



Swansea University
Prifysgol Abertawe

Facilitator Manual

Safeguarding the Future

sustainable development training
for the professional business



Environmental Management for the Future

sustainable development
training for the Environmental
Management sector

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Supported by the Welsh Assembly Government's Knowledge Exploitation Fund and the European Social Fund under Objectives 1 & 3

Environmental Management **Facilitator Manual**

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Introductory information

Aims and objectives

This manual is to support the facilitator leading a one-day (or equivalent) workshop session on introducing sustainable development to professionals working in the Environmental Management (including conservation) sector.

The materials are designed to achieve the following objectives for participants:

1. Improve awareness and understanding of the principles that underpin sustainable development.
2. Identify pressures for change in the Environmental Management sector.
3. Recognise the benefits of applying sustainable development to an Environmental Management enterprise.
4. Apply systems thinking to a single or cluster of enterprises, emphasising the benefit of the systems approach.
5. Develop a practical business action plan for sustainability.

The materials are designed to impact on business practice. They are particularly relevant for owners and managers working in the Environmental Management sector. Those involved in training and education within the sector may wish to adapt or incorporate all or parts of the materials into their own work.

The approach

The PP4SD training is based on 'facilitated dialogue', a shared investigation into what sustainable development means within a given context. There is a limit to what can be achieved in presenting information about sustainable development. Individuals need to develop their own understanding of the concept, which usually requires a shift in perspective that allows situations and issues to be viewed from another perspective. This is not something that can be imposed, but the opportunity for learning and change can be created through the facilitator and the participants engaging in dialogue.

This dialogue will lead to an 'appreciative inquiry' into the enterprise or organisation in which the participant operates. Appreciative inquiry focuses on how to use the principles of sustainable development to develop new and positive ways of organising activities sustainably rather than focusing on what is wrong with an enterprise or organisation. Appreciative inquiry seeks to instigate a continued process of questioning and inspiring positive actions.

Each activity in the manual is set out in three columns. 'Description' describes the activity. 'Notes on delivery' is the instructional information for the facilitator leading the workshop, and 'Content' provides the facilitator with background information on the content of the activity and any underpinning theoretical information or rationale for the activity, as appropriate.

Components of the materials

The materials are provided in six parts (six CD files).

- **Pre-course Reading** materials that are sent out to participants before the workshop.
- **Facilitator Manual** providing an overview of the materials and annotated guidance for running the workshop.
- **PowerPoint Presentation** with slides to support each of the workshop sessions.
- **Resources** for duplicating, for use by the participants.
- **Case Studies**
- **Additional Materials** for facilitators.
- **Alternative Slides** to help facilitators adapt the workshop to their particular situation.

Use of the materials

The materials offer information, activities, practical suggestions and other materials necessary for the workshop.

They are intended to help facilitators develop a programme that is appropriate for their situation.

Sample programme for one-day session

09.30 - 10.00		Registration and coffee
10.00 - 10.30	0:30	Introduction and introductory activity
10.30 - 11.30	1:00	Global challenges
11.30 - 12.30	1:00	Case studies and the business case for sustainable development
12.30 - 12.40	0:10	Joined-up practice within business planning
12.40 - 13.30	0:50	Lunch
13.30 - 14.00	0:30	Applying systems thinking: Task 1
14.00 - 14.10	0:10	Joined-up business planning - the Five Capitals model
14.10 - 14.30	0:20	Applying systems thinking: Task 2
14.30 - 15.00	0:30	Action planning
15.00 - 15.15	0:15	Final questions, evaluation, close and tea

Regular breaks will need to be built into this programme.

Overview and rationale for the programme

The 'Introductory Activity' helps participants get to know each other and their perceptions of sustainable development. With some common understanding established, participants explore some global concerns that are driving the move towards sustainability. Participants then look at how the 'Challenges' might impact on their own businesses. Some practical tools for dealing with these challenges are presented and used. 'Case study review' describes how some businesses have responded,

showing that sustainable development practice can also make good business sense. 'Joined-up practice' uses a systems approach to help participants identify and plan improvements. The 'Five Capitals' model is offered as a way of analysing the problems and identifying possible solutions so that 'Action planning' can take place.

Facilitator Manual

Pre-course Reading

Description

Aim

- To put the workshop into the wider context of the Environmental Management (including conservation) sector.

Objectives

By reading the materials and thinking about the questions, participants will:

- Come to the workshop with knowledge and ideas that will enable them to contribute to discussions more effectively
- Help the facilitator to focus on issues of relevance to the participants.

Notes on delivery

Materials required

 **Pre-course Reading** document.

Sending out the materials about 2 weeks in advance should give time for participants to think about some of the issues relating to sustainability and the Environmental Management sector.

Method

This material should be sent electronically where possible to encourage use of email and reduce use of paper.

Content

Examples of issues are provided in the notes. These could be replaced by other examples that are more topical or relevant to the participants.

The Workshop

Introduction

Description

Aim

- To introduce the programme and the overall aims.

Objectives

By the end of the session participants will:

- Know the purpose, format and style of the workshop
- Know about housekeeping arrangements
- Know a bit more about each other and the facilitator
- Recognise the emphasis on the business-related approach to sustainable development.

Summary

The introduction describes the purpose, programme and style of the workshop. It also helps participants get to know each other better.

Notes on delivery

Materials required

 None

PowerPoint slides

 **Safeguarding the Future**

 **Aims of the workshop**

 **Programme**

Timing

10 minutes

Method

 **Safeguarding the Future**

If there are sufficient numbers, divide the participants into groups of 4 or 5¹.

Run through domestic and any health and safety announcements.

 **Aims of the workshop**

Using the slide and the notes opposite, explain the aims and objectives of the workshop.

 **Programme**

Explain how the workshop will be structured. Ask for any comments or concerns about the programme.

Introduce yourself and invite participants to introduce themselves. When inviting the participants to introduce themselves they can be asked to describe

Content

Background information on PP4SD can be found in **Additional Materials**.

It is important to start creating a friendly, safe environment for discussion to flow.

Working in groups has many advantages. Those in the same group can work co-operatively, but there can also be friendly competition with the other groups to provide a further incentive to get involved. In small groups everyone has the opportunity to contribute to discussions.

Purpose of workshop

The workshop will help you to integrate sustainable development principles into your business practice. You will be able to keep ahead of the increasing demands to operate in more sustainable ways. In particular you will be more competent to:

- Explain the terms 'sustainable development' and 'sustainability' to your colleagues and customers
- Assess how pressures from government, employers and customers for sustainable development might impact on your business
- Apply 'systems' thinking to working out solutions to business and sustainability issues
- Apply techniques that help you integrate sustainable development principles into your business planning
- Prepare or expand on a sustainable development action plan
- Obtain further advice and support.

¹ If there are sufficient participants to be divided into groups, this should be done at the start and introductions can be made in each group, probably as part of an introductory activity.

Description

Notes on delivery

Content

their business or their role. They can also be asked to give their hopes/expectations for the day.

To 'hook' participants, emphasise that the workshop will involve introducing them to a sustainable development perspective on their business, enterprise or role.













They will be able to start analysing their activities from this perspective and hopefully identify potential opportunities and management processes.

Remember to refer to the **Pre-course Reading** at the start of the session to acknowledge its importance and the time and effort participants may have spent reading it. Quote from the materials to show that the subject is topical, relevant and important for SMEs (Small and Medium-sized Enterprises). For example, ask if the **Pre-course Reading** reinforced or changed participants' ideas of sustainable development.

Link to next session

"If there are no further questions, then I will move into the first activity during which we will explore our perceptions of sustainable development and sustainability."

Introductory activity - What is sustainable development all about?

Description	Notes on delivery	Content
<p>Aim</p> <ul style="list-style-type: none"> To explore perceptions of sustainability and sustainable development held by participants. <p>Objectives</p> <p>By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> Compare their perceptions of sustainable development with those of others List some key principles that underpin sustainable development Explain the difference between sustainability and sustainable development Recognise those aspects of their business activity or another business activity that are more sustainable and those that are less. <p>Summary</p> <p>The activity will stimulate discussion about the meaning and scope of sustainable development. There are no right and wrong answers; the activity is asking for personal perceptions.</p> <p>Two alternative activities are presented. Option 1 uses photographs of environmental management-related activities to stimulate discussion on sustainability and sustainable development.</p> <p>Option 2 asks participants to consider their own business activities and explore with the team which aspects are and which are not sustainable.</p>	<p>Option 1 – How sustainable is that? Materials required</p> <ul style="list-style-type: none">  Flip chart and pens <p>PowerPoint slides</p> <ul style="list-style-type: none">  Introductory activity  Picture(s)  Sustainable Development  Development Compass Rose  Sustainability/Sustainable Development  Eight principles of sustainability  Sustainable development is...  Sustainable Development UK Government 2005  Starting to Live Differently <p>Timing 20 minutes</p> <p>Method</p> <ul style="list-style-type: none">  Introductory activity  Picture <p>Each group chooses a picture from those provided (see also Alternative Slides) and appoints one person to record the answers to questions on the flip chart and later summarise the group's findings to the other groups.</p>	<p>Those working in the Environmental Management (including conservation) sector often have a good understanding of environmental issues and the need for sustainable development. However because of their work they may be focussing on the environmental or ecological aspects of sustainable development. This activity provides an opportunity to bring in the social and economic aspects as well.</p> <p>Many will be committed to the principles of sustainable development and enact them in their daily lives. The PP4SD Eight principles of sustainability have been distilled from workshops held with businesses, professional bodies and statutory organisations. However, there will still be many perceptions of what sustainable development and sustainability mean in theory and practice. The activity provides an opportunity to identify and challenge different perceptions.</p> <p>For Option 1 a number of photographs are provided as part of the package in Alternative Slides, but your own may be more appropriate for your group.</p> <p>For Option 2 participants provide a description of their own business to stimulate the discussion.</p> <p>Information about sustainable development to provide additional support for the facilitator is available in Additional Materials – What is Sustainable Development all about?</p>

Description

By sharing their own perceptions, participants will recognise common aspects as well as the complexity of the concepts. Hopefully their understanding of the topic will be expanded.

At the end of the session five key features or principles of sustainable development are agreed.

Notes on delivery

Explain the instructions using the PowerPoint slides:

Place a photo on a sheet of flip chart paper and write down what activity is shown.

- Ask for an instant response to the question 'Do you think this activity is sustainable or unsustainable?' Write down the majority verdict at the top of the sheet
- On the left of the paper write down all the things that you think might be sustainable about the activity
- On the right of the paper write down all the things that you think might be unsustainable about the activity.

Sustainable Development

Development Compass Rose

At the bottom write down questions you would like to ask about the activity to help you decide how sustainable the activity is. The 'Development Compass Rose' (see PowerPoint presentation) developed by Oxfam will help you identify sustainability questions you might want to ask. This could be shown afterwards if the facilitator does not want to give too much help.

If participants need help invite them to ask you a question about the image that might help them to decide on what is sustainable/unsustainable.

When they have completed the task, ask each group to present their conclusions. Whilst they are doing this, record the key words or phrases that arise. These are written down in three columns mentally categorising them as economic, social/cultural and ecological/environmental. Later invite participants to suggest headings for the three columns.

Content

Description

Notes on delivery

Content

Option 1 – How sustainable is that?

 **Sustainability/Sustainable Development**

 **Eight principles of sustainability**

 **Sustainable development is...**

Use the discussion to lead into a brief description of how others have described sustainable development and agree that it is different from sustainability. The concept of sustainable development can be difficult to grasp and all current definitions can be challenged.

 **Sustainable Development UK
Government 2005**

Some people find diagrams a better way of conceptualising sustainable development.

 **Starting to Live Differently**

Relate the discussion to what is happening in Wales.

It is important at least to achieve a consensus on the meaning of sustainable development for the purposes of this workshop session, but not a hard and fast definition.

Try to agree five key features or principles of sustainable development.

Description**Notes on delivery****Content**

*Option 2 - How sustainable is my business?**Materials required* None*Method*

The stimulus for the discussion comes from participants describing their business activities to other members of their group and identifying which aspects they consider sustainable and which ones not. A reporter for the group reports on the discussions and the activity continues in the same manner as above.

Link to next session

"The activity has helped us agree on some characteristics or principles of sustainable development. In the next session I will ask you to consider what some of the global challenges ('drivers') for sustainable development are."

Global challenges

Description

Aim

- To recognise the significance for societies, the environment, and the economy of selected global issues.

Objectives

By the end of the session, participants will be able to:


- Explain why there is concern at current global development trends
- Identify and review challenges / pressures for a shift towards sustainable development
- Identify challenges / pressures within the sector for a shift towards sustainable development
- Identify the challenges to businesses within the Environmental Management sector
- Recognise the business opportunities and benefits of becoming more sustainable.


Summary

Participants review the information from a selection of the PowerPoint presentation slides that highlight current concerns and debates over sustainable development. They are intended to show global trends that are impacting on all countries and businesses. Participants look at the implications of these and some local trends for their own businesses.

Notes on delivery

Materials required

 (optional) Newspaper stories or TV news items that illustrate sustainable development issues.

 (optional) *Challenges for Environmental Management Businesses*

PowerPoint slides

 **Global challenges**


 **Only one earth**

 **Peak oil**

 **Water consumption**

 **Global challenges for your business**


 **Action planning**

 **Local challenges for the sustainable development of your business**

Timing

60 minutes

Method

 **Global challenges**
Only one earth
Peak oil
Water consumption

Show the PowerPoint slides that provide some projections about the future environment in which businesses will be working.

Content

Headlines from newspapers or videos of news / documentary programmes can be used instead of the materials provided to make this section more topical.

The slides cover peak oil production and water consumption world-wide. Supporting information is available in **Additional Materials** – *Global challenges and the Business Case for Sustainable Development*.


Challenges in the Environmental Management sector found in **Additional Materials** provides examples of a few pressures that are likely to have an impact on the businesses of participants. They can be used to stimulate discussion or as background information.

 **Global challenges for your business**

Ask participants what are the likely consequences of these predictions in the three areas of sustainable development: economic, social/cultural and ecological/environmental.

 **Action planning**

Recognise that participants may well be aware of and knowledgeable about these global challenges. Show the slide that presents the spheres of concern, influence and control and point out that the workshop is focussing on the spheres of influence and control. The slide will be repeated at the end of the workshop to help participants prepare an outline plan of actions they can take within these two spheres.

 **Local challenges for the sustainable development of your business**

Show the slide that provides some examples of current trends and ask them to suggest others. Briefly list some of the possible implications of these trends for their business in the future. (These will be used in the action planning later in the workshop.) To help structure their thinking you can use the resource *Challenges for Environmental Management businesses*.

Description**Notes on delivery****Content**










Finally, identify any business opportunities and benefits to be gained from growing interest in sustainability and try to identify some strategic changes the business sector could be making.

This information should inform the action planning at the end of the workshop.

Link to next session

“During this session you have identified the type of environment to which your business will have to adapt. In the next session we will look at some case studies that show how some small to medium-sized enterprises are responding to the sustainability challenge.”

Case study review and the business case for sustainable development

Description	Notes on delivery	Content
<p>Aim</p> <ul style="list-style-type: none">• To review examples of businesses in the Environmental Management (including conservation) sector that are applying sustainable development principles• To identify how sustainable development can benefit businesses. <p>Objectives</p> <p>By the end of the session, participants will be able to:</p> <ul style="list-style-type: none">• Analyse how sustainable development principles are being applied in a selection of businesses• Recognise good sustainable practices in Environmental Management businesses• Make a business case for adopting sustainable development principles. <p>Summary</p> <p>Groups analyse a range of case studies to find out how different companies have responded to the challenges of sustainability.</p> <p>In plenary, the participants identify some common success factors and consider what the business case for sustainable development might be.</p>	<p>Materials required</p> <ul style="list-style-type: none"> Copies of the <i>Case Study</i> <p>PowerPoint slides</p> <ul style="list-style-type: none"> Case studies (two slides) The business case for sustainable development Activities on holiday trips in Wales The Sustainability Spectrum of Businesses The business case for SD Some benefits to your business <p>Timing</p> <p>60 minutes</p> <p>Method</p> <ul style="list-style-type: none"> Case studies Case study instructions <p>Allow the participants about 20 minutes to read the case studies and prepare their feedback for the plenary based on the following questions:</p> <ul style="list-style-type: none">• What is the business activity of the company in the case study?• In what ways is the company integrating sustainable development principles into its activities?• Are there elements of good practice that could be shared and replicated?	<p>Four case studies have been prepared for this workshop, but you may wish to use your own.</p> <ul style="list-style-type: none">• Fan Farm• Stuart Fry – dry-stone walling• The Real Seed Collection Company• Ty Tanglwyst Dairy Farm <p>They can also be downloaded from the PP4SD website www.pp4sd.org.uk where other case studies are available.</p> <p>Business Case</p> <p>Many businesses have developed Corporate Social Responsibility policies and programmes, and sustainable development is often seen as part of this. Don't always expect to find explicit references to sustainability or sustainable development in company documents.</p> <p>More detail on the business case is provided in Additional Materials.</p>

Description

Notes on delivery

Content

- How could the enterprise in the case study be made more sustainable?
- Any other comments?

In plenary the participants present their conclusions and then together draw out and list common success factors that might be applied to their own businesses. These points can be recorded on a flip chart.

This should generate significant discussion that can be managed to highlight aspects of the business case for sustainable development.



The business case for sustainable development



Activities on holiday trips in Wales



The Sustainability Spectrum of Businesses



The business case for SD










Some benefits to your business

The business case is summarised using the PowerPoint slides. Try to link comments made by the participants to the content of the slides.

Link to next session

“The time has come to consider how what has been learned so far can be applied to your own business and what actions need to be taken now and in the future.”

Joined-up practice within business planning - looking at systems thinking

Description	Notes on delivery	Content
<p>Aim</p> <ul style="list-style-type: none">• To explore the value of a systems approach when developing business strategies that incorporate sustainable development principles. <p>Objectives</p> <p>By the end of the session, participants will be able to:</p> <ul style="list-style-type: none">• Define a system• Explain the term 'systems thinking'. <p>Summary</p> <p>This is a short introduction to systems thinking. It looks at the Earth as a system and shows how inappropriate actions can undermine the health of the systems that support human and other life.</p>	<p>Materials required</p> <p> None</p> <p>PowerPoint slides</p> <ul style="list-style-type: none"> Joined-up practice within business planning The Natural Cycle Undermining the system <p>Timing</p> <p>10 minutes</p> <p>Method</p> <ul style="list-style-type: none"> Joined-up practice within business planning Highlight some 'nonsenses' of when there is a lack of systems thinking. Participants are likely to have several anecdotal stories to tell, but you may need to get them started with one of your own. Introduce the concept of a system explaining how all parts are interdependent. The Natural Cycle Apply the concept to the Earth as a system. Undermining the system Show how human activity can undermine the normal operation of natural systems.	<p>Additional Materials – <i>Joining-up the thinking and planning</i>, provides further information to support the PowerPoint slides. It covers Systems Thinking and the Five Capitals model.</p> <p>Introduction</p> <p>An example of a lack of joined-up thinking.</p> <p>In a recent paper* Pimentel and Patzek claim that their analysis shows that biodiesel production actually requires 27% more fossil energy than is present in the biodiesel.</p> <p>*Pimentel, D. and T.W. Patzek (2005). Ethanol Production Using Corn, Switchgrass, and Wood; Biodiesel Production Using Soybean and Sunflower. Natural Resources Research, 14(1): 65-75</p>

Description**Notes on delivery****Content**

Link to next session

"Lack of systems thinking can undermine what we set out to achieve. It makes sense to try and analyse our business activities so that we do not miss unwanted and often damaging consequences. In the next session you will use a systems approach to analyse a business activity."

Applying systems thinking: Task 1

Description

Aim

- To apply systems thinking techniques to a known business.

Objectives

By the end of the session participants will be able to:

- Use a technique known as 'mind-mapping' to identify connections between their business activities and the wider environment and community.

Summary




Participants work as individuals or in small groups to draw a mind-map of their Environmental Management business showing the inputs, outputs and links to related enterprises, the community and the environment.

Notes on delivery

Materials required

-  Flip chart and pens

PowerPoint slides

-  **Applying systems thinking: Task 1**
-  **Starting the mind-map**
-  **Mind-map example: Swyn-y-Nant Hatchery**

Timing

30 minutes

Method

-  **Applying systems thinking: Task 1**

Explain what a mind-map is and how it is used.

Explain that each group is to prepare a 'mind-map' of an Environmental Management business activity.

If working as individuals, participants use their own business. If working in groups, one of the businesses undertaken by a group member can be selected.

-  **Starting the mind-map**

Show how a business can be divided into inputs, operations and outputs and then explain that every aspect of a business has environmental, social and economic impacts that can be mapped.

Content

There is never only one answer

The following 'story' can be used to illustrate that we all view the world differently and come up with different solutions to a single problem based on our views, experiences, expertise and prejudices. Encourage participants to think 'outside the box'.

A group of professionals were given a barometer and asked to find the height of a church tower.

The physicist took the difference in air pressures at the top and bottom of the tower to calculate the height. The engineer dropped the barometer and timed its descent to calculate height. The architect lowered the barometer on a piece of string till it touched the ground and measured the string. The surveyor ignored the barometer, measured the shadow cast by the tower and used the angle of the sun to calculate the tower's height. The accountant went to the sexton and offered the barometer as a tax-deductible expense if the sexton told him the height of the tower!

How to do a mind-map

Mind-mapping involves writing down a central idea or activity and thinking up new and related ideas that radiate out from the centre. By focussing on key ideas written down in your own words, and then looking for branches out and connections between the ideas, you are mapping knowledge in a manner which will help you understand and remember new information and relationships.

Description

Notes on delivery

Content

Mind-map example: Swyn-y-Nant Hatchery

Encourage the participants to develop a large diagram on a sheet of flip chart incorporating all the enterprises linked to the business. Put the business at the centre. A brief description of the nature of the business is given by the proprietor who writes down inputs for the business to the left and the products/ services provided by the business to the right.

The group then discusses and draws in a number of connections between them, the community and the environment.

If time allows invite some participants or groups to talk through their diagrams and answer questions.

Link to next session

"You have applied systems thinking to a particular situation. In the next session you will be introduced to the Five Capitals model as a way of analysing your business activity to check on its sustainability."

Look for relationships

Use lines, colours, arrows, branches or some other way of showing connections between the ideas generated on your mind-map.

Draw quickly on unlined paper without pausing, judging or editing.

All of these things promote linear thinking and the idea of mind-mapping is to think creatively and in a non-linear manner. There will be time for modifying the information later but at this stage it is important to get every possibility into the mind-map.

Write down key ideas

Using capital letters can help you focus on key points. You can write explanatory notes in lower case.

Put main idea in the centre








It is useful to do a mind-map in "landscape" style, with the main idea or topic in the middle of the page. This gives the maximum space for other ideas to radiate out from the centre.

Leave lots of space

After the initial drawing of the mind-map you may wish to highlight things, add information or add questions.

Acknowledgement: These hints were adapted by James Cook University from the work of Tony Buzan and others who have promoted mind-mapping as a learning and thinking tool. They have been lightly edited by the author of these materials.

Applying systems thinking (alternative activity² - Woodland Management)

Description	Notes on delivery	Content
<p>Aim</p> <ul style="list-style-type: none">To apply systems thinking techniques to a hypothetical business situation. <p>Objectives</p> <p>By the end of the session participants will be able to:</p> <ul style="list-style-type: none">Use a technique known as 'mind-mapping' to identify connections between their business activities and the wider environment and community. <p>Summary</p> <p>Participants work in groups.</p> <p>The facilitator introduces a theoretical scenario in which the group wishes to develop a 100-hectare woodland as a commercial but sustainable business enterprise.</p> <p>Each group is asked to consider how the woodland could be developed and to construct a large diagram to show how each of the activities to be undertaken have connections with each other, the community and the environment.</p>	<p>Materials required</p> <ul style="list-style-type: none"> Flip chart and pens <p>PowerPoint slides</p> <ul style="list-style-type: none"> Applying systems thinking: Task 1 Starting the mind-map Mind-map example: Swyn-y-Nant Hatchery Woodland management map (at end of PowerPoint and also found in Alternative Slides). <p>Timing</p> <p>30 minutes</p> <p>Method</p> <p>Explain what a mind-map is and how it is used. Explain the Woodland Management Scenario and ask each group to prepare a mind-map that could be used to apply for funding for a Woodland Management project.</p> <ul style="list-style-type: none"> Applying systems thinking: Task 1 Starting the mind-map <p>Show how a business can be divided into inputs, operations and outputs and then explain that every aspect of a business has environmental, social and economic impacts that can be mapped.</p>	<p>The Woodland Management Scenario</p> <p>You are part of a consortium that has the same knowledge and skills as the members of your group. You have bought a 100-ha woodland that has been badly neglected and you wish to develop it as a commercial but sustainable business. There are few young trees and there is a lot of undergrowth making access difficult. There are a few rough paths used by local people mainly for dog walking in summer. The wood is close to a popular coastal holiday location and in a designated Area of Outstanding Natural Beauty.</p> <p>A bank will lend you 50% of the money needed providing you produce a business plan to show the woodland can be managed profitably. You intend to raise 25% as a grant from a government conservation agency, provided you can show your business plan meets required nature conservation standards. The remaining 25% will come from a local government grant as long as the development benefits the community.</p> <p>You are at the stage of brainstorming your options. You do this by constructing a 'mind-map' of your options and the potential impacts.</p> <p>After 30 minutes you will be asked to present your initial thoughts, with justifications, to representatives of the bank and funding agencies.</p>

² This alternative can be used if participants do not have their own business, for example, if you are working with trainers, with business students or business startup participants.

Introduction

Description

Notes on delivery

Content

Mind-map example

Show how connections are made using the example provided. Encourage the participants to develop a large diagram on a sheet of flip chart incorporating all the enterprises linked to the business.

Woodland Management map








Ask each group to construct their 'mind-map' on a flip chart sheet making it sufficiently legible to be used in a presentation to potential funding bodies.

Each group (or ask one group to volunteer if time is short) presents their mind-map to the other groups who represent the potential funding bodies.








Link to next session

"You have applied systems thinking to a particular situation. In the next session you will be introduced to the Five Capitals model as a way of analysing your current and planned business activity to check on its sustainability."

Joined-up business planning - the Five Capitals model

Description	Notes on delivery	Content
<p>Aim</p> <ul style="list-style-type: none">• To be familiar with the Five Capitals model of analysing business activity. <p>Objectives</p> <p>By the end of the session participants will be able to:</p> <ul style="list-style-type: none">• List the Five Capitals• Explain the relevance of each to their business activity. <p>Summary</p> <p>The facilitator provides a short presentation on the Five Capitals approach.</p>	<p>Materials required</p> <p> None</p> <p>PowerPoint slides</p> <ul style="list-style-type: none"> The Five Capitals Natural Capital Human Capital Social Capital Manufactured Capital Financial Capital <p>Timing</p> <p>10 minutes</p> <p>Method</p> <p>Describe the Five Capitals model as a means of understanding the impacts and potential impacts of business decisions. For each of the capitals, define what it means and explain why it is important.</p> <p>Link to next session</p> <p>"The Five Capitals model provides a means of analysing business decisions. In the next session you will apply the model to your own business."</p>	<p>Further information on the Five Capitals can be found at www.forumforthefuture.org.uk</p> <p>The Five Capitals model is a way to apply sustainability criteria to a business or other situation. There are other models that can be used to assess the sustainability of business activities, including the framework developed with leading professional associations by PP4SD (see www.pp4sd.org.uk).</p> <p>For more information about the Five Capitals approach and the PP4SD Framework, see Additional Materials – The Five Capitals model.</p>

Applying systems thinking: Task 2

Description	Notes on delivery	Content
<p>Aim</p> <ul style="list-style-type: none">• To identify different types of value in the participants' businesses using the Five Capitals model. <p>Objectives</p> <p>By the end of the session participants will be able to:</p> <ul style="list-style-type: none">• Use the Five Capitals model to analyse the impact of their business decisions against sustainability criteria• Justify business decisions that take account of sustainability in a systematic way• Demonstrate in what ways their business is already sustainable. <p>Summary</p> <p>Using information from the previous activity, participants identify where there are opportunities to develop their business more sustainably and share their ideas with others.</p>	<p>Materials required</p> <ul style="list-style-type: none"> Analysing my business using the Five Capitals <p>PowerPoint slides</p> <ul style="list-style-type: none"> Activities in my business that increase or decrease the Five Capitals Applying systems thinking: Task 2 Swyn-y-Nant Hatchery <p>Timing</p> <p>20 minutes</p> <p>Method</p> <ul style="list-style-type: none"> Activities in my business that increase or decrease the Five Capitals Applying systems thinking: Task 2 <p>Ask the participants to reflect on the mind-map of their business or the Woodland Management mind-map and identify where there are impacts on the Five Capitals.</p> <ul style="list-style-type: none"> Swyn-y-Nant Hatchery <p>Ask them to add the impacts to their mind-map, using the example to guide them. They can also be asked to look for opportunities to increase or decrease social, human, manufactured and natural capital as part of how they run the business. A matrix Analysing my business using the Five Capitals is available as a resource to help participants organise their thinking if it is needed.</p>	<p>A key point to emphasise is that financial capital is dependent upon one or more of the other four capitals and that by managing and increasing the other capitals the financial capital of the business can be increased too.</p>

Description**Notes on delivery****Content**

Participants feed back to the group

Ask participants to keep the outcomes of this activity for use in the action planning activity later in the session.

Link to next session

"We have looked at ways of analysing your business against some specific sustainability criteria. In the next session you will start to apply these techniques to business planning."

Action planning

Description

Aim

- To develop a vision of your sustainable business in five years time.

Objectives

By the end of the session participants will be able to:

- Use the outcomes from both the second 'Applying systems thinking' activity and the 'Challenges to your business' activity to outline a vision of their business in five years time
- Identify practical ways of achieving the vision.

Summary

Participants create a vision of what they want their sustainable business to be like in five years time.


This vision is used to guide the planning of actions needed to achieve this.

Notes on delivery

Materials required

 Action Planning

PowerPoint slide

 Action planning – Your business in five years

 Action planning – What can I do?

Timing

30 minutes

Method

 Action planning – Your business in five years

Participants can work alone on this activity, or they might like to work with one other person to share ideas. In which case, both participants should have 15 minutes each.

Ask participants to consider what has been learned during the previous sessions and consider how they might apply the sustainability learning to planning the future for their businesses. Thinking five years ahead is a reasonable period to make a real difference. In the next session they will consider how to achieve the vision.

To help them get started they might like to consider where their businesses fit into the three-stage journey to sustainability described in the 'Content' column.

Ask for volunteers to share their vision.

Content

What is a sustainable business?

Business that contributes to an equitable and ecologically sustainable economy.

Sustainable businesses offer products and services that fulfil society's needs while contributing to the well being of all earth's inhabitants.

(from www.sustainablebusiness.com)

Progress towards sustainability

Industry is on a three-stage journey from environmental compliance, through environmental risk management, to long-term sustainable development strategies.

In the initial phase of the journey, the need to comply with environmental regulations drives improvements in environmental performance. Businesses adopt a more proactive approach in the next phase. Environmental risk management is introduced, to reduce environmental liabilities and to minimise the costs of regulatory compliance. A substantial number of companies recognise that the implementation of sustainable business strategies can lead to new opportunities and improved results - the business and sustainable development phase.

(after www.bsdglobal.com/)

Previous visions

- Becoming carbon neutral
- Employing disabled people
- Raising awareness of sustainability amongst customers
- Using mainly local products.

Description

Notes on delivery

Content

Action planning – What can I do?

Show the slides and explain the difference between the three spheres, 'concern', 'influence' and 'control', and the implications for action planning. Work on those areas where you have control.

Ask participants to identify up to eight critical success factors for them to achieve their vision and allocate them to one of the three spheres.

Finally, participants decide on what actions they can take in the short-, medium- and long-term to integrate sustainable development principles deeper into their business activity, taking into account the Five Capitals.

Ask participants to share their action plans and to identify any support that they think they might need.

Also you can offer to pass on messages to the project organisers to help change some of the constraints over which they have no control.

For example, you could ask:

- What should others do more of to help you do the things you have identified?
- What should others do differently to help you do the things you have identified?
- Who are the 'others'?

Link to next session

"I hope the workshop has been interesting, stimulating and useful. We are always trying to improve the programme and would be grateful for your comments".

Business or personal lives?

For many small businesses personal and business activities cannot really be separated. In which case, participants should be asked to consider their personal, social and economic activities together.

Effective action

The slide shows three areas. The sphere of concern might be very wide, but actions in this sphere are unlikely to bring about the changes you are planning for. The sphere of influence is where you have some influence but you have to compete with other influences. The sphere of control is where you have direct control over what happens. It might not change the world, but it is where you can make a difference and maybe where energies are best spent.

Critical Success Factors

Critical Success Factors are elements that are vital for a strategy to be successful. If they lie only within your sphere of concern, then your final success might be limited.






Critical Success Factors within your sphere of control can be put in place to help achieve your vision.

Support and Incentives

- Green Dragon Standard <http://greendragonems.com>
- Arena Network <http://www.arenanetwork.org>
- Environment Agency Wales
<http://www.environment-agency.gov.uk/>

For further information and support from the Swansea University PP4SD team, please contact us at pp4sdinfo@swansea.ac.uk

Evaluation

Description	Notes on delivery	Content
<p>Aim</p> <ul style="list-style-type: none">• To identify the strengths and weaknesses of the workshop. <p>Objectives</p> <p>By the end of the session participants will be able to:</p> <ul style="list-style-type: none">• Comment on the impact of the workshop• Inform the facilitator of the strengths and weaknesses of the workshop. <p>Summary</p> <p>Participants are invited to comment on how they have been affected by the workshop and its strengths and weaknesses.</p> <p>The facilitators say how these comments will be dealt with in the future.</p>	<p>Materials required</p> <ul style="list-style-type: none"> Evaluation (optional) Stamped self-addressed envelopes <p>PowerPoint slides</p> <ul style="list-style-type: none"> Aims of the workshop Evaluation <p>Timing</p> <p>15 minutes</p> <p>Method</p> <ul style="list-style-type: none"> Aims of the workshop <p>Ask for any questions, observations and thoughts arising out of the workshop and respond to them before asking participants to carry out the evaluation.</p> <p>Recap on the content of the programme so participants get an integrated overview of the workshop.</p> <p>To help participants reflect on the workshop, ask the following two questions that return them to their perceptions at the start.</p> <ul style="list-style-type: none">• Is this topic more or less important than you thought at the start?• Has the workshop changed the perception of sustainable development that you offered during the first activity?	<p>You may wish to use an evaluation form that is more appropriate for you.</p>

Description

Notes on delivery

Content

Evaluation

Hand out the *evaluation* forms and explain that the evaluation will help to improve the workshop for future participants.

While it is valuable to get some immediate feedback before participants leave, considered comments after a day or two are also very valuable. If participants want to send in further comments supply them with a stamped addressed envelope or your email address.