
- 2) On a scale of one to ten, where ten is the ‘future perfect’ that you’ve just imagined, where are you now?

Your notes

- 3) Coach yourself – ask yourself solutions-focused questions, like:
 - What’s helping you to reach that level already?
 - What small steps would take you one point further along the scale?

What change do you want to make?

- What would be the first tiny signs of progress?
- When and where does the future perfect happen already, even a little bit and even if it's an exception?
- What happens that makes that happen?

Your notes

Once you've identified what's already working well, build on that to go forward.

Backcasting

Backcasting is the opposite of forecasting. Instead of building on what you know about today's trends and situation, you define the 'desired future' and work back from there. Backcasting is particularly useful when:

- the problem you are looking at is complex;
- there is a need for significant, disruptive or transformational change (rather than incremental change);
- today's dominant trends are part of the problem; and
- the time horizon is long and there is scope for considerable amounts of deliberate choice.

Backcasting is the favoured change technique used as part of The Natural Step framework, although it is also used in many other situations³³. When you have created your vision of sustainability, imagine that you are there, in the future, and tell yourself the story of how you got there.

- What were the critical things that happened, which allowed the change to occur?
- Who were the key players who made a difference?
- What barriers were overcome?
- What opportunities were grasped?
- Who helped?

33 For more, see here: <http://naturalstep.org/learn/methodology.php>

What change do you want to make?

- What made people change their minds?
- What made people change their behaviour?

Your notes

4.5 Who else is involved?

Whilst you’re still focusing on the specific thing you’d like to change, identify who else is involved. These are the key players and stakeholders – the individuals, groups of people or organisations who have a stake in the thing you want to change, or in how it will be if it is changed. Having a stake means either that they can influence whether the change happens or not, or that they will be impacted on by the change – for some people, it’s both. Remember also those people who need to ‘own’ certain things – like the training programme, or the way IT is used, or talking to investors. Who needs to get the credit or be consulted? Don’t tread on their toes without meaning to – you want to make change, not enemies.

Once you have identified the stakeholders, consider what their attitude to the change is. At this stage, you may not be able to do anything more than make some assumptions about where people might stand. Make sure you check these assumptions when you can – people can surprise you.

| | | | | |
|------------------------|---------------|---------------|----------------|----------------|
| Active resistance | No commitment | Let it happen | Help it happen | Make it happen |
| Where do people stand? | | | | |

You also need to get a sense of how influential the stakeholders will be – whose decisions do you need to put most effort into influencing? And how much the change will impact on them – whose needs and concerns need to be taken account of? Table 4.1, over page, may be helpful in analysing your attitude towards stakeholders.

What change do you want to make?

Table 4.1 Understanding stakeholders

| | | | |
|---|------|---|--|
| 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 | |



Worksheet 10 can be downloaded from www.iema.net/changepractitioner

Write a list of the stakeholders here. For each one, make an initial judgement about what their attitude is, and how important it is that you involve them to find out their needs and concerns, and win them over.

| Stakeholder | Where do they stand? | Priority for involvement |
|-------------|----------------------|--------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

4.6 What can you bring to the party?

In Section Two, you made an initial assessment of your own abilities as a sustainability change maker, and what you can draw on from other people. We're

What change do you want to make?

calling these other people your change team, although they may not be part of a formal team in the organisation. In relation to the specific change you are thinking about now, what are the great strengths in yourself and your team that you can build on and play to? And where are the gaps and weaknesses that need to be covered?

Our great strengths are:

Your notes

Our gaps and weaknesses are:

Your notes

Once you are aware of a weakness, there are three basic responses:

- **Avoid situations where the weakness will be apparent:** you can do this to a certain extent, but you will find that your ability to make change will be limited.
- **Develop yourself so it is no longer a weakness:** this is the best long-term strategy, as you'll be better able to make change in all sorts of situations in the future. But if you wait until you are strong in all areas, you will miss lots of opportunities.
- **Draw on the strengths of others:** this response – if successful – also has the advantage of increasing the number of people arguing the case for change, and continuing to do so after you have moved on.

Developing yourself

In section 2.2.1 you may have noted down the general opportunities you have

What change do you want to make?

for developing your skills. These may be:

- formal – even accredited – courses with clearly set out learning objectives, curriculum or syllabus;
- action learning sets or coaching where you bring your own work problems to talk through with others;
- secondments where you learn by being part of a team doing something new;
- self-directed learning through books or e-learning;
- ...or something else entirely.

Frank Rose is highly experienced and heads up ICI's sustainability work. How can people who aren't so experienced develop themselves quickly? "You can fast-track your own learning by getting a mentor. This person could be a technical expert, but they could equally be a trainer or facilitator. It's better not to have someone in your reporting line – someone from another function or even another company is good. The best kind of mentor is the one who never gives you an answer, but listens and asks you insightful questions. Being mentored involves being honest with yourself – so you have to be willing to do this. Mentoring is like holding up a mirror. You reflect on what you're trying to achieve, and how much of it you can do on your own, and how much you can achieve with help and support from other people. And how can you get that support. Don't be frightened to ask for it. It is also invaluable to get feedback and understand how your own behaviour can get in the way and what you can do about it."

Choose the most important area that you think you need to develop in order to make the change you have chosen, and note down the opportunities that you know about for learning more. If you don't know about any opportunities, note down the steps you can take to find opportunities. Write down the action you will take, and by when. Also note down how you will know that you have been successful – this might be very simple, eg 'I will have a place on the course' or more outcome-oriented, eg 'I will give a presentation to the senior management team about sustainable development'.

In section 2.3.1 you looked at your sources of power. Personal and professional development can help increase some of these power sources (eg expertise, scarcity). It is also useful to look at recruiting people to your cause who already have power of various kinds.

What change do you want to make?

| | | |
|-------------------------------------|-----------------|--|
| My priority development area | Your notes | |
| I will... (action to take) | by... (date) | I will know I have been successful because ... (how you'll know) |
| Your notes | Your notes | Your notes |
| | | |
| | | |

Recruiting people

In relation to the change you want to make, what are the gaps or weaknesses that you can fill by bringing other people on side?

Don't just think about the people who you think it would be easy to get on board (although this may be a good place to start). Think about the people who it would be fantastic to get on board. It may be helpful to look back at the list of key players and stakeholders. What if some of them were part of the change team, rather than outside of it and needing to be persuaded? What first steps will you take, to build this wider team?

| | | |
|--|-----------------|--|
| My priority gap (eg skills, power etc) | Your notes | |
| Who would it be great to have in the team, to fill this gap? | Your notes | |
| I will... (action to take) | by... (date) | I will know I have been successful because ... (how you'll know) |
| Your notes | Your notes | Your notes |
| | | |
| | | |

What change do you want to make?

Don't forget that the strengths and weaknesses will change over time (as the team members develop or leave, as the context changes, as you tackle other challenges) so come back and update your action plan periodically.

As well as skills and aptitudes, it helps to have people on board with the right responsibilities. Sara Howe is Director of Company Identity and Communication at The Tetley Group. "Our Environment Steering Group is made up of me, with my sustainable development and corporate communications responsibilities, our world-wide Operations Director and our world-wide Quality Assurance Manager. The Operations Director is responsible for all our factories globally. These are where we have our major environmental impacts and where we can see the financial impact of things like the climate change levy – she gives it clout. Our Quality Assurance Manager is great at systems which means we take a thorough approach to our ISO 14001 accreditation. Having us three – an obvious and effective senior management team – forming the Steering Group means the environment is seen as important by everyone else."

Sunil Shah has seen the benefits of getting a senior leader driving the change. "I work with different clients, and one of the first ones I worked with had just gone through a de-merger then a take-over. Imagine the huge changes which would have been going on anyway, and the problems with staff retention. Morale was low. And there I was helping them put in an EMS. The first few months were difficult. Then a new Operations Director came in, who really believed in the system. He injected some structure and deadlines into the project. Before that, the timing was fluid and it had drifted – no-one was taking ownership and driving it. He demanded a project plan, and a delivery plan, with barriers and opportunities identified. We began to meet fortnightly. He would phone people up and get the problems solved. After a couple of months of this tight chasing, people took it forward themselves, into their own departments, and pushed for it to happen."

4.7 How will you know when you've done it?

So you've identified the change you want to make and analysed it in some detail. This included the specific context and opportunities, key players and stakeholders, and how to equip yourself and your team to make it happen. This section is about monitoring progress and learning to do even better by considering how effective you have been. There are two aspects to this:

What change do you want to make?

- the change in the world, and
- your personal impact.

The change in the world

Depending on what you have identified as the significant elements of the change (in section 4.3), you will want to monitor different things about the impacts of the change³⁴. Table 4.2 considers the monitoring aspects.

Table 4.2 Monitoring change

| Significant element of the change (see also section 3.2) | Kinds of things to monitor |
|--|---|
| Direct environmental and social impacts | <p>This is, in some ways, the most straightforward. If there is an EMS in place, you may well be monitoring important impacts already; for example, carbon dioxide emissions and water use.</p> <p>On the social side, you could look at the frequency of injuries or occupational diseases.</p> <p>There may be clear things about how the organisation goes about fulfilling its central purpose, which are very closely related to its direct impacts. How do you make things? What do you make? What services do you provide and how? Examples are:</p> <ul style="list-style-type: none"> • percentage of paper waste which gets recycled; • percentage of products sold which are 'A' rated for energy efficiency; and • average hours of training per year, per employee. |
| What the organisation is like | <p>This includes everything from job descriptions and organisational structures, to the everyday conversations when the boss isn't listening (which shades into the next category...). The kinds of things you might use include:</p> <ul style="list-style-type: none"> • a regular staff questionnaire on values and on how well they think the organisation is doing in relation to sustainable development; • seniority of people who have environmental protection or social impact in their job descriptions; and • overhearing people talking positively about environmental and social initiatives. |
| The people, the other players | <p>What skills do people need to do their jobs? What are people's beliefs and values? What does the rest of the supply chain do? What do stakeholders think? The kinds of evidence you can use include:</p> <ul style="list-style-type: none"> • surveys of stakeholders and opinion formers; • inclusion of sustainable development themes in staff induction; and • numbers of suppliers meeting minimum environmental or social criteria. |

34 For more inspiration on what to measure and monitor, take a look at the Global Reporting Initiative: www.globalreporting.org

What change do you want to make?

| Significant element of the change (see also section 3.2) | Kinds of things to monitor |
|--|---|
| The external context | <p>Are there regulations, national standards or sector policy positions which need to change? What about market conditions or costs? When you're trying to change the external context, it's much harder to pin down the extent to which the change is due to your efforts. However, you can still look for evidence of change. Examples include:</p> <ul style="list-style-type: none"> • the passing of a new law, or amendment to regulations or government guidance; • whether a sector sustainability group of some kind has been formed, and the influence of its membership; and • increased sales of products or services which have better environmental or social credentials. |

Greg Chant Hall works for global construction company Skanska. "There are a lot of interesting things happening in the construction sector, and Skanska's approach is genuine, improving practices both at the corporate level and at 'grass-roots'. For example, we have a policy on buying sustainably-managed timber – from FSC certified sources. When we talk to our suppliers and contractors about this, and say that we really do want them to comply with the policy, they are often surprised. Their experience is that many companies have a policy, but far fewer actually implement it. It's a challenge – the timber isn't always easily available, but making our requirements known at the outset allows suppliers and contractors a lead-in time to source the right timber. Once the supply-chain realise that we mean it, they are usually very keen to help us to deliver. But the thing that suppliers comment on about us is that we mean it."

Here are some general points about monitoring and assessing progress.

Look out particularly for the words being used and the stories being told – these are evidence of a shift in underlying thinking. "I know we're getting some culture change when people see it for themselves, and translate the jargon into their own words. Our sales team have made their own stories around the sustainability messages." – Blake Bower, Interface.

Watch out for new targets being set – existing targets becoming more stretching as well as entirely new things being brought into the frame.

When looking at targets, ask yourself whether they are about starting from where you are and inching forward (which may be a sign of greening the status

What change do you want to make?

quo) or whether they are more like stretch targets which will take you to an ambitious desired future.

Look at the desk you are sitting at. Imagine it is a graph showing your organisation's progress towards sustainability. Say your organisation has a target of reducing carbon emissions by one tonne a year. How far along the desk will it move each year? Then ask yourself where sustainability is? Is it at the end of the desk? Or at the wall? Or outside in the car park? Or 60 miles away?

With incremental improvements starting from where you are, you can see how far you have moved from your starting point. But if you don't have any sense of the end point, and when you need to get there by, it's pretty hard to know whether the action plan is going to get you there in time, or whether it is hopelessly inadequate and needs a radical shake-up. Ecological footprinting is good at giving you an end point for one planet living. Benchmarking over time gives you evidence about the rate of change. Benchmarking against comparable internal or external peers gives you evidence about what's doable now. Benchmarking against national or sectoral targets can also be helpful.

There are some tensions to manage. Jane Ashton heads up the sustainability team at First Choice, the holiday company, which runs its own airline and relies heavily on aviation. "We've done a lot more than other companies in our field, but sometimes it still feels like tinkering around the edges. The central tension is in the product itself. Staying at home may be better for the environment, but many economies depend on tourism for their livelihood and development. We shave and cut wherever we can on flight fuel economy, but the savings are small compared to overall emissions for the business we are in. These fundamental issues have become very topical for the travel industry recently."

In relation to the specific change that you want to make, how will you know whether it is underway, whether it has happened, or how well it has happened?

What change do you want to make?

| 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 | |



Worksheet 11 can be downloaded from www.iema.net/changepractitioner

Jane Ashton of First Choice: "Our managing director is hugely supportive, and when our strategy was initially drawn up with board responsibilities clearly set out, I thought it was sorted. But whilst senior management embraced the strategy emotionally, it was often not a high enough commercial priority. This year, the MD has made sure they each have specific 'environment and people' targets, related to bonuses. The internal staff newsletter about the company's overall strategy has a short profile and photo of each board director with their areas of ownership and their 'environment and people' objectives. So sustainability targets are starting to be embedded into the mainstream strategy and remuneration, and this is leading to deeper and more lasting change."

What change do you want to make?

Your personal impact

Because the sustainable development journey is a long one, and you may not always get as much change as you have hoped for, you should also monitor your personal impact as a change maker. This is about:

- learning by doing, so you can have more impact and be more effective next time; and
- reassuring yourself that you tried hard and have had an impact, even if the change in the world is hard to spot.

A great forum for this sort of reflection is the action learning set³⁵, or some sort of coaching relationship. Other people use diaries and learning logs of some kind³⁶. It can help to have a set of questions that you (and your team) routinely use to reflect on what's happened. Feel free to come up with your own. Here are some that have been helpful to other people, and are based on the ORID model³⁷:

- What happened? This should be confined to the facts – interpretation comes later. What did I see, touch, hear, smell and taste? This can include specific feedback that people gave. What did I do (the observable behaviour, rather than its impact or intention)?
- What emotions did I feel?
- How can I interpret that? What was really going on? What was good, helpful, effective or generated insights? What got in the way of progress?
- What should I do differently (or more of) next time?

35 For a useful description of how action learning sets can work, see www.hebs.scot.nhs.uk/Learningcentre/trainers/actionlearning.cfm

36 A very interesting diary which has been turned into a book about change is 'Diary of a change agent' by Tony Page, Gower 1996.

37 These questions are based on the ORID model – which stands for objective, reflective, interpretive and decisional – developed by the Institute of Cultural Affairs, www.ica-uk.org.uk

How does it feel?

This section examines the role of feelings as motivators and as responses to change, and provides an opportunity to reflect on how you feel about change and sustainable development. There is also advice on how to manage emotions – your own and other people's.

This is a little detour about emotions and feelings, and the role you may find them playing in your change project. To set it up, here's a fable from Aesop about different strategies for getting someone to change their behaviour. It's a battle between force and persuasion – which will win?

The North Wind and the Sun disputed as to which was the most powerful, and agreed that he should be declared the victor who could first strip a wayfaring man of his clothes. The North Wind first tried his power and blew with all his might, but the keener his blasts, the closer the Traveller wrapped his cloak around him, until at last, resigning all hope of victory, the Wind called upon the Sun to see what he could do. The Sun suddenly shone out with all his warmth. The Traveller no sooner felt his genial rays than he took off one garment after another, and at last, fairly overcome with heat, undressed and bathed in a stream that lay in his path.³⁸

5.1 The role of feelings – emotions as motivators

Feelings are important motivators for change. People change when they are afraid of or strongly dislike what's going on (or what's likely to happen). People also change when they are inspired or excited about the new way that things might be, especially if it chimes in with their values.

Feelings can also work to prevent change – when people are very happy with how things are and therefore don't desire change, or when they are afraid of or suspect that they may dislike what the change will bring. They may also resist because of resentment at how the change came about and who proposed it, giving rise to obstinacy and contrariness.

38 There are many versions of this fable of Aesop's. This one was sourced from www.islandnet.com/~see/weather/arts/aesop.htm

How does it feel?

| | Positive | Negative |
|------------|-----------------------------|-------------------------------|
| For change | Excitement Curiosity | Unhappiness Dislike |
| For stasis | Contentment Satisfaction | Fear Resentment, obstinacy |

And it can get complicated – people may feel excited about (or fear) the new way that things could be. Or they may be excited about (or fear) the existence of change – whatever it is that is changing.

You can harness the power of emotions. You can try to get people dissatisfied with the way things are, or afraid about what might happen if they don't change. You can try to inspire people with the way things could be, and help them feel confident about the chances of successful change. Factors which might motivate the people you are working with, include:

- financial success;
- recognition and status;
- competition and being the best, achieving goals;
- curiosity;
- the wonder of nature and how things work;
- spirituality, moral values or religious faith; and
- family security or protection.

If people think (or believe, or feel) that changing will help them achieve these things more than staying the same will, they will want to change. If they think change will endanger these things, they will want to stay as they are. Remember, different people are motivated by different things. And be aware that they may not accept your analysis of what change will bring and what staying the same will bring, at least at first.

According to some social researchers, there are three broad kinds of people to be aware of, when considering motivations in relation to environmental topics³⁹. These are:

- **Pioneers:** pioneers are interested in new ideas and strong moral values. They are more likely to listen to warnings and to change their behaviour and to be suspicious of the mainstream status quo. They may value being 'different'

39 'Painting the Town Green' by Steve Hounsham, Transport 2000 and Green-Engage, 2005.

How does it feel?

– seeing themselves as more intelligent and possessing more insight than others.

- **Prospectors:** prospectors are interested in building up their status and self-esteem, through traditional career advancement and status symbols such as material possessions. They want to be seen to be successful and savvy. They are likely to be cynical about scare stories and do-gooders.
- **Settlers:** settlers are interested in safety, security and tradition. They want to protect what they have, including their way of life and their family. They crave security and are most likely to close their eyes to bad news.

These people will be motivated and engaged by different arguments. And note that giving bad news to settlers and prospectors is unlikely to be motivating.

5.2 The role of feelings – emotions as responses to change

You may also be faced with emotional responses – sometimes quite strong and sudden – not only because people get emotional about proposed changes, but because of the nature of the subjects you'll be asking people to think about. As part of persuading people that change is needed, you'll almost certainly touch on the really shocking data about environmental limits and where we are in relation to them. You may also cover distressing information about human rights abuses, lack of access to basic resources and the human cost of current unsustainable practices.

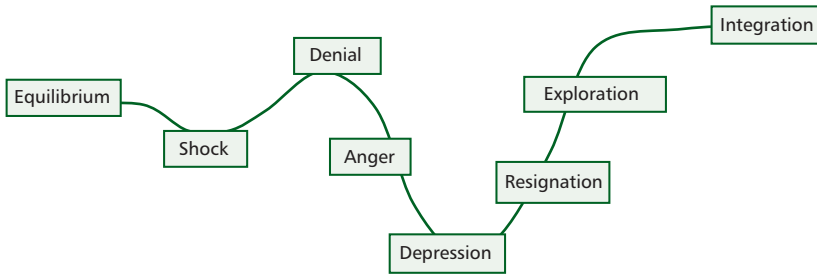
There is a classic model of the emotional responses to change, which was developed from pioneering work with people with terminal illness⁴⁰. There are countless adapted versions of the model, and you may well have seen a simpler version called the change curve. It's a useful way of understanding the stages people may go through in relation to changes at work like restructuring and shifts in strategic direction.

Since we're looking at change for sustainable development, the model – shown in Figure 5.1 over page – is also helpful in understanding the emotional responses people may have to things like news reports about climate change or species extinctions. The types of responses are described below:

40 'On Death and Dying: what the dying have to teach doctors, nurses, clergy and their own families', Elisabeth Kubler-Ross, Tavistock, 1973.

How does it feel?

Figure 5.1 The emotional response to change



- **Equilibrium:** this is the ‘ignorance is bliss’, comfortable stage when people are genuinely unaware that there is any problem or change on the horizon.
- **Shock:** the first response to very bad news – like being told about a serious accident, getting a diagnosis of terminal illness, or a credible report of ecological disaster. “Oh God!” The hand covers the mouth, there may be physical reactions.
- **Denial:** behaving as if it’s not true and it isn’t happening. There may also be indifference “It’s happening but it’s unimportant” and cynicism “They’re only saying that because they want to put up the price / raise funds / get at me”.
- **Anger:** anger at the circumstances may also include blame for the guilty. “It’s all their fault.” “It’s all my fault.” There may be a victimised response “Why me? Why is this happening?” There may also be bargaining “if this turns out OK, I’ll never miss church / step on a worm / leave my TV on standby again.”
- **Depression:** “It’s all so awful, nothing I can do can make any difference.” “Someone else needs to take responsibility for me and the problem, because I can’t.” If people don’t find a way to feel as if they can make a difference and take some control back, then they can slip back into anger or denial. Slipping back into denial can be so successful that people forget that they once believed it or have even heard about the problem.
- **Resignation:** with support and a sense of agency (see section 3.3 on the 5 As), people can allow themselves to move on to the stage of letting go and experimentation. “I loved having a long hot bath three times a day, but I realise those days are gone. I’m ready to experiment with showers instead.”

How does it feel?

“This change is happening, and I will accept it. I’ve finished grieving for what’s been lost.”

At this point, people may be – legitimately – unhappy at the idea of resigning themselves to what’s been lost, whilst still being ready to go forward and make changes. For example, a person may be willing to accept that the days of unlimited cheap electricity will end, but unwilling to stop grieving for or being angry about the loss of climatic stability that has already occurred. The change that is being accepted is the change in society needed to achieve sustainability, rather than the (negative) changes that have already occurred to the eco-system.

- **Exploration:** when people can see the benefits of changing, and the possibilities for doing so successfully, then they begin to explore and to get enthusiastic. “I’m going to explore how the future may be, and how I will be.” “I think I’m going to like this.”
- **Integration:** when the changes are fully integrated, people take ownership of the new situation and the new way of doing things. “This is how we do things.” “This is the new me.”

5.3 How do you feel?

It’s time to explore your own feelings a bit. We’ll look at how you feel about:

- how things are at work at the moment;
- the current state of the environment;
- what a sustainable society might be like; and
- the journey between here and there.

Think about how things are at work at the moment, for you. Imagine your Sunday evenings and your Monday mornings. Picture your work space. Hear your colleagues, your boss, your team. How do you feel?

Your notes

How does it feel?

Think about the environment, as it is today. Hear a newsreader talking about an environmental topic. Imagine looking at a presentation that you're giving about the environment. Listen to the sounds outside your window. How do you feel?

Your notes

Think about what a sustainable society might be like. What can you see? What can you hear? What will you be doing? What will your surroundings be like? How do you feel?

Your notes

Think about the journey between here and there. Picture the length and complexity of the journey. Imagine the things that will no longer happen and the new things that will happen. Hear the things that people will be saying about the changes. Imagine the conversations you will have and the things you will do, to make change. How do you feel?

Your notes

How does it feel?

How do your feelings compare with these?

“The facts about climate change are so scary and disempowering that I just don’t think about them any more. When I see a newspaper article about glaciers melting or water tables falling, I don’t read it.”

“My colleagues don’t give a monkey’s. It’s a very macho culture and I’m afraid of looking foolish and being teased when I mention things like recycling paper.”

“When I think about climate change and our response to it, I don’t think of doom and gloom, costs and sacrifice. I think of a cleaner, greener world for our children to enjoy and inherit. I think of the almost unlimited power of innovation, the new technologies, the new products and services, and the progress they can bring for our planet and all mankind. And I think of the exciting possibilities that may seem a distant dream today – changing the way we live to improve our quality of life. We’ve all got to get positive about climate change.”⁴¹

“I can’t really visualise what a sustainable society would look like. Is it quite like this one, with all the changes being ‘behind the scenes’, with just as many cars but running on clean fuels. Or will we be living in small communities weaving our own cord out of willow bark? Or something entirely different? Because I can’t describe it to myself or other people, I’m afraid that I won’t be convincing when I try to whip up enthusiasm.”

“I’m really excited about what can happen when people wake up to a problem and have easy solutions provided for them. Look at how high recycling rates are with kerbside collections. Look at the growth of fair trade. It’s happening! And people are making a living from it.”

“I try to live a green life, but like everyone else I compromise quite a lot. I still have a car and it’s not very efficient. My kids still like to get new toys and I use quite a lot of energy in the house. I sometimes feel like a hypocrite and am worried that colleagues will see me like this too, if I try to get them to behave differently.”

“When I see wind turbines turning, and solar panels on buildings, I feel

41 Seems familiar? This is from an article by David Cameron, at the time of writing, leader of the Conservative Party. ‘Time for innovation to tackle climate change’, April 2006.

How does it feel?

proud, almost elated. They are a sign of hope and they're there, right now."

"I want there to be massive change, and I want to be part of it. I can feel low when I think about all the things I haven't achieved yet – but then I look at what I have done and feel reassured."

"I veer between pessimism and denial. When I really think about what might happen in twenty years – climate refugees, water wars and so on – I think the best thing I can do is to teach my kids how to set a snare and purify water."

"I feel lots of things – I'm a turbulent cauldron of emotions. But my role at work is to point out the relevant facts – about our impacts, about what our competitors are doing, about what the law says and so on. Sometimes, I point out that particular emotions are being expressed, and draw attention to them. That can turn the conversation around!"

Which emotions help you to be more effective? And which are a barrier to effectiveness?

Your notes

"I'd say do let the emotion come through, but be careful how and when. Don't let anger come through. Passionate commitment and belief, in the context of the business in which you're working, is fine. After all, marketing people and finance people let their passion out! Gloom and anger are understandable, but what help will they be? Neutral emotions like sadness or apathy, and negative ones like aggression, don't help. Positive emotions like excitement, at seeing the opportunities and the possibilities, will serve you better. Control the anger and make it into something more inspirational. This is what to focus on in the work place." Frank Rose, ICI.

How does it feel?

5.4 Managing emotions

On the whole, positive and forward looking emotions like curiosity, excitement and confidence are more useful than the negative emotions like fear and anger. Strong negative emotions can be a spur to action, but generally only for quick bursts. They are just as likely to make people run away or surrender (both forms of denial).

Having said that, it wouldn't be helpful to dismiss the negative emotions or try to squash them or make them off-limits. It is legitimate and reasonable for people to feel angry, depressed or powerless. The distinction between seriously tackling the sustainability challenge (meeting everyone's needs and getting back within environmental limits), and rearranging the deckchairs on the Titanic, is more than spin. The choice of whether to veer more towards the pragmatic and upbeat, or to challenge complacency and push for ever greater change, is not just one of presentation. It is more than a matter of being in the right 'state', and it is not trivial. It's a real choice – although you may come back and revisit the choice as circumstances change.

As a change maker, one of the things you may find yourself doing is helping others articulate their frustration, doubt or anger about the choice that has been made, and their role in implementing it. You will sometimes find yourself challenging others to be more ambitious and imaginative. You will sometimes find yourself cautioning others not to over-reach themselves, and to curb their enthusiasm. You will have to manage your own feelings about this, and sometimes you may feel you have made the wrong choice. Best practice creates tensions – anything else is business as usual⁴². You will sometimes find yourself having to help a group of people deal with their disagreements about what to do – and find that conflicting emotions are part of what is preventing a good decision being made. This tension – between doing something and doing enough – is a permanent feature of the landscape.

The negative feelings can and should be acknowledged and respected. But you'll want to have strategies for putting them back in the box when you need yourself and others to feel confident, empowered and inspired.

42 Sharon Jackson, personal communication.

How does it feel?

Some fellow travellers talk about their feelings:

"I do regularly feel tensions about the gap between what needs to happen and what's being achieved. I have said to myself that I'm wasting my time. But then my boss reminds me of those places where people are starting to change and to listen, to pick up on small signals. It's like lighting fires. When you see a little smoke you put tiny bits of kindling on, not a bloody great log. It's about lighting little fires."

"I have a vision of an ideal world, but if I try to push businesses too fast, it won't do any good. Where I am, it's about costs and payback, as well as about values. I need to be pragmatic and practical, and get really good at finding ideas which are cost effective or cost neutral. I used to feel a tension between what I could do and what society needs. But I see that I won't survive in a business if I'm carrying this tension all the time."

"Morale isn't really an issue for me. I'm lucky to have such an interesting job. The sticking points are as stimulating as the positives. Yes, I wonder what sort of world my children will grow up into, but I need to maintain a sense of perspective. I'm trying to do my bit at work and at home, but I don't feel responsible for the Greenland icecap. I have faith in the possibility of collective action. The worries do get discussed, but they don't get in the way of action. There's a strong moral drive to crack on and do what you can, across a whole range of spheres. It's important not to take things too personally. Tomorrow's another day and you can have another go."

You can help yourself and others by:

- being aware of the emotional dimension;
- asking how people feel about what's going on, and being comfortable to hear the answers; and
- saying how you're feeling about the status quo, the change journey and the destination.

It's likely that this whole section has made you feel a bit uncomfortable. But stick with it because the sustainability agenda by its very nature provokes strong emotional reactions in many people and you will need to understand your options when confronted with them.

If you do decide to help people access emotional states which will help them be effective and positive about change, it will be very useful if you have some familiarity with techniques popularised by neuro-linguistic programming (NLP)

How does it feel?

and brain-friendly approaches. An internet search will turn up lots of sources⁴³. Some simple approaches are:

- use music and singing – pick a song or a piece of music that consistently lifts your spirits, and play it or sing it;
- make a list of your achievements;
- envisage how you'd like things to be – in detail;
- use the 'future perfect' solutions-focused approach when drawing up plans and discussing what to do; and
- talk it through with others who understand your situation – and will only give advice if you ask for it.

Fellow travellers share their ways of keeping their spirits up:

"My job is in consultancy and I have to account for how I use every minute of my time. This can raise issues – I have to be committed to my sustainable development work, and have an overall vision of what I can achieve. When I'm feeling down, people who I've met through the committee I'm on help me. We talk constantly, meeting up or on the phone. Emails bounce around all the time. This really helps."

"By nature I'm quite an optimistic and positive person. There are days when people haven't delivered, or you see what you're doing as marginal. There are other days when people surprise you, senior people put themselves on the line for it. You feel like throwing your arms around them!"

"There are days when it feels like I'm sweating blood. And in my organisation [a government agency], they shoot the messenger. They don't want to know about how badly we're doing or how much it's costing us and we're not meeting the targets that have been set for us. But there is a network of us, maybe up to 80 people across all of the government bodies, and there's a lot of camaraderie in that. We are people who are doing similar jobs in similar circumstances and I can ring someone up and talk it through, sharing problems."

"Keeping up the energy, and keeping the ideas flowing, is a concern. It's very intensive work, and it's personal energy. It's easy to become cynical. What helps is talking to people in other sectors who are also trying to get sector level change, like people who are in the Pioneers Group. I can see what their issues are, and we exchange ideas. I also network with people I met on a sustainability course. I feel good when I think I've set a good example through my own behaviour. I feel good when I look back at where we've come from and see the progress that's been made."

43 For example Kaizen Training www.kaizentraining.com , or Sue Knight's 'NLP at work : the difference that makes a difference in business' (2002), Nicholas Brealey Publishing.

How does it feel?

To get really good support and mutual learning, it helps to network with others who are also trying to make change for sustainable development. As well as structured and informal opportunities to share experiences, networks can help when you need to build alliances or find people to give your efforts external credibility. You can find people like this in various ways, as shown in Table 5.1.

Table 5.1 Support networks

| | |
|---|---|
| Academic courses and programmes | <p>For example...</p> <p>The Postgraduate Certificate in Sustainable Business, run by Cambridge University's Programme for Industry and Forum for the Future, www.cpi.cam.ac.uk/slms/programme_index.htm</p> <p>MSc in Responsibility and Business Practice at the University of Bath, www.bath.ac.uk/carpp/msc.htm</p> |
| Short courses | <p>For example...</p> <p>Reconnections, run by Forum for the Future, www.forumforthefuture.org.uk/events/Reconnections2006_page2149.aspx</p> <p>Courses run by the Schumacher College, www.schumachercollege.org.uk/ShortCourses/Diary.html</p> <p>Courses approved by the IEMA, www.iema.net/training</p> |
| Networks | <p>For example...</p> <p>The Association of Sustainability Practitioners, www.asp-online.org/</p> <p>IEMA's regions, www.iema.net/regions</p> <p>Green business clubs or similar.</p> <p>The environmental, ethical, social impact or sustainability interest group for your specialism or sector.</p> |
| Web-based discussions and email groups | <p>For example...</p> <p>IEMA's proposed sustainability and CSR special interest groups, www.iema.net</p> <p>There are a number of web-based providers of simple and free discussion groups, eg Yahoo and Google.</p> |

Planned change

This section takes you through the stages of a planned change programme – and can be applied to small- or large-scale changes. Planned change programmes are seen as a cycle – once completed, it's time to consider the next change you'd like to make.

6.1 Introduction

If you've got a mandate for change, and the right kind of senior support, then you can plan and implement a change programme. This might be as ambitious as a whole-organisation cultural and strategic change initiative, or it might be to introduce sustainability thinking to a specific area or team.

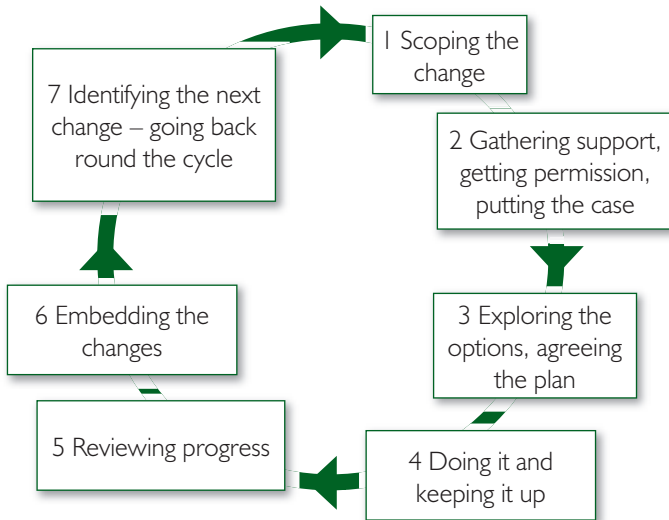
Jayn Harding has the benefit of a clear chain of command. "Our Chief Executive is the main sponsor of the FTSE4Good Index Series, and his Chief Operating Officer is the main sponsor of my work on FTSE's own CSR programme. All of this is in their objectives, and it's done in their names."

If you don't have a mandate for change, then you'll need to start where you are – build the case for getting a mandate, seek out those who do have one and persuade them to build in change for sustainable development, demonstrate the strength of your arguments by setting up and running successful initiatives on a smaller scale. Look out for possibilities to influence emergent change (Section Seven), and to ride a wave of change (Section Eight). Re-read section 2.4 if you need a reminder on your mandate. Remember that even with a planned change programme, emergent change and 'riding a wave' can be very useful.

This section will take you through the seven stages in the cycle of planned change, as shown in Figure 6.1 over page.

Planned change

Figure 6.1 The cycle of planned change



Blake Bower at Interface is working in an organisation where buy-in to sustainable development is very high. There have been lots of ways that the company has driven change and made sure that it sticks. "We have the QUEST programme to engage everyone in coming up with good ideas. We have a small sustainability team and a group-wide sustainability council, chaired by a senior Vice President. There are seven 'fronts' that we work on, and there's a sub-group for each front. We make sure there's a good geographical spread on the groups. The things I'm working on at the moment are a specific project on new product development, and refreshing our training materials. We have been introducing people to ideas like biomimicry, as a way of catalysing innovation for sustainable development. We always try to make sure that the sustainability approaches are embedded into what we'd do anyway. One way we do this is to have a product portfolio assessment tool, so we can check whether, overall, our product mix is getting more or less sustainable. We think about sustainability as totally integrated with our core business. It's about getting product out of the door, it's not an initiative. If our business strategy or product strategy changes, there's no sense that sustainability will ever go away or be dropped by the business."

Planned change

Dan Green also works in an organisation that has an explicit long-term sustainability focus. “Having a supportive Board is a huge benefit, but there is a strong dose of realism too – we can't do everything at once. So we need to identify what we can get on with now and prioritise work on those things, without forgetting about longer-term aspirations. And support at the top level is not the end of the story. You need to get buy-in from people at all levels in the business, particularly if attempting to work in a more sustainable way seems to conflict with other priorities in the short term. So, like anyone else championing sustainability, I keep looking out for things to help make the case, such as environmental taxation. Government tax-and-spend policies on issues such as waste management, energy efficiency and renewables have led to focused attention from colleagues in other parts of the business. These issues are seen as an increasingly serious consideration and we cost them out in much more detail than we would have done six or seven years ago.”

What kind of story would you like to be telling, when your change programme has been successful?

Your notes

6.2 Scoping the change

In Section Four, you spent some time thinking about a particular change that you'd like to bring about. You looked at:

- the context;
- the particular things that you'd like to see change;
- who the key players and stakeholders are;
- what resources you are able to bring into play; and
- how you would know if the change is successful.

This is the time to get even greater clarity about what the focus of your planned change programme will be. You might be thinking very big; for example:

Planned change

- to get the organisation to be a net carbon capturer within five years;
- to reposition the business as an ethical company with a sustainability review of every product line; or
- to ensure that everyone in the organisation can explain what it means to have ‘sustainability’ as a core value.

You might be more short term or modest; for example:

- to introduce fair-trade products for all catering on one site within the next three months;
- to get 10 per cent of staff journeys switched to a more sustainable mode of transport, by the end of the year, or
- to establish a recognised sustainability forum in your sector, which holds a seminar on a sustainability theme.

There might be some inter-linked initiatives and outcomes, which together would create a significant platform for further change, or demonstrate the benefits of thinking sustainably. Some space follows for you to note down the very specific intention you have for your change, and how it links to other initiatives or goals. Make sure it has a deadline, and that there is a way of telling whether you’ve done it or not.

Your notes

Also note down how doing this well will help:

- move society as a whole that little bit closer to sustainability – otherwise it’s rearranging the deckchairs; and
- the organisation (or department, or team) to meet its own goals – if it is not aligned with organisational goals, it’s a recipe for failure.

Your notes

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These are the arguments that you will need to have at your fingertips, when you get the precious two minutes in the lift or at the bike racks to talk to the boss.

6.3 Gathering support, getting permission, putting the case

In section 4.5 you identified who else you need to involve. They might be the key decision makers who can say yes or no to the programme, the people affected by it whose views and situation need to be taken account of, and the people whom you want to get actively involved as part of your change team.

Remind yourself of whose permission or support you need, and who you'd like to have on the team. What do they already know about your ideas? What's their view at the moment? You were invited to think about this in section 4.5. Wherever possible, identify a specific name or at least a specific job title.

"If I've got a choice between a Director who's already bought in to the idea, and a sceptic, I'd chose the sceptic every time. It makes you work harder, tests out the weaknesses in the case more effectively, and you end up with a stronger programme as a result," says Frank Rose, from ICI. "And look for allies. There will nearly always be someone in a position of authority who sees the value of this agenda. Get to know them, work with them. A lot of power and influence is not because of line organisation, it's because of working on relationships and credibility with senior people."

For each person that you'll need to get on board, you'll need to identify the approach or argument to use. Ask yourself "what might make them enthusiastic about the idea?" and "what style of approach is most likely to work?"

What might make them enthusiastic? Are they more motivated by a moral case, or by financial savings, or by winning the approval of others? Are they a pioneer, a prospector or a settler? Take a look back at section 5.1 for more on motivations. Is there a particular problem they need to solve just now?

Greg Chant Hall at Skanska found a tangential motivator when working with one project director. "The Project Director was bringing a new team together, and needed to get the team working well together fast. He wanted to find a way to engage the team, and show them that their opinions count.

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He could see that the ‘green’ ideas were likely to be cost-saving too – every traffic movement has a cost, every transfer of waste has a cost – so he felt comfortable using sustainability as the subject when setting up creative ideas sessions and then letting people run with the good suggestions that came up.”

What style of approach might work best? Do they prefer punchy presentations, big ideas described by gurus, detailed written evidence on costs, one-to-one conversations in the corridor? Are they primarily visual, auditory or kinaesthetic (with a preference for touch and movement) thinkers⁴⁴? Do they like to visit projects or sites? Do they like to be shown deference and respect, flattery, or to be treated like one of the crowd? Will a strong emotional charge appeal to them, or would they be more receptive to a sound and measured argument?

Jayn Harding’s organisation is based in London, but it also has relationships with a lot of US companies. She needed to find a different way to talk to them. “I talked to the chairman of our US committee, and he agreed that we needed a dedicated US specialist. He put in the request to the CEO, and it carried a lot more weight than it would have if the request had come from me.”

For some of your targets, it may be obvious. For others, you’ll need to do some research (ask around, get to know them a bit) or make an educated guess. In all cases, remember the useful lesson from NLP – if what you are doing isn’t getting the response you want, do something else.

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



Worksheet 12 can be downloaded from www.iema.net/changepractitioner

44 For more on this, see any source on NLP, for example Sue Knight’s ‘NLP at Work: the difference that makes a difference in Business’ (2002) Nicholas Brealey Publishing.

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Whatever approach you use, remember that everyone likes to be listened to, so build this in to your plan. If you need to talk to a group of people, think about any suitable ready-made occasions or fora that you can get on to the agenda of – like a regular site meeting or Board meeting. If you need to target people individually, then do so.

A fellow traveller says, “If the change that’s needed is at Board level, put on a tie and talk to the Board. If it’s at site level, put on a yellow jacket and a hard hat and talk to the people on site.”

Jane Ashton puts a lot of thought into working out what makes people tick. “In our retail division, commercial benefits are what resonate with people especially – they have to, this is a highly competitive sector. So the targets for their area concentrate on eco-efficiency – halving paper use, cutting energy use by five per cent. The commercial stimulus was important, so we’ve focused on areas where what’s good for the environment is good for business.”

Sara Howe at Tetley is in a company where a case based on values can also be very persuasive. “Our approach is very values-driven. The company history is one of a philanthropic family business. There’s a background of caring and this has never been lost. Values are important. It’s also clear that for many things, there is a win-win, and we use the strength of the win-win to prioritise our activities. But the starting point is that this is what Tetley believes in.”

As you talk to more people, your ideas can and should develop – so that they are becoming more widely owned. Progress reports and update meetings may include amendments to and developments of the idea, as well as more detail on exactly what’s going to happen.

Your conversations will bounce between the more senior decision makers who don’t need to know so much detail, other stakeholders whose views and expertise you need to draw on, and the change team that you build around you who are ensuring that action plans are developed and implemented. You may find yourself having more or less the same conversation a number of times, as things inch forward and you work to keep everyone on board.

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When you have identified the things that are likely to motivate them, and the way you intend to approach them, you may realise that you need to gather some evidence and plan your communication. Alternatively, you may discover that it doesn't need to be so complicated and that you can get up now and go and talk to them.

Evidence

What evidence do you need to put together a convincing case for each person or group of people that you want to get on board?

Generalised arguments about reputation or cost savings can be good for catching attention and showing where to look in more detail, but will not be robust enough for some people. The best evidence of all is that which comes from within the organisation – from pilot projects, or data from 'business as usual', analysed or interpreted in a new way. In some cases, a report or recommendations from a credible third party or internal expert (eg a lawyer or accountant) may carry a lot of weight. If there isn't evidence from your own organisation, then evidence based on organisations which are like your own (similar size and mission, from the same sector, in the same town etc) may be useful. For this kind of information, good places to look are your trade body or professional body, or your sector organisation, especially if it has a sustainability or 'green' sub group or project stream. For data on eco-efficiency, organisations like WRAP, Envirowise, The Carbon Trust and the Environment Agency may provide useful case studies. For information on the impact of sustainable development commitments on share price and investment returns, see FTSE4Good, the Dow Jones Sustainability Index and Forum for the Future. For information on how staff loyalty and reputation can be improved, see Business in the Community and CSR Europe. Contact details are provided at the end of this workbook.

When putting together a business (or a 'values') case, consider the short term and long term predictions about the context and drivers, and the impact this difference in time scales has on the case.

When thinking about how to present the case, ask yourself whose voice will be the most credible – an outside 'guru', a hard-nosed finance manager, an accredited professional advisor, a marketing whiz?

Jane Ashton got outside help when communicating the case for change to her division's 300 top managers. "Jonathon Porritt came and made a presentation, which went down really well and got great feedback. He was known as a

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'green' thinker, and he said "if it's good for the environment, it's usually good for business". That surprised some people, and it's a phrase that is often repeated."

There is also the 'shock and solve' approach. Jayn Harding says "this is particularly useful when you reach a brick wall as can happen with directors at budget level. In these sorts of situations when the normal lines of persuasion, business case and opportunities have failed, concentrate on liabilities. In many cases the law can result in fines or imprisonment – even of individuals or directors. When this is pointed out to them they often are very grateful for any suggestions or an appropriate policy to implement. But if you're using this 'shock and solve' approach you need to be very certain of your ground. There isn't always such a dramatic shock to hit them with. Don't cry wolf."

Greg Chant Hall has used peer-to-peer communication channels successfully, and describes in some detail how an understanding of motivations and credibility informed the process. "In construction, so much is contracted out to specialists – some quite small companies – that you have to get buy-in from a large number of people. What I've done that's worked is to build a good understanding, and find someone in the organisation who is my counterpart. I get them to sell the ideas in to their own MD. The most effective drivers at the moment are legislative compliance and market advantage. It's important to highlight the demonstrable benefits of adopting more sustainable practices.

"One large civil engineering company I worked with has an environment manager, and we worked together to reshape their supply chain. There were lots of 'ways of working' that their sub-contractors needed to comply with, things like the way noise is managed, and dust and nuisance kept to a minimum. We decided to run some workshops on each of the issues – water pollution, wildlife and so on. We launched it at a high profile event with around 120 people, and some interesting speakers. The civil engineering company decided who to invite, and because they were all the MDs of sub-contractors, there was a pretty high response rate. The business imperative that we explained was to do with costs, getting onto tender lists, and avoiding the risk of prosecution – although the fines are pretty low. Other drivers are the chance of projects being delayed – which is a much bigger risk – and publicity. People were reasonably convinced after that discussion. Hearing from their peers was much more important than

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hearing from the bloke at the front of the room.

"We didn't have a lot of information about what people already knew, but we did do a self-assessment questionnaire at the initial workshop. That showed us that people felt they didn't know a lot about how their work impacts on wildlife. We had around 35 companies at each particular workshop. The workshops were very interactive – no-one likes just being told what to do. There were presentations but there were exercises too, and people shared their experiences and the things they were already doing. We made sure that the day was related to what they wanted to get out of it. After the initial workshops, the company developed and introduced a construction-specific version of BS8555 – the ground work had already been done."

Show or tell?

Experience is a far more powerful tool than most forms of 'telling'.

Jim Hopwood of Exxon Chemical, working with the Field Studies Council⁴⁵, took people out to look at the environment. "Engineers like measuring things so we compared the creepy crawlies in an unspoilt section of river, with those in another section of the same river downstream of an old lead mine. We compared lichen growth on trees near our plant with trees further away and explained that the difference is due to sulphur dioxide in the air. Using old photographs we showed how the salt marsh near the refinery had been damaged by historical oil discharges and how it had recovered as the discharges reduced. These real examples helped them understand why our procedures and controls are there and how their day-to-day work helped protect the local environment."

Days working as volunteers for organisations like the Wildlife Trusts can also bring people face to face with the natural world⁴⁶. Structured visits or days out can be arranged at places like the Centre for Alternative Technology in mid Wales, BedZED in South London, or Hockerton Housing in Nottingham, where low-carbon and highly resource efficient technologies are in place and working⁴⁷. What about a farm visit, or a morning shopping at a Farmers'

⁴⁵ www.field-studies-council.org

⁴⁶ www.wildlifetrusts.org

⁴⁷ Forum for the Future's booklet 'Centres of Inspiration' gives more ideas. Hockerton Housing Project in Nottinghamshire is described at www.hockerton.demon.co.uk For the Centre for Alternative Technology, Machynlleth, go to www.cat.org.uk and for BedZED go to www.bedzed.org.uk

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Market⁴⁸? Business in the Community runs a programme of visits called ‘seeing is believing’, where you can visit community projects, schools and prisons, and discuss the experience with senior business leaders⁴⁹. There are also short courses which include an element of ‘encounter’ with nature, or even wild-living or bushcraft skills⁵⁰.

It is also possible to visit companies or organisations like yours, which have already got successes under their belts. IEMA’s regions organise this kind of event from time to time – perhaps there are some colleagues you could take along?

What might you do, that would allow those you want to influence to experience your message?

Your notes

Putting the case

Whatever kind of conversation you have – whether it’s two minutes in the corridor or a day-long workshop – plan it out. Here’s a simple model of the ‘four parts of speech’, which help to make even simple conversations much more effective⁵¹. As you read through it, pick out one conversation that you need to have, and plan it in your head.

- **Framing:** say clearly what your purpose is, and give the other person some advance warning of what’s coming. For example, “I know this isn’t the time, but I’d like a chance to explain a new approach to cost cutting to you” or

48 For details of local markets, see www.farmersmarkets.net

49 For ‘Seeing is Believing’ go to www.bitc.org.uk/programmes/programme_directory/seeing_is_believing/index.html

50 For more on courses that dig a little deeper, see ‘Personal development – discover your needs’, Penny Walker, ‘the environmentalist’, April 2006 which looks at three such courses. For bushcraft skills, see for example courses offered by the Field Studies Council ‘leisure learning’ programme, www.field-studies-council.org/leisurelearning/index.aspx

51 This model is from Fisher D, Rooke D and Torbert WR (2000) *Personal and Organizational Transformations: through Action Inquiry*, Edge Work, Boston. It was first introduced to the author by Professor Charles Ainger, at a workshop of the Sustainability Learning Networks programme run by the Cambridge Programme for Industry and Forum for the Future.

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“I’m really excited about the opportunities sustainability can bring us, and I want to get it on the agenda of our next meeting.”

- **Advocating:** asserting an option, perception, feeling, opinion or proposal. “Other companies like ours have made big gains.” or “Our team is very good at finding practical applications for big ideas.”
- **Illustrating:** telling a story to illustrate your point. “Miggins Pies saved around five per cent of operating costs last year.” or “Last year’s bushcraft skills classes for staff made lifelong learning real to people, and boosted morale.”
- **Inquiring:** explicitly questioning your audience, to learn their reaction. “When would be a good time to talk about this in more detail?” or “Can I have a half hour slot next Wednesday?”

People often miss out the framing and the illustrating, which can put the other person into a defensive mode. Think about what level of detail you need – plan to use a minimum level of illustration to begin with, but have more up your sleeve in case they ask for it. Be very clear about what’s in it for the person you’re talking to, and what you are asking them to do right now. Be prepared for an enthusiastic answer too – what if they say “yes, let’s do it right now”?

Showing you’ve got a mandate

Consider also how you will know whether you have enough of a mandate, and what you need to have in place, for others to see that you have that mandate. Do you need a formal minuted statement from senior management? Do you need a memo to all staff from the CEO? Do you need enthusiastic support from a group of influential middle managers? Do you need a budget and a job title? How do other changes get a secure mandate where you are?

Getting your team working

Your mandate is secure, and you’re about to start involving others in planning and implementing the change. If you haven’t already, now is the time to build a small but influential and effective change team.

In section 2.2.2 you identified what you need from your change team, and you may have identified some of the members too. If you already have experience of running successful teams, then you may not need this section. If you’d like a reminder of the key points, read on. Some key points are:

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- your team needs to recognise itself as a team, with an agreed purpose and sense of direction;
- each team member's skills and contributions should be valued and used;
- make sure there are clear roles and responsibilities, and clear action points;
- hold regular progress reviews – reflect on what's happened, what's been achieved, what hasn't gone according to plan. If things aren't working, try something else. Celebrate achievements, big and small – making change is hard; and
- learn together, from reflecting on experience and in structured ways.

| | |
|---|--|
| These people are in my team, and know that they are: | |
| These people should be, and I need to make sure that they are: | |
| We do / do not have a clear role and plan, that everyone in the team understands. | |
| We do / do not have clear roles within the team that everyone understands. | |
| Our next meeting is on this date: | |
| The agenda should include: | |
| We'll review our progress on this date: | |

6.4 Exploring the options, agreeing the plan

Like ripples spreading out on a lake, the change-making process needs to start involving more people. This is a stage when you are giving and getting information on what you have in mind, and what the other players and stakeholders think about it. You will need to cover the motivation behind the change, your vision for what things will be like once the change has happened and its overall direction. You will also need to share views about barriers and opportunities for successful

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implementation. And as you involve more people, the details will get added. It's also possible that the general thrust of the change may need to be questioned and confirmed or altered.

Involving people

The Decide-Announce-Defend (DAD) model—see Figure 6.2—of communicating about change can generate resistance. Sometimes it is effective, if speed is essential (for example in emergencies) and top management commitment is absolutely solid. If you are hoping for long-term behaviour change and culture change, and if you want to get the details of implementation right, then it's better to build in ways of taking account of people's concerns and needs, through an Involve-Agree-Implement (IAI) process – see Figure 6.2 also.

People often choose to go down the DAD route because they think it will save time, or they have concerns that the expertise of the experts will be diluted or ignored in favour of irrational or misinformed 'popular opinion'. In most change for sustainable development, involving people early on is especially important, because engagement and buy-in are essential.

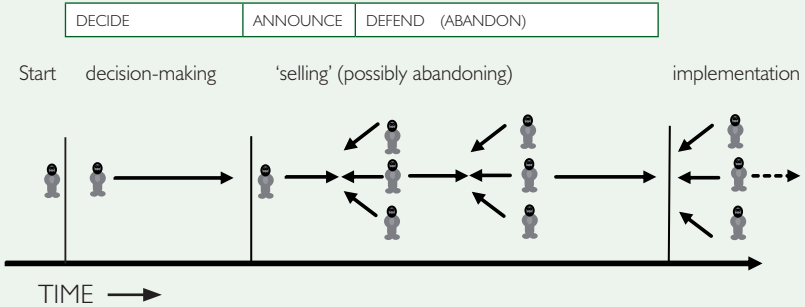
Attempting to impose change on people through the DAD model doesn't save time, if you end up having to defend against passionate resistance, discover that the plans have fundamental flaws, or meet a stubborn refusal to change. DAD triggers the negative resistance responses described in section 5.1. Involving people – so that they can question and understand the 'experts', put forward their own visions of how things could be and come up with their own ideas for getting there – leads to more robust plans with a ready-made constituency who want to make them succeed.

At Tetley, Sara Howe wanted to get things a bit more embedded once initial engagement had taken place. "We needed to find a way of working, a model, to help people think about sustainable development as part of their job. So we posed it in a question like this, what do we mean at Tetley, when we say we will run the business responsibly? The answer was to understand our impacts throughout our supply chain, to leverage the good ones and address the bad ones, be they ethical, environmental or social. So each different team was asked to think about this in relation to their work, and to come up with actions which are relevant to them."

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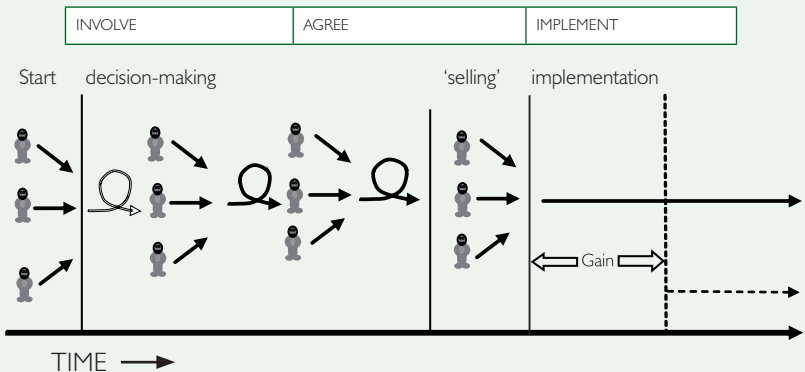
Figure 6.2 Traditional and involving decision-making processes⁵²

The DAD model



In DAD, a small group of people make the decision, and then try to sell it to a larger group, generating hostile feedback and resistance which takes longer to deal with. People remain resentful during the implementation phase.

The IAI process



In IAI, stakeholders are involved in making the decision and refining its details, and so the decision needs much less selling, and implementation is smoother.

52 Adapted from The Environment Council 2002 “Stakeholder Dialogue: facilitation skills and principles” training manual.

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As you take each step forward, make sure that it's clear what's been agreed or decided (eg criteria for use in future decisions, or membership of a working group), particularly specific actions that people will take – even if they are very simple, like writing a short piece for the next newsletter.

Mind your language

And when you're talking about sustainable development, mind your language.

Jane Ashton at First Choice has wrestled with language. "We've learnt and we've evolved. We think sustainable development goes over people's heads. We tried 'sustainable tourism' but it wasn't specific enough, and it didn't make people think about our UK-based operations. We know that people are more comfortable with 'environment' but it's not wide enough – the people side is neglected. We brainstormed names and messages, and decided to call it 'environment and people' as that seemed to encompass a wide enough field and to be understandable. That's what we're developing as our sustainability 'brand' internally and externally. It has chopped and changed over time which is confusing. So find a phrase that works for you and then stick with it."

At ICI, Frank Rose has also worked on translating the issues into terms that people already understand. "You have to meet people where they are. For example, we self-insure and reinsure for catastrophes. We are starting to use internal premium allocations to encourage the behaviour we want to see. So if people are managing their risks better, then they pay less of a premium. It's a crude tool, but putting things into financial terms helps make the decisions clearer. We're also looking at the financial value and financial lost opportunity of pursuing our sustainability agenda. You can measure some things directly, like reduced energy costs, lower waste disposal costs, fewer product claims. You can equate that to the investment that would be needed to generate extra sales to match that financial benefit. You can get more management attention for the programmes and initiatives if you can put it in financial terms."

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Dan Green advises, “Yes, vary what you do to suit the audience, but don’t patronise people. If you talk about sustainability issues to operational gangs, they are just as interested as any other team. Just cut the jargon, whoever you’re talking to.”

Translating the jargon of sustainable development into words, ideas and experiences that people can easily understand is necessary – but can be a dilemma. “It’s the issues that hook people,” said one fellow traveller. There is a tension between this recognition, and the need to keep in mind the ultimate destination of sustainable development – getting back within environmental limits whilst meeting human needs.

You may find yourself getting frustrated or tense, as your ideas and expert understanding are challenged and refined by people who have a different way of seeing things. This ‘letting go’ stage is necessary and inevitable, if the change is to be truly embedded. So you need to welcome it. Make sure you understand where the boundaries are for you – what kinds of suggestions or plans do you think are genuinely not good enough, or too much like greenwash, or unlikely to succeed.

When you recognise that this process is underway – and you’re feeling the tension of the transition between guru (lonely but right) and facilitator (keeping your mouth shut while others are talking) then you will need to embrace it. Accept that this is a positive part of the change journey. Celebrate the fact that more people are learning and getting switched on. Raise their capacity to understand sustainable development. Build in processes or policies to ‘correct’ serious map-reading errors and guide people’s decisions. This might include developing criteria for judging whether something is more sustainable or not, or having an agreed ‘expert input’ phase.

Blake Bower from Interface advises keeping an open mind. “You need to recognise that people come to the issues from different perspectives. Not everyone cares as much about the environment, they can’t immediately jump to making intuitive sense of the concepts around sustainable development. So it’s important to get people to identify the things they are passionate about, and show them how those things relate to sustainable development, and the company strategy. We need to spend time with those people, not dismiss them.”

Workshop design

If you're running a workshop or similar meeting, be clear about what you want by the end of the meeting that you don't have at the beginning. This could be better relationships, for people to know or understand more about the topic than they did before, for ideas and action plans to be created, or all of these things.

Make sure that the people coming to the workshop understand its objectives too, and consider asking someone who's not got a stake in the outcomes to run it. Workshops can be a good method to:

- communicate your rationale and the evidence you have to back it up;
- communicate or build a vision of how things can be;
- discover what people already know and think, and what their concerns and enthusiasms are;
- get positive feelings going – curiosity, enthusiasm and confidence;
- build people's knowledge and understanding so they're better equipped to change;
- generate suggestions, debate them, and prioritise them (see section 4.3 on 'what might change', for some prompts that you might ask people to think about);
- agree, through discussion or by setting out a proposal, the ways that you will ensure that suggestions really do take you towards sustainable development;
- come up with ways of communicating the ideas simply to other audiences;
- generate ideas for action, and agree what to take forward;
- discuss how to measure progress, and do some initial benchmarking; and
- thank people and celebrate success.

The more creative and engaged you want people to be, the more creative and engaging your workshop design needs to be. Keep it positive and future-focused, and make sure it's the participants, rather than the 'experts' who do most of the talking. Use a technique like the 'future perfect' solutions focus (see section 2.3.2) to help get out actions which are practical and capture people's imagination.

The head of CSR at a consumer products company talks about running workshops. "It's the middle layer of managers who are hard to get to. It's important to find a way of thinking that acknowledges why it would be important to them. We used a workshop format to engage people. With our marketing team, we went away and mapped the supply chain, and got them

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to think about the impacts in that supply chain that are influenced by their decisions. They did that, looked at the patterns and talked through some of the considerations. They identified four areas where they have a big impact, and agreed to do something in those areas.

“Packaging was one of the areas that I found hard to get movement on to start with. I was saying to the marketing team ‘we need to get on with this’ but they didn’t see it as a priority. Then when a piece of packaging was changed, they were surprised that people wrote in and complained that it was not so easy to recycle as the format it had replaced. So I struck while the iron was hot, and they saw me as helping them solve a problem, rather than bringing along an unsolicited challenge. As well as being on the front foot with our consumers, the other drivers were the potential to reduce costs and the usefulness of anticipating and reducing the impact of future taxes or regulations. So we set up a project to consistently measure and assess the impact of packaging using a standard model, to ensure continuous improvement environmentally. Now, people really understand and own the issue and see this kind of thing as part of their job.”

Engagement through asking for help

Face-to-face communication is by far the most effective. But there are other methods which can engage people. For example, suggestion schemes of one sort or another (whether based on notes put into boxes, intranet pages, emerging from team meetings, emailed to a special address or whatever) demonstrate engagement is real, although only if some ideas are seen to be taken up and put into action.

Wessex Water’s approach includes asking people for their ideas for action, as Dan Green describes. “We’ve been using the system of monthly team briefings to explain what sustainability means for the company. After a quiz to break the ice, staff are asked to discuss how sustainability relates to their own roles and jobs and feed in their ideas for action. These are recorded and fed back to the general manager of each department – whether the ideas are original or already being addressed, a slight modification or a major departure. As well as showing what issues matter the most to staff, the discussion shows what potential sustainability improvements can come from our day-to-day work. As feedback is important the departmental managers are responding to the issues and ideas raised and building them into their business plans.”

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Sunil Shah at Jacobs makes sure that the suggestions are taken seriously, and that people feel their time and ideas are valued. “Early on, we found that by the time an idea got to senior management for approval, the person who originally thought it up had been forgotten. So now we track it through and make sure that the credit goes to the person who originated the idea. They are congratulated. So people are more willing to come up with ideas. They bring proposals to us, and we help to fine-tune them, and check their viability. If appropriate, they get presented to the Board and taken very seriously. This is a great morale booster anyway, and allying that with sustainable development is a great help.”

And if you're really successful at making the change of attitude stick – which it will need to if it's going to outlast you and your ability to police it – then you'll see that people want to make changes outside of work too. Help them by providing information, experiences and even resources to do so.

Engagement to overcome resistance

Involving people in coming up with the detail, and giving them a real opportunity to interrogate the core concept, is a particularly important way of avoiding unnecessary emotional barriers. It may be that some disagreements are inevitable – that there are people who will clearly lose out in the course of the change that you are putting forward. However, a lot of the unhappiness around change is to do with control. People don't, on the whole, welcome change that they are not in control of. You can help by giving more control to people over the specifics of the change.

When people are resisting change, they will be very skilled at spotting flaws, contradictory messages, and a lack of alignment between what people say and what people do. This is especially the case in environmental matters, where it is very easy to spot the many things that even the greenest of people are doing wrong.

Jane Ashton at First Choice remembers how a seemingly tiny detail got more of a response than the overall message. “We had printed the summary brochure about our ‘environment and people’ initiatives on recycled paper, but we hadn't stated this on the document. When some people saw what the subject was, the first thing they did was to check whether it was on recycled paper or not – I guess it's to see whether we were serious. Recycling is seen

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very sympathetically, and it's what everyone knows about. If people are at all cynical about the organisation's sincerity and competence, they look for a hole to pick."

So as well as making sure that you are letting people be influential in the things that affect them (eg the targets for their team, suggestions for resource efficiency measures, ideas for new products or services and so on), you need to keep a careful eye on what you and your team have said you'll do, and make sure that you do it. Also watch out for contradictions between your change initiative, and other initiatives or core activities.

Empower and equip

People need to be empowered to put things into action. It's no good asking people to come up with ideas for action at a workshop, if their line manager or budget holder comes back with a flat 'no' to the ideas. Make sure the boundaries are clear before ideas are generated – what level of decision making has been devolved to the group, whether there's a budget, and what kinds of things need to be developed as proposals for decision-making elsewhere.

Anticipate what might be needed from people's line managers, from the human resources team, the IT team or facilities managers. Get these people on-side by including them in your early conversations.

People also need to be equipped, largely with information and understanding. Have expertise readily available in a form that people can use. This might include:

- having people at a workshop who can answer questions;
- having your email address or phone number available to everyone;
- a call-out contract with an energy efficiency specialist; and
- an intranet page with links to organisations like the Energy Saving Trust and WRAP.

At Interface, there is a 'dream team' of international sustainability gurus, who play an active part in helping to challenge the company to go further, and giving expert feedback on whether the good ideas are going in the right direction. Blake Bower describes one of their roles. "We have developed a system of scoring our overall product portfolio, and benchmarking it over time to check that it is getting more sustainable. The scorecard is based on principles which have been developed over a few years in conjunction with the dream team, and which have stood up to their scrutiny."

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Consider what competencies different people might need. If there are new responsibilities or expectations on people, they need the skills and knowledge to do what's been asked of them. Make sure there is an opportunity for people to identify their own professional development needs, and that the organisation has got plans to meet them.

IEMA is a good source of specialist eco-efficiency and environmental management training⁵³. For a different take, a broad introduction to sustainable development and business can be found in the on-line learning package Chronos⁵⁴.

6.5 Doing it and keeping it up

At Tetley, Sara Howe knows the journey has not ended yet. "Buy-in is good at a senior level, but I still need to work at the middle levels. So my role is to be the champion, make my colleagues want to 'make it happen' and advise them on their projects. It's a case of lighting fires throughout the business. At the outset, we wanted to signal something really different, to show people that we meant sustainability to look and feel new and surprising. So we did some things fundamentally differently – symbolically showing that we wanted to change. For example we started to give employees free tea once a month. Also every month, the facilities management team take a van loaded up with people's jumble to the local charity shop. Yes, these were lightweight activities, but they showed that we were serious about big change. There were lots of these little initiatives that show that we're doing things differently. After a while though, there were too many of them that were not related to people's day jobs. So we needed to coordinate and link them to the business, and get people to think of them as being part of their role within the company. That's when we introduced a model of getting people to think about the social, ethical and environmental impacts they were responsible for in the supply chain. But we needed to start with some wild and very noticeable actions. We also knew it was important to get some very visible wins early on to get momentum and build confidence. We got a 'big hit' in each of the three areas of sustainable development last year, and that pleases me."

53 www.iema.net/training

54 www.sdchronos.org

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Make sure that you see initiatives through. Do what you say you're going to do, even if you only get 10 per cent of the response you'd initially planned for when you put out your call for volunteers or ideas. As you show confidence, more people will have confidence in you. Success breeds success.

So do some easy things first, and tell people about what you've achieved (whilst acknowledging that more is to be done). Make sure your activities are visible – remind people who it is they need to contact to find out more, and about the help you and your team can give them. Use the communication channels that already work well in your organisation, and try out some new ones. And don't forget to engage your external audiences too – whether that's clients, customers, service users, funders, investors, neighbours or suppliers... When doing so, make sure that you involve the relevant internal teams (marketing, investor relations and so on).

Jane Ashton sees a lot of benefit in credible third-party endorsement. "When we got into the FTSE4Good, the excitement, PR value and legitimacy that it gave us inside the company was great. That kind of internal good news story is fantastic for engaging colleagues at all levels who weren't previously engaged. It is tangible proof that there are business benefits as well as emotional or more personal benefits. It also sets up a willingness to push it a bit further – because of course people want to live up to the reputation, and certainly want to avoid being demoted. When people praise what we're doing this acts as an accelerator – and this is much more important than the small element of complacency that might creep in!"

Support

Once people have committed to a range of actions to share the change journey, they will need support, exactly as you and your fellow change makers do. They will need time to get used to new ways of doing things, to let off steam, share their enthusiasms and achievements, keep learning together and tell their own travellers tales. Action groups or champions' networks can provide this, as long as they are well structured and purposeful⁵⁵.

It will be helpful to set a structure, purpose and way of working for these networks – in conjunction with their members – early on. Once they are underway, they may be able to run themselves with the minimum of intervention.

55 See for example the ECOs network set up within Kirklees Metropolitan Council. There is a case study in the IEMA Reading Room, www.iema.net/readingroom/show/15227/c189

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Frank Rose at ICI has helped to set up champions' networks. "They need to be emergent, yet bounded. I run networks by setting objectives for them – it's up to them to work out how to meet them, but they need a clear purpose and direction. When I'm looking for someone to lead a network, I don't go for a subject specialist. I go for someone who'll attend to the process – how people are working, whether targets are being met and so on – rather than someone who already thinks they know the answer to the problem."

Sunil Shah helped to set up a network of facilities management specialists from organisations throughout the UK. "When we started out we were three people with slightly mad ideas sitting in a room. Now it's a much larger group and it includes people from external stakeholder groups, construction providers and so on. We keep in touch by email – I send out messages on sustainable development and the built environment to around 70 people a week. I make sure the title and the first few opening sentences are really clear – so people can delete it fast if it's not relevant! This network is useful for support and finding things out. It's also useful as a way of building credibility and being able to coordinate activities in the sector."

The change team – or other appropriate groups of people – can get useful support from each other if they build in an 'action learning' approach rather than simply checking progress against 'to do' lists in regular meetings. Reflecting on what has happened, and what other approaches might work, is a useful discipline that can help leapfrog months of trial and error.

As well as providing support structures and mechanisms, feedback is critical. People like to know their actions have been noticed and approved of. They also like to know how much of a difference they are making, individually and collectively. Think of the thermometer so beloved in church restoration fundraising or the annual Blue Peter appeal. So build in mechanisms to make sure people get simple and easy-to-understand information on what they've achieved, and that they feel appreciated. This might extend to getting discussion going on how the appraisal, reward and advancement system in the organisation recognises achievements in the sustainable development arena – either throughout the whole system, or by building it into people's personal targets.

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Jayn Harding's role is to help the FTSE Group improve its own impact, as well as using the FTSE4Good index to help monitor change in other companies. "I think it's really effective if you make the actions easy, exciting and fun. Take fair trade. We now have fair trade coffee and tea in the staff lounge and meeting rooms. People are surrounded by the message in a place where pretty much everyone goes, and is associated with feeling good – resting, socialising. When the team who run the lounge introduced it, I organised a little thank you. I made a bit of a fuss of them, bought them some chocolates and made sure their success was celebrated. People appreciate the personal touch, they like being recognised. And it is only fair and polite to thank them when they have made such efforts. I also made sure I mentioned it when I was giving feedback in our appraisal process – because this is ultimately related to bonuses."

A great way to give people a sense of confidence and inspire them to keep on going is to show them the positive outcomes of their actions. Renew US has produced a short film, available on the internet, which imagines a world where climate change has been successfully tackled⁵⁶. People from the future tell us how it happened. Why not show this, or something like it, to people?

At First Choice, Jane Ashton sees the importance of planning communications. "We draw up a communications plan annually – learning the lessons of the past, looking at which groups and levels of people we need to communicate with and which forms of communication will be the most effective. We plan it out on a matrix. This year, we had a suggestions competition to publicise the launch of our sustainability report. We will see some of the suggestions through, and then use stories about those changes and the people involved in them as an internal PR tool which is also about engagement and empowerment."

6.6 Reviewing progress

As you (and hopefully the team you have around you and the people you have engaged to help) get on with implementing the jointly-agreed plans, you will need to build in ways of reviewing progress. The criteria you review against need

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to be central to the things you were wanting to achieve with the programme. You will want to gather evidence about:

- the difference that has been made ‘out there’ (eg water used, hazardous waste generated, jobs created, days lost through accidents);
- the difference that has been made ‘in here’ (eg job descriptions rewritten, fair trade products developed, recycling schemes underway); and
- how you are doing as a change team (eg what have you done that’s worked, what have you done that hasn’t worked, how we are working together).

It can help if there has been some assessment of your performance by a credible outsider.

As well as formal reviews where data is presented to a senior team or in a published report, build in temperature checks for the team – how is the team getting on, what are people feeling?

In section 4.7 you considered how you would know if your change is underway or successful. With your change team, you will need to discuss and agree what to measure, and what to gather qualitative or anecdotal evidence about. Remember that change is hard – you may have made fantastic progress, or you may have had a lot of setbacks. If you’re finding it hard to stay motivated, make sure you focus on what you have achieved, not the things you haven’t achieved.

You should also discuss how you will know when the time is right to rethink the overarching change strategy. When should you go back and once again ask yourselves the more fundamental questions about what your organisation or sector or town would be like if it were sustainable, where you are now, and how to make improvements?

ICI is listed in the Dow Jones Sustainability Index. Frank Rose says, “The good thing about the DJSI is that it’s a moving feast, it requires improvements as an integral part of its criteria. And it’s benchmarked against your peers, so they’re striving to knock us off – which increases the overall sustainability performance of our whole sector – and we’re striving to stay on.”

6.7 Embedding the changes

If it hasn't embedded, it's not a real change. Embedding is crucial because of all the reasons that make change for sustainable development different from other changes – the long-term journey, the uncertain destination, the existence of down-sides as well as win-wins. If you or the other committed champions leave or get side-lined, an embedded change will outlast you and your ability to police it.

Embedding is partly about getting the changes intimately bound up with the written policies, procedures, targets and strategies – the artefacts of the organisation. It is also about cementing it firmly within the culture of the organisation – so it becomes 'the way we do things round here'. And it's about the core purpose and mission of the organisation – 'what we're here for'.

When the possibility arises of getting sustainable development written into the organisational 'bible', take it. Take up the opportunities to catalyse and support the right kind of culture change.

Jayn Harding worked for Sainsbury's, before moving to FTSE Group. "A specialist energy manager joined our environment team, and he was a bit of a technical wizard. He brought in a system of measuring and managing energy at the stores, and made big cost savings. The business then decided to switch the whole way it did its energy budgeting, basing it on his system. So it was truly mainstreamed and embedded."

A senior sustainability officer in a large utility found the establishment of an external Sustainability Advisory Board indispensable. "If properly established, with experts who have business knowledge, it is a wonderful way to record issues which can otherwise be ignored by Boards. When senior executives attend the meetings, and issues are raised, it can ensure that there is commitment at the highest level to improvement programmes."

Tetley is getting to this point of fundamental embedding in organisational processes. Sara Howe says, "We're working on putting sustainability into the business balanced scorecard, and this would drive our approach – getting it

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to the strategic heart of the business, rather than being something bolted on. We need to consider what we measure and assess for the scorecard. Then we'll develop 'destination statements' – an idea of where we want to be in five years' time – for all the headings on the scorecard (customers, learning and development, business processes, finance) and there will be something related to sustainable development under one or possibly more of those headings. We have already had a team workshop on the environment which was facilitated by Forum for the Future, to consider where to go next. We'll want to be a leader in some areas and a performer in others. Our original thinking was that sustainable development would be a heading for the scorecard, but then we decided that we wanted it to be part of the other headings, and I see this as a big step forward – it makes it more integrated. Our intention is that sustainability should be in the fabric of how we think about and manage the business, and that all our processes will drive it. We needed a period of time for people to get comfortable with it, and find out what's right for us, and see some successes. So now we have a much better understanding of what it means for us, we can integrate it much more confidently."

You know you've got real embedding when you hear other people saying it was their idea!

Jane Ashton has had this experience. "The whole thing is evolving, dynamic and iterative. People who wouldn't entertain an idea 18 months ago will then come up and suggest it themselves. That's fascinating. You have to bide your time and think carefully about what makes other people tick."

So has Sara Howe at Tetley. "Projects are happening that I haven't directly prompted, and that's encouraging. I was sent data about shipping containers, where they'd set targets to ensure we reduce food miles by measuring the containers we use, and getting maximum use from them. It makes a lot of sense. I didn't know about it until it had happened."

Blake Bower at Interface talks about it like this. "Embedding means that people can react quickly on the ground, without having to come back and get permission or have a long debate about something. So we knew straight

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away what we should do when we were invited to join a group of business leaders to talk about business approaches to off-setting carbon – this wasn't a specialist concern in the organisation, it was one that everyone already understood. When we sit down to talk about going carbon neutral, it isn't to discuss whether we should or not. It's to discuss the best route to take, weighing up cost-effectiveness and other factors."

6.8 Going back round the cycle

When you're ready, it's time to go back round the cycle of planned change again – from as basic a point as seems right. This can be a chance to explore more far-reaching change which may have seemed impossible before your first change project, but now seems realistic. Now that you have a larger, more experienced and better-informed team around you, make sure to involve them in the thinking.

Perhaps each of them could do some thinking about the questions in Section Two of this workbook, as preparation for a discussion. You may want to use the download Worksheets for some of the models or templates for this – especially if you've written in this workbook! See the IEMA's website – www.iema.net/changepractitioner

At ICI, there have been a couple of major reviews. Frank Rose explains "When we were developing our 2010 strategy, we had to take into account that we had achieved most of our 2005 challenges, but not all. For those we didn't meet, we decided to set goals based on what we wanted to achieve, not what we did achieve. To get the organisation to do this is very encouraging – they are willing to do it because we have met some very stretching targets before. In what appears to be failure, you can actually have a big success. If we meet our targets too easily, stakeholders could feel that they weren't stretching enough in the first place. We've always set stretch targets in the financial area, and we want our sustainability targets to be on the same strategic basis. It is all integrated into the main target setting process. We put 'responsibility' into our value proposition as a brand, and so we restate our commitment to zero hazardous emissions from facilities. This is a zero goal, in the same way that we have a zero goal for injuries to employees. It's inspiring for people. We celebrate our successes and set stretch targets for the next bit. We keep it upbeat, and we keep them aware that it's a long journey. Some of the steps will be of different sizes, but if there

Planned change

are lots of small steps together it adds up to a big change. You can do this in an organisation that values continuous improvement. Our finance directors are already good at setting and meeting stretch targets, so are our R&D people, so it makes complete sense to do it this way for our sustainability performance too.”

At First Choice, Jane Ashton sees the importance of finding ways of fitting sustainability to the culture of the organisation, as well as setting targets. “Our vision and policy are quite stretching, they were developed by senior managers and agreed and signed off by the Board. But we are a go-getting organisation and I doubt that there has been that much soul-searching. There remain big sustainability issues inherent in our sector, many of which we are only just facing up to. We are working with Forum for the Future on a strategic business case for sustainable development which is more explicit than in the past. We’ve looked carefully at the Group’s strategic decision-making process, which informs 10 to 15 year planning, and mirrored this in the process. So we’re putting environmental costs, likely legislative impacts and different scenarios into a fact database. We’re looking at things like carbon emissions, water shortages, unstable weather, the spread of disease and staff and customer expectations. We are assigning financial values to these issues, so they can be presented in a similar format to the issues that inform other strategic decisions.”

Emergent change

This section looks at a model of how change happens which is less about planning and implementing projects, and more about having conversations.

7.1 What is emergence, what is culture?

Emergent change – or just ‘emergence’ – is a feature of complex systems. This way of understanding change says that organisations are not best understood as machines, where you pull a lever and get a predictable result – but as complex systems with multiple feedback loops interacting with each other.

Planned change will be more successful if you also leave room to spot and shape emergence. This is especially so if the culture of the organisation already leans towards empowerment and learning. If you cannot get a mandate for significant planned change, then catalysing emergence is a very important strategy, which will help you to get total and enduring change when the top-down leadership catch up.

Emergent change is inescapable, as it is the inevitable results of all the tiny conversations, actions and responses that go on every day in and around any organisation. And if we accept that change towards sustainable development must involve society at large, and cannot be achieved without people’s beliefs and everyday actions changing, then emergent cultural change must be a part of achieving sustainability.

Richard Seel links culture and emergence in this way: “Organisational culture is the emergent result of the continuing negotiations about values, meanings and properties between the members of that organisation and with its environment.”⁵⁷

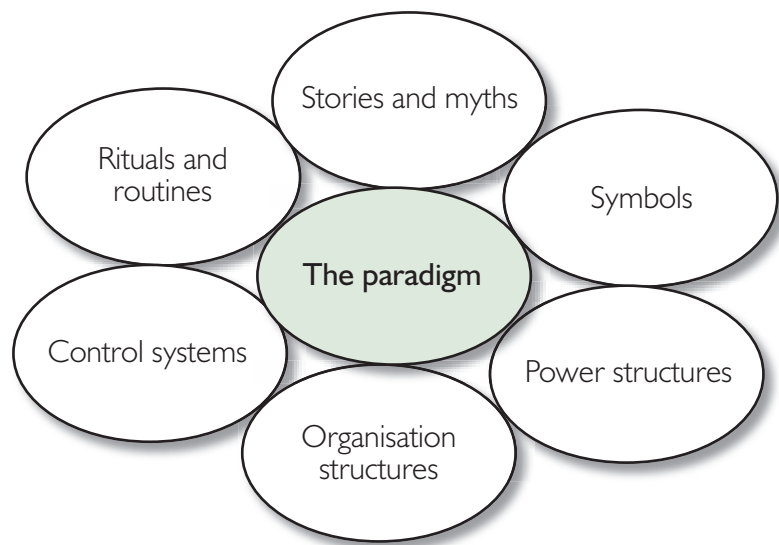
A useful model for understanding culture is Gerry Johnson’s cultural web diagram shown in Figure 7.1 over page⁵⁸.

57 Richard Seel, ‘Culture and complexity: new insights on organisational change’, *Organisations and People* vol 7 no 2, May 2000 pp 2-9.

58 Gerry Johnson and Kevan Scholes, *Exploring Corporate Strategy*

Emergent change

Figure 7.1 The cultural web diagram



When you’re thinking about your own organisation – or sector, or neighbourhood, whatever your focus is – these are the things to look for if you want to build up a good understanding of its existing culture – its paradigm.

| | |
|--|---|
| Stories and myths | <ul style="list-style-type: none">• What are the core beliefs that the stories reflect?• How strong and widespread are these beliefs?• Do the stories relate to upsides or downsides, achievements or failures, being like the crowd or being different from it?• Who are the heroes, who are the villains?• When someone is classed as a maverick, what norms are they contravening? |
| Where I am, this is what I notice about the stories: | |

Emergent change

| | |
|--|---|
| Rituals and routines | <ul style="list-style-type: none">• Which routines are the ones people tell each other about?• Which would look odd and cause comment if they were changed or missed out?• What kind of behaviour do the routines encourage?• What are the important rituals?• What core beliefs do they reflect?• What do training programmes and performance assessments emphasise?• How easy is it to change the routines and rituals? |
| <p>Where I am, this is what I notice about the rituals and routines:</p> | |
| Symbols | <ul style="list-style-type: none">• What particular words, jargon and style of language is used?• How easy is it for outsiders to understand?• Which parts of the strategy or identity of the organisation are emphasised, in press releases, leaflets, advertising etc?• What are the status symbols?• What particular symbols stand for the organisation, or parts of it? |
| <p>Where I am, this is what I notice about the symbols:</p> | |

Emergent change

| | |
|---|---|
| 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? |

Emergent change

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

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:



Worksheet 13 can be downloaded from www.iema.net/changepractitioner

Emergent change

What would it mean to have a sustainability culture? What beliefs, values, symbols, rituals, power structures, heroes and villains would exist, in an organisation that was sincerely and effectively pursuing sustainable development?

Your notes

At ICI, Frank Rose sees the importance of small steps to engage people. “If 10 thousand little things are all pointing in the same direction, then you get powerful change. Engage people at the shop floor level, looking at the things they are already good at. Unleash their creativity.”

7.2 How does culture emerge?

It just does. And it emerges most strongly from the thousands of conversations that people have every day – confirming or undermining the espoused values, activities and motivations of ‘the organisation’ or ‘the management’.

This leaves change makers with a bit of a conundrum. Seel says, “Emergence, then, cannot be controlled, predicted or managed. There are no ‘levers’ which can be pulled to give us a particular kind of emergent result. But still two questions remain, which are key for those interested in organisational life and change: can emergence be facilitated and can it be influenced?”⁵⁹

One simple technique, for use in individual conversations or in workshops and meetings, is using ‘incisive questions’ to replace limiting assumptions with freeing assumptions. This technique, formulated by Nancy Kline, goes like this⁶⁰:

59 Richard Seel, “Emergence in organisations”, www.new-paradigm.co.uk/emergence-human.htm

60 Nancy Kline, ‘Time to think: listening to ignite the human mind’ (1999), Ward Lock. See also www.timetothink.com

Emergent change

- When you are ‘stuck’, ask “what are we assuming here that is stopping us?” For example, “We are assuming that only really clever world leaders can solve this problem.”
- Remove the assumption, replacing it with a freeing assumption: “If I knew that we can solve this as well as anybody, perhaps even better, what would our actions be now?”

If you want to set in place the conditions for the emergence of a new – a changed – culture, then the following seven sub-headings describe what will really help⁶¹:

Connectivity

There is an existing pattern of connections between people – teams, departments, sites, functions, employees and stakeholders who are outside the organisation. In order to get new conversations going, have assumptions exposed and questioned, and catalyse learning, there will need to be new connections. Bring people together in new patterns, and get them talking – and listening – to each other. Let them hear each other’s stories and perspectives. Get them talking together about what matters to them and what they notice about changes – particularly those related to sustainable development – in the ‘outside world’.

Look for the ‘nodes’ – the people who are connected to loads of others – and get them talking too.

Keith Richards organised a meeting that had a much bigger impact than he anticipated. “We have an annual convention for ABTA members, and it is a good time to get people together. In fact, it is just about the only time you can get some people together. We wanted to have a meeting with the managing directors of the four big tour operators. The only time we could get them was at a very early breakfast. So we held this breakfast meeting on sustainable development, at a table in the main dining room of the conference hotel. Everyone in the room who was there getting their own breakfast was asking themselves ‘what’s going on at that table, that’s an important group of people, what are they talking about?’ It built up curiosity and interest, and was a more eloquent way of saying ‘this is important’ than anything else we could have done.”

61 Adapted from Richard Seel.

Diversity

An increase in diversity – in types of people, in activities, in points of view – is necessary for a new ‘paradigm’ to emerge. Stakeholder dialogue is great for this. Organisations so often unwittingly (or deliberately) recruit in their own image. This isn’t just about gender or ethnic origin, although this is often the most obvious sign. It’s also about intellectual leanings, emotional preferences, cultural heritage and political persuasion. Going out and seeking different perspectives from neighbours, critics, suppliers or other stakeholders, stirs up the pot. In the longer term, asking questions about how diverse the workforce is and increasing diversity will also help.

The rate at which information flows

Greater connectivity leads to a greater potential for information and impressions to be shared. But it doesn’t guarantee it. The frequency and the quality of the interactions between people needs to be high. Quality means good listening, exposing assumptions and being open about doubts and uncertainties as well as about vision and wishes.

Getting rid of inhibitors

People with power can suppress the emergence of a new culture, and will do so if they feel threatened by the potential changes, or just anxious about what they might mean. Section Five and section 6.3 look at influencing individual and emotional responses in more detail.

Setting good boundaries

Clear goals, deadlines, fixed points about size or timescale or clear criteria – like carbon neutrality for example – seem to be necessary for emergence (rather than chaos) to be the result. There needs to be “a well-bounded space within which the emergence can occur”. So the role of the change maker is to “freely let go of control and yet to still retain enough autonomy to be able to ‘referee’ when required”. You do this by ‘laying down very strict boundaries specifying what is not permitted, adding a clear goal, and then giving people freedom to experiment within those parameters’⁶².

In the case of sustainable development, people may need help developing their capacity to understand the boundaries and goals that have been set, and

62 Richard Seel, as above.

Emergent change

how to stay within them. This is where training, expert help and other ways of building capacity can be crucial.

Intentionality

Believing that positive intentions lead to positive outcomes (or at least, behaving as if you believe it) helps to free people up and influences the feedback people get and give each other, as they experiment with new points of view and actions.

Watchful anticipation

It's important to be patient – emergence can't be rushed. This may be the hardest thing to plan for – because it is about how you are as a change maker, moment by moment. Richard Seel says “premature closure can inhibit emergence, or at least prevent its full blossoming ... The desire for action in human systems may be almost overwhelming, but emergence cannot be rushed; it requires a kind of expectant waiting and a sensitivity to the unfolding moment.” Richard urges us: “don't just do something, stand there!”

7.3 Planning for emergence

To a certain extent, you can plan for emergent change. And this is easier if you have a mandate to do so – which takes us back to Section Six.

But if you trust that, sooner or later, reasonable people will realise what is going on in society and on planet Earth, and having realised will respond to it well, then set up the conditions for emergence and let them get on with it. You can use the influence that you do have to put some of the connections, diversity, information flow and the idea boundaries in place (through helping people learn about sustainable development), even without a formal mandate for change.

Help people to be alert to the kinds of changes that may help shift the organisation and society as a whole toward sustainable development – so that the organisation can respond sooner and more skilfully to the new patterns and opportunities that arise. For example, help people understand the implications of sea level rise. After all, the organisations which are best equipped to respond rapidly, nimbly and gracefully to change – of any kind – will be the ones that succeed. So putting in place the conditions for emergent change is a ‘no regrets’ strategy, whether the boss believes in sustainable development or not.

As Charles Darwin said, “It is not the strongest of the species that survives,

Emergent change

nor the most intelligent; it is the one that is most adaptable to change.”

And sit back in watchful anticipation for the moment when you realise that people are keen for change to happen. Then dust off your planned change ideas and recruit your change team.

Incidentally, this kind of lateral leadership is not just something for you to add to your own ‘to do’ list. It’s also something to share with your change team and the next tier of champions – help them to use their influencing skills to set up the conditions for emergence.

Greg Chant Hall at Skanska has set up the conditions for emergence in his organisation, engaging people so that they not only own the changes, but help to design them. “We have a network of sustainability champions, who are volunteers from across all our projects. They sign up for a year, so they know it’s not too onerous, and that they don’t have to be involved forever. They are people on the sites – like a hospital building project, for example – they know their processes and objectives. They come up with the ideas. On one project we had so many volunteers that we ran two groups. They were both multi-disciplinary groups – designers, construction team, client team. Both of them focused on waste, but one group developed ideas about office-type waste, and the other looked more at the waste generated by the hospital’s own operations. It was important to have very open discussions, very much like a brainstorm. And it was important that the Project Director was fully behind the initiative. I’ve seen changes happen in the office already – simple stuff, like moving to paper-free holiday forms, and paper-free meetings. More complex solutions such as treating the hospital’s clinical waste on-site, take more time to calculate feasibility, but are equally important. The ideas need to be justified, they need to make sense, and then people get on with it. We also have a formalised risk assessment process for some things. But the agenda for the sustainability champions is to innovate.”

Riding a wave

This section looks at the importance of ‘planned opportunism’ – the change maker’s ability to spot changes that are already underway, and use them to further their own agenda.

Change makers are entrepreneurs – opportunist duckers and divers – as much as planners and managers of change. This section is about staying alert to the changes that are already going on around you, so that you can catch the wave and use it to move things in the right direction.

Go back to section 2.2 and see what the changes are that are already underway. They might be planned or responsive, incremental or transformative, chosen or imposed – it doesn’t matter. They might be led by HR, IT, the sales team, the corporate strategy unit, a diagonal-slice working party or a single senior leader. They may be trends or discontinuities in the context outside the organisation – like water shortages, population movements, rising energy costs, increased interest in local food. If there is movement, use it to your advantage.

Keith Richards talks about his opening opportunity. “My old boss was perhaps a closet sustainability person, but he wasn’t a champion. He asked me to look out for any areas that we didn’t have a profile on but should have, as an organisation. That was my way in, to let him know about environmental and social issues. Then when we came up with specific ideas and initiatives, he got more interested.”

Think about:

- where change is already happening;
- the positive things that people are trying to get, from the change; and
- the negative things that people are trying to avoid.

Your notes

Riding a wave

In trying to inject sustainable development into these changes, consider the opportunities and the advantages:

- Are there things being reviewed or planned, where you can suggest using criteria or boundaries which are related to environmental or social issues?
- Are there consultations going on, where you can argue the case?
- Are people trying to meet targets (cost cutting, boosting reputation, improving sales) where consideration of environmental and social matters can help?

These are the ways that sustainability could be built in to the change:

Your notes

These are the ways that sustainability could help meet the objectives of the change:

Your notes

These are the ways that I can influence things:

Your notes

Riding a wave

Using the same approaches and techniques as in Sections Six and Seven, you can influence change that is being planned or is already underway.

This is the experience of an aspiring change-maker working in a government agency, who has found it very hard to make much change. He has, however, been making his role and expertise known, and was ready to respond when the opportunity arose. “We have an intranet bulletin board, where queries are posted and monitored. Some staff had been asking about energy wastage and turning off computers and other IT equipment. The IT team were initially reluctant to do much, as they had fears about it leading to problems caused by switching machines off. Then a report on Government energy bills was published and consumption and cost issues were raised at a senior level. The senior official then requested that we implement energy reducing measures. Once the senior official was involved, it happened. Machines are now switched off.”

“At ICI,” says Frank Rose, “we have done a lot on energy reduction, but we have grappled with some of the capital investments which do not have acceptable payback periods. The rapid rise in energy costs means that we can revisit that, and I’m sure it will make a big difference to our decisions.”

Keeping on

This section is about looking after yourself and your team, so that you can keep your change-making going – because change for sustainable development is a long-term undertaking.

A change maker for sustainable development needs to be able to keep the change going. It doesn't have to always be you who leads things – so learn to delegate and engage others – but we all need to accept that this is a long-term societal change.

Jane Ashton describes the fruit of years of work. “It’s a long game and you have to plant seeds. I had a meeting recently with a divisional board. I had thirty minutes on their agenda, but we talked for an hour and a half. Some of the attendees had been involved in workshops that we ran three years ago, and some had been involved in elements of our sustainable development programme since that time, but no-one knew the whole picture. They were asking questions and brainstorming ideas, and coming up with recommendations and suggestions of what they can do in their areas, really wanting to own it.”

At ABTA, Keith Richards has been making change over a number of years. “It’s been important to keep sustainability issues on the agenda. In fact, there is a standard set of agenda items at some of our key regular meetings, such as our consumer affairs forum. So the agenda always includes access and disability, health and safety, sustainability and environment. We began this seven years ago, and our rationale was that looking at these issues keeps us ahead of the game, because these are the issues that will generate complaints now and in the future. People used to roll their eyes and tease me about it. But now, because I’ve been banging on about it for so long, if I don’t have much to say, they raise issues and questions of their own, and tell us what’s going on in their organisations. Our new Chief Executive has changed my job to officially include ‘corporate responsibility’ – along with all the other stuff I have to do. But now it feels like it’s all been worth it after all.

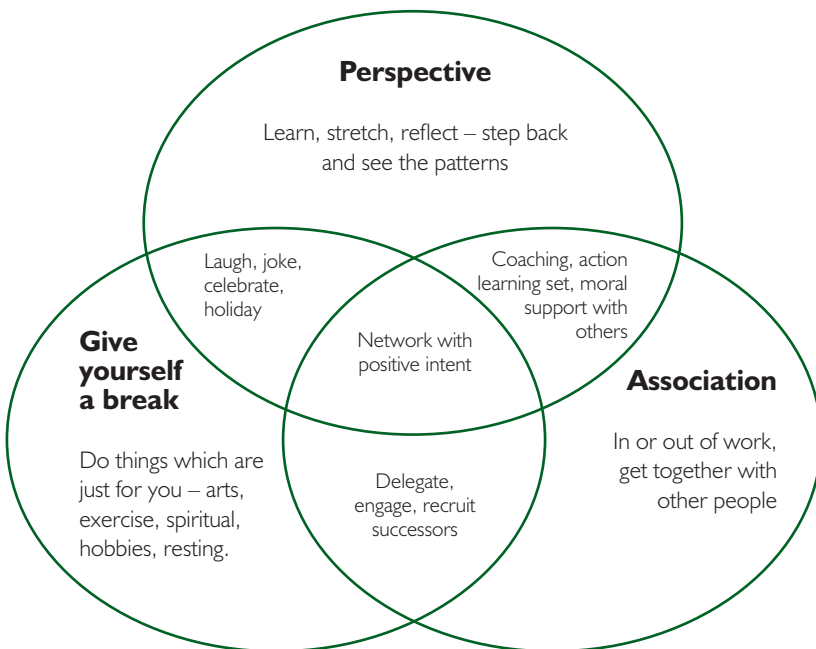
“And I’ve discovered other allies in unexpected places. We ran half-day courses for all our staff, and at one point people were sharing what they

already do at home. There was this manager in one of the teams who said he'd switched to a green electricity tariff. I was completely surprised. Since then, he has also done things at work, in relation to stationery and 'green housekeeping' around the office and now comes up with improvements in our water use and waste management. It's led to a chain reaction. He makes decisions about procurement for the whole department. And now a message goes out on all the letters, encouraging people to reuse or recycle the paper if they don't need to keep it!"

It's important to share the load, and to look after yourself. It's important to spend time building your capacity to be resilient. It's also important to do the same, for your team and champions.

Fortunately, many of the things which help you to do this will also bring you other benefits which are easier to justify – in traditional organisational and management terms – like developing new skills, developing others, networking with potential clients or suppliers. Figure 9.1 captures many of the important points, which are explained below:

Figure 9.1 Look after yourself for the long term



Perspective

Perspective is about learning from the doing. Every day, week or year you will have done things which pleased or disappointed you. Your actions may have moved things closer to a sustainable development path, or you may have tried and failed to do so. You don't have to reflect on every single thing you do (or fail to do) every day. But taking some time out to think about what's worked well and what's not will help you to do better next time.

Perspective is also about stopping yourself from getting stuck. If you only ever see the big picture, then you'll miss out on the chances to make some of the thousand little changes that will bring sustainability closer. If you only ever see the details, you'll miss out on the mid-course corrections that are needed, and never see the progress you've made along the route. Sometimes the optimist needs to see the emptiness in the glass and the pessimist needs to see the fullness.

Marry perspective with giving yourself a break, by having a laugh at failures and celebrating achievements. Or take a holiday which combines relaxation with some other kind of activity or learning – music, drawing, bushcraft skills, rock-climbing.

Give yourself a break

Time off and time out are essential – this is a long-distance path, not a sprint. Recharging your batteries is not self-indulgence, it's part of the plan.

People recharge their batteries in lots of ways – listening to a great piece of music, going to a show, drawing, meditation, running, cooking a meal for someone, walking in the countryside. And there are things that can just make you feel good about yourself – finally finishing that niggling job around the house, doing a good turn for someone, getting in touch with a relative or old friend.

What are the things that feed your flame?

Your notes

Keeping on

Get out your diary and book in one thing for each of the next seven days. Make time off possible by getting really good at delegating, engaging others in implementing things, and plan for your successor(s).

"I'm trying not to have such a high profile on these issues now. A good chunk of my time is thinking about succession. The agenda is too important to fail because of depending on me. That's a danger for people who are personally perceived as successful in getting change – they revel in it so much that they can't let go. I spend time coaching and mentoring other people in the organisation, so they can do the speaking and make the change," says Frank Rose.

Association

Inside or outside your organisation, find like-minded fellow travellers to share the journey with. Use these people as a resource to help you reflect and learn, and to give each other moral support. And as you network – formally and informally – build up the kind of listening and coaching skills which mean that the conversations are useful and effective, rather than descending into being superficial or a moan-fest.

Put it in the plan

These are the ways I already support myself:

| Perspective | Association | Giving myself a break |
|-------------|-------------|-----------------------|
| Your notes | Your notes | Your notes |

These are the things I am going to do to improve the support I give myself:

Keeping on

Perspective

| I will... (action to take) | by... (date) | I will know I have been successful because ... (how you'll know) |
|-------------------------------|-----------------|--|
| | | |
| | | |
| | | |

Giving myself a break

| I will... (action to take) | by... (date) | I will know I have been successful because ... (how you'll know) |
|-------------------------------|-----------------|--|
| | | |
| | | |
| | | |

Association

| I will... (action to take) | by... (date) | I will know I have been successful because ... (how you'll know) |
|-------------------------------|-----------------|--|
| | | |
| | | |
| | | |

Structures for conversations

Solutions-focus (section 2.3.2) and ORID (section 4.7) are two very useful ways of structuring conversations when the session is about reflection, learning and working out what to do next. They are great for using in networks, because you don't need to know much about the person's situation to use them. Your role is not to give advice, but to listen well and ask great questions so that the other person can find the solutions they need.

Another useful structure is that of 'intention, action, outcome' where the person doing the talking briefly describes the situation beginning with their intention, then what they did, and then what they observed about the outcome. The listener(s) ask questions which clarify and which help the talker see the links and disconnects between the three phases. If there isn't a real person to talk to, you may find it easier to keep a diary or a learning log.

Be proud and remind yourself of your achievements

Like these fellow-travellers, make time to stand back and remind yourself of your achievements.

Keith Richards is proud of some of his achievements. "I'm proud of my part in setting up the Travel Foundation. When I first started looking at these issues within ABTA, I looked around the sector to see who else was doing anything. There was very little. I did find one small group – an action group of interested people. I offered to house it within ABTA, and that helped it to get a bit stronger. Over time, we found more people. We sent out details of the group to members, and contacted people I knew were already interested. We mentioned it in our newsletter. The group used to get together and discuss things like how to understand our impacts, and who was already running good initiatives or had a sustainable approach to tourism. After a while, the Foreign Office got involved, and they set up a multi-stakeholder body on tourism. This group became the representative body from the business side.

"This involvement with stakeholders made the industry people realise that actually we had a lot in common with the NGOs – for example, we were all interested in how to spot and encourage good practice. A more formal structure was discussed, and in the end we settled on the idea of setting up a charity which would deliver funding for projects and help lever change. It creates and funds projects which can be scaled up or replicated in a wide

variety of destinations. The projects are run with or even by stakeholders in their destinations. Case studies are written up, and projects might give rise to tools like guidelines for accommodation, or looking after coral reefs. The funding comes from an opt-out passenger levy run by member companies, and from donations. The retailers who sell holidays have to be trained so that they can explain the funding and the work of the Travel Foundation to holiday-makers, and that spreads awareness of the impacts and the potential for positive benefits. When I look back on this, I'm pleased and I'm spurred on to tackle the next thing."

Jane Ashton's company is setting the pace in its sector. "It's important to recognise and celebrate achievements, as well as thinking about what there still is to do. I'm proud of the lasting impacts I've been involved in, like the setting up of the industry's sustainability charity and trade association committee. We are slowly bringing the rest of the industry with us, but it's also important not to wait for others or be dragged back by them."

Simon Barnes is proud of the change of attitude in the UK motor sector. "There are some changes which I'd say are properly embedded. The relationship with stakeholders is one area of great change, especially with NGOs like Transport 2000 and WWF. We and our members are much more open and there's lots of talking, lots of honesty. We are able to talk about ideas for the future without being defensive. And I'm proud of being part of moving the agenda to acknowledge the impact of our products in use, not just during manufacture or disposal. The Low Carbon Vehicles Partnership which has introduced colour coded labels for new cars involved working together to understand consumer attitudes. The label gives the facts in a way that's easy to understand, and could only be done once the trade accepted that the car's impact in use is the big issue."

Next steps

This section reminds you of what you've done so far, and gives you an opportunity to plan what to do next, on your journey to becoming a truly effective change-maker.

This workbook has, we hope, taken you through an exploration of change which you have made very specific to your own situation.

You have looked at change, and your own experiences of it in your team, organisation and sector or context. You have done the same with sustainable development, discovering the level of existing understanding and commitment where you are now.

Section Three introduced some different views about how change happens, and the role that change makers can play, and you compared your own situation and views with those of the theorists. This part of the workbook also compared change for sustainable development with other kinds of change, and you thought about what the implications might be of those similarities and differences.

You identified the changes you'd really like to make, and what your strategies for getting those changes might be, given the context and the resources you can bring to the journey. You looked at what you might need to do to as part of a planned change project, to maximise the possibility of emergent change, and whether there are waves of change you can ride.

You also spent some time reading about feelings, and considering your own and others in relation to change and to sustainable development, and planning what you can do to keep on keeping on. That's a lot of reading and, if you've done it, a lot of thinking and decision-making. Well done.

Which parts of the workbook did you find most helpful, surprising, insightful or effective?

Your notes

Next steps

Which parts of the workbook did you find least interesting, most familiar, confusing or unhelpful?

Your notes

Why not give us some feedback – you'll find contact details on www.iema.net where there are some networking opportunities. Also, you can contact the author Penny Walker on penny.walker@btclick.com

Even if you haven't written anything else down whilst reading this workbook, do this bit. What are the next steps you will take? Make one of your actions spending thirty minutes reviewing progress against what you've decided to do – and checking your analysis. What's the date today? What will the date be in six months' time? Write this action in your to-do list for six months from today.

And make another action celebrating getting to this point in your change journey.

I will

.....

By (date)

Your notes

"First they ignore you, then they laugh at you, then they fight you, then you win"

– Mahatma Gandhi

IEMA Criteria for Associate Membership Areas of Knowledge and Understanding, January 2006

1 Environmental Sustainability

1.1 Earth's Natural Systems

- A Key principles underpinning the earth's natural cycles
- B Ecological processes and systems
- C Importance of biodiversity

1.2 Organisations and Environmental Sustainability

- A Positive and negative impacts of organisations on environmental systems
- B Importance of incorporating environmental considerations into an organisation's operations, eg effective use of resources leading to environmental and financial benefits, improved environmental credibility, compliance, improved efficiency of processes

1.3 Sources, Effects and Management of Releases

- A Principal sources of pollutants
- B Main pathways of pollutants and their behaviour
- C Ways in which pollutants adversely affect air, land, water and consequently, people
- D Ways in which pollutants impact on habitats and species
- E Origins of key environmental issues and their implications, eg climate change, ozone depletion, bio-accumulation, resource depletion, biodiversity
- F Prevention and control of releases including key biological, physical and chemical technologies

1.4 Towards Sustainability

- A Implications of environmental, fiscal, societal and ethical values on an organisation
- B Concepts of sustainability, eg Agenda 21

Appendix A

- C Basic parameters of eco-efficiency and design for the environment
- D Underpinning concepts of sustainability, eg best available techniques, precautionary principle, product stewardship and the polluter pays principle
- E The position of environmental management as a promoter of change and the role of environmental management systems in the process of continual improvement
- F The business benefits of environmental management
- G Importance of effective resource management including materials elimination or substitution, recycling, carbon management, waste reduction, the efficient use of energy and the role of renewable energy

2 Assessment, Interpretation and Management of Environmental Performance

2.1 Identification and Assessment of Environmental Impacts

- A Techniques for identifying significant environmental issues
- B Evaluation of the significance of environmental impacts and effects

2.2 Environmental Management Systems (EMS)

- A Standards for certificated EMS, eg ISO14001, EMAS
- B Purpose of an EMS in terms of controlling and improving environmental performance
- C Principles, objectives and practice of an EMS
- D Elements of an EMS and how they relate
- E Role of suppliers/contractors
- F Relationship between environmental, health, safety and quality management systems
- G Business benefits of an EMS
- H Role of internal communication

2.3 Monitoring

- A Role and importance of monitoring

2.4 Environmental Audit

- A Role of the environmental audit and situations in which it is applicable
- B Different uses of environmental audits and how they can be applied
- C Environmental audit process

Appendix A

2.5 Life Cycle Assessment (LCA)

- A General principles of LCA

2.6 Environmental Impact Assessment (EIA)

- A Role of EIA and situations in which it is applicable
- B Stages of the EIA process and their iterative nature
- C Appreciation of the impacts associated within the concept, design, construction, operation and decommissioning stages of a project
- D Links with EMS and SEA

2.7 Strategic Environmental Assessment (SEA)

- A Role of SEA and situations in which it is applicable
- B SEA process
- C Role of SEA in working towards sustainability
- D Links with EIA

2.8 Environmental Risk Assessment

- A Techniques of Environmental Risk Assessment
- B Approaches to risk management
- C Communication and interpretation of environmental risk

2.9 Pollution Prevention and Control

- A Integrated approaches to pollution prevention and control
- B Treatment technologies and techniques

2.10 Environmental Communication

- A Role of environmental reporting, the types of report and how to compile a clear and concise report in line with stakeholder requirements
- B Methods of environmental communication with stakeholders, including consensus building
- C Importance of two-way dialogue with stakeholders
- D Role of environmental labelling and green claims in communicating environmental information
- E. Published standards/protocols associated with preparation of Environmental Reports and Green Claims
- F Benchmarking and key environmental performance indicators

3 Environmental Legislation

3.1 General Framework of Regulatory Instruments

- A Types of instruments available to achieve change and the roles they play (eg information, financial and legislative instruments and

Appendix A

- voluntary measures)
- B National regulatory framework: relationships between local, national and international law, civil and criminal law and the regulators

3.2 Specific Regulatory Instruments

- A Key local, national and international agreements, protocols, directives, regulations and policies with respect to:
- releases to land, air and water (including contaminated land)
 - pollution prevention and control
 - waste
 - nuisance (including noise, dust, odour)
 - environmental impact assessment
 - strategic environmental assessment
 - producer responsibility and product stewardship
 - protection of habitats and wildlife
 - energy management
- B Implications of regulatory instruments for an organisation
- C Role of regulators
- D Importance of compliance with legislation

3.3 Other Relevant Regulatory Instruments

- A How planning and land-use legislation relates to environmental considerations
- B Environmental legislation relating to the storage and use of radioactive materials
- C Legislation covering storage of hazardous materials
- D Instruments relating to Genetically Modified Organisms
- E. Legislation concerning the presence of banned substances

Diagnostics and checklists to see where your organisation is on the journey to sustainability

ACBE's briefing for Directors

1. To what extent does our strategic planning process consider all the risks and opportunities our business is facing?
2. What is our view on the relevance of sustainable development to the organisation?
3. How does that compare to statements that we make publicly available?
4. Do we see ourselves as leaders or followers in addressing the demands of society?
5. Do we know how sustainable development impacts on and adds value to our business?
6. How has innovation been improved within the company by incorporating sustainable development principles?
7. What performance indicators does the Board receive and with what frequency? Is there a recent example of an action that has been taken in response to such information?
8. How does the frequency with which non-financial performance information is collected and responded to compare with that for more traditional parameters?
9. How do those sustainability indicators tie in to our strategic objectives?
10. What elements of that information are provided to analysts?
11. Which external bodies are ranking / assessing us on elements of our broader business performance, and are the findings consistent with our own perspective of our performance?

Appendix B

Twelve Features of a sustainable society, Forum for the Future

For each of these features, ask yourself to what extent your organisation is contributing to making it a reality, or getting in the way of it becoming a reality.

If we invest appropriately in all capital stocks, and achieve the flow of benefits, the following statements would be true. They represent the outcome of a successful capital investment strategy for sustainable development – that is, a sustainable society.

of Natural Capital

1. In their extraction and use, substances taken from the earth do not exceed the environment's capacity to disperse, absorb, recycle or otherwise neutralise their harmful effects (to humans and/or the environment)
2. In their manufacture and use, artificial substances do not exceed the environment's capacity to disperse, absorb, recycle or otherwise neutralise their harmful effects (to humans and/or the environment)
3. The capacity of the environment to provide ecological system integrity, biological diversity and productivity is protected or enhanced

of Human Capital

4. At all ages, individuals enjoy a high standard of health
5. Individuals are adept at relationships and social participation, and throughout life set and achieve high personal standards of their development and learning
6. There is access to varied and satisfying opportunities for work, personal creativity, and recreation

of Social Capital

7. There are trusted and accessible systems of governance and justice
8. Communities and society at large share key positive values and a sense of purpose

Appendix B

9. The structures and institutions of society promote stewardship of natural resources and development of people
10. Homes, communities and society at large provide safe, supportive living and working environments

of Manufactured Capital

11. All infrastructure, technologies and processes make minimum use of natural resources and maximum use of human innovation and skills

of Financial Capital

12. Financial capital accurately represents the value of natural, human, social and manufactured capital

Source: www.forumforthefuture.org.uk/aboutus/sdtools_page398.aspx#TFSS (accessed 18 July 2006) or www.lsx.org.uk/theknowledge/twelvefeatures_page1188.aspx (accessed 10 July 2006)

Hallmarks of sustainability: a 21-course menu

1. A clear vision
2. Smart goals and staging posts
3. A scientific basis
4. The triple bottom line
5. Innovation, not trade off
6. Decisions will be relevant to the core business
7. Top level buy-in
8. Ownership by business units
9. Trigger for innovation
10. Integral to corporate reporting
11. Products, processes, people and materials
12. Open to audit
13. Open to challenge
14. Sector leadership
15. Supply chain influence
16. Influencing customers and the value chain
17. Partnerships
18. Changing the business environment
19. Making it real
20. Stakeholder engagement
21. Purpose

Source: Mark Everard, 'the environmentalist', May 2006

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Useful websites

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| Action learning in practice in the NHS | www.hebs.scot.nhs.uk/learningcentre/trainers/actionlearning.cfm |
| Alexander, Ballard and Associates | www.alexanderballard.co.uk |
| BedZED | www.bedzed.org.uk |
| Business in the Community | www.bitc.org.uk |
| Cambridge Programme for Industry | www3.cpi.cam.ac.uk |
| Centre for Alternative Technology | www.cat.org.uk |
| Chronos | www.sdchronos.org |
| CSR Europe | www.cssreurope.org |
| Ecological footprint self-assessment | www.myfootprint.org |
| Ecological footprinting for organisations | www.bestfootforward.com |
| Farmers Markets | www.farmersmarkets.net |
| Field Studies Council | www.field-studies-council.org |
| Forum for the Future | www.forumforthefuture.org.uk |
| Good Corporation | www.goodcorporation.com |
| Hockerton Housing Project | www.hockerton.demon.co.uk |
| Institute of Cultural Affairs | www.ica-uk.org.uk |
| Institute of Environmental Management and Assessment | www.iema.net |
| Kaizen Training | www.kaizen-training.com |
| Open University / BBC attitudes quiz | www.open2.net/environment/quiz/htm |
| Renew-US | www.renewus.org |
| Solutions Focus | www.thesolutionsfocus.com |
| The Environment Council | www.the-environment-council.org.uk |
| The Natural Step | www.naturalstep.org |
| Wildlife Trusts | www.wildlifetrusts.org |

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