



Sustainability Sense: Linking personal and organisational values

Record of the event organised by Professional Practice for Sustainable Development and the Institution of Environmental Sciences, Tuesday 23 February 2010

June 2010



About the event

Aims

Professional Practice for Sustainable Development (PP4SD) is a partnership project that facilitates the embedding of sustainable development principles into professional practice through the development of appropriate Continuing Professional Development (CPD). It has adopted a cross-professional, multi-disciplinary approach, recognising that the successful resolution of complex sustainability issues requires cooperation between professionals and a broad range of skills.

The idea behind this workshop and the subsequent report is to explore how values and emotions can be engaged to support a more sustainable lifestyle. Over the past 12 years PP4SD has developed and run sustainability training programmes for diverse groups of professionals. We have come to realise that there are many factors that sometimes inhibit and at other times promote progress, from purely personal to institutional. These obstacles and opportunities need to be understood and acted upon. PP4SD's strategy is to address these issues and integrate them into new CPD programmes.

The event aimed to:

- introduce participants to new approaches to thinking about sustainable development and evaluate their responses;
- collect feedback on the impact of past PP4SD training to help develop future materials; and
- share experiences of implementing sustainable development within the organisations of the participants.

Presentations

WICKED PROBLEMS, VALUES AND ORGANISATIONAL CHANGE

Stephen Martin

Characteristics of wicked problems

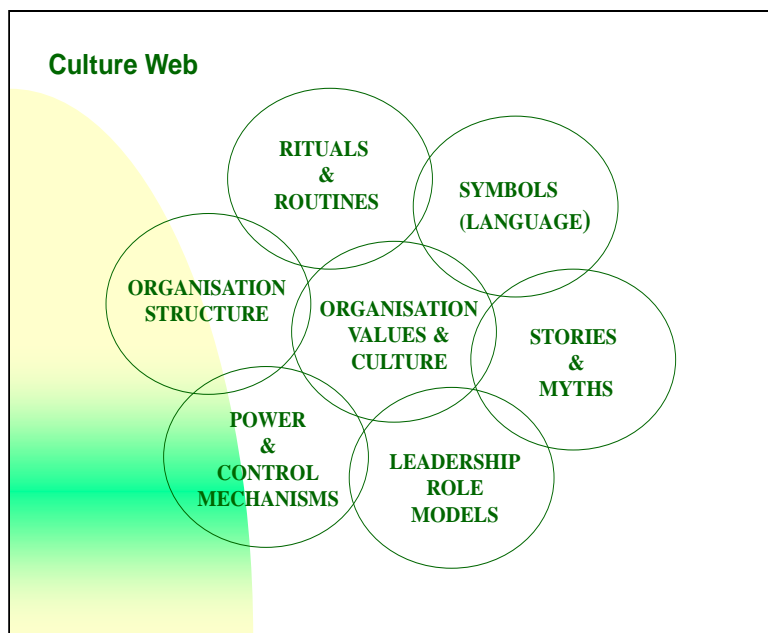
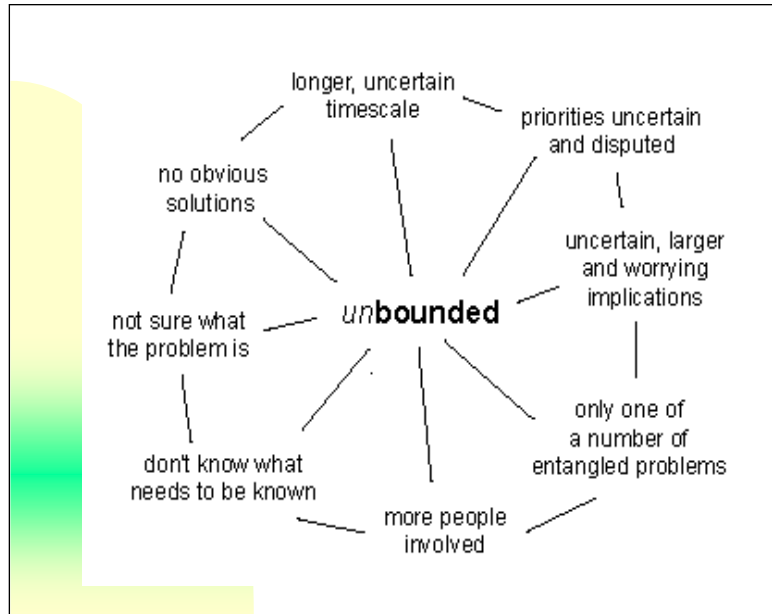
- No definitive formulation
- No clear end, no 'stopping rule'
- No immediate test of their resolution
- the answer is (less) good or (less) bad rather than right or wrong
- Consequences to every solution
- Can be a symptom of another problem

The journey towards sustainability is mired in complexity and beset by an array of so-called 'wicked problems' - wicked in the sense of issues that are highly resistant to resolution. Sustainability problems falling into this category include climate change, protection of ecosystems and poverty.

When considering the sustainability of an organisation we are faced with a wide range of wicked problems with characteristics including uncertainty, multiple stakeholders, multiple perspectives and competing values.

In systems thinking these are often described as 'messy' problems because they have unbounded characteristics.

Resolving such problems usually involves changing the behaviour of groups of people within an organisation and this is often incorporated into the concept of 'cultural change'. Culture often becomes the focus of attention during periods of organisational change, such as company mergers when a clash of cultures may arise. However, corporate culture is an elusive concept.



The cultural web model developed by Johnson and Scholes (1992) is helpful in identifying some of the characteristics of corporate culture.

Whilst Johnson and Scholes refer to their model as a 'web' it resembles more of a flower, with the centre dominated by an organisation's values and culture, which are:

"The emergent result of the continuing negotiations (and conversations) about values, meanings and proprieties between the members of the organisation and with its environment".

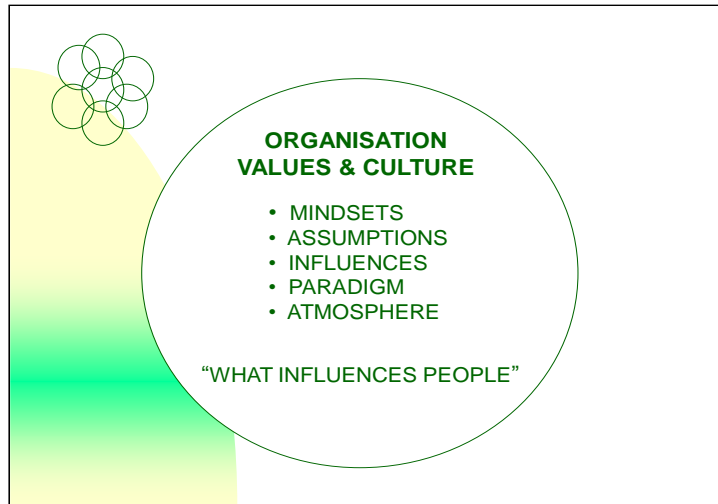
In other words it is the result of all of the daily negotiations and conversations about the 'proper' way to do things and which creates meaning about these actions in the context of the world around them.

The six petals are the manifestations of culture, which result from the organisation's values. Hence, the rituals and routines refer to the daily actions of people that signal acceptable behaviour; this in turn determines what is expected to happen in any given situation as well as what is valued by management.

Most change programmes concentrate on the petals, so for example they try to effect change by looking at structures, systems and processes. Experience shows that these approaches do not lead to sustained change.

An organisation's values are determined by a range of factors. All of these factors combined contribute to a set of ideas and beliefs which act as a filter, influencing how individuals within an organisation perceive and make sense of the way an organisation works.

It is often encapsulated in the notion of a paradigm (after Kuhn, 1996). Capra (1997) adapted it as follows:



“A paradigm is a constellation of concepts, values and perceptions and practices shared by a community, which forms a particular vision of reality that is the basis of the way a community organises itself”.

An understanding of the way values and culture develop begins to offer ways of approaching the wicked problems of sustainability within organisations. Just as there are hundreds of definitions of sustainable development, there are hundreds of definitions of culture.

All of which is unhelpful, because it leads us to think of culture and sustainability as a ‘thing’ or a ‘state’ which belongs to an organisation. But neither of these concepts is a ‘static’ thing but rather something which everyone is creating, affirming and expressing (in the lexicon of systems thinking it is called emergence). If culture is being created all of the time we need to focus any approach to sustainability on facilitating change to organisational paradigms and not structures, systems and processes.

“Our Culture includes our system of beliefs, values, attitudes, customs and institutions. It shapes our gender, race, and other social relations, and affects the way we perceive ourselves and the world and how we interact with other people and the rest of nature. To the extent that the global crisis facing humanity is a reflection of collective values and lifestyles, it is above all a cultural crisis. Culture therefore, has a central place in the complex notion of sustainability” UNESCO (2002)

Useful references

Australian Public Service Commission, Commonwealth of Australia (2007) *Tackling Wicked Problems: A Public Policy Perspective*

Resilience Alliance (2009) *Planetary Boundaries: Exploring the Safe Operating Space for Humanity*

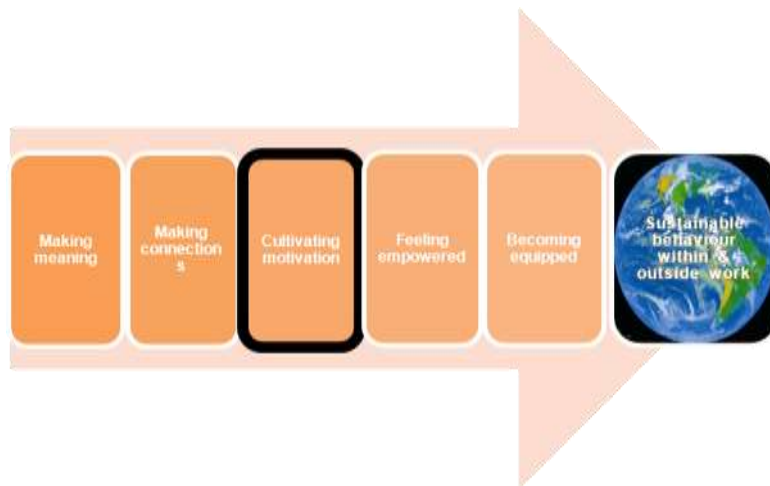
BEING SUSTAINABLE IN A BUSINESS SETTING – HOW CAN VALUES HELP?

Paul Murray

The aim of this session was to provoke thought about the need to change human behaviour patterns in the quest for a sustainable future. While the 'cleaner' technologies, governments, businesses and other collective organisations have their roles, what is often underplayed is the vital part individuals

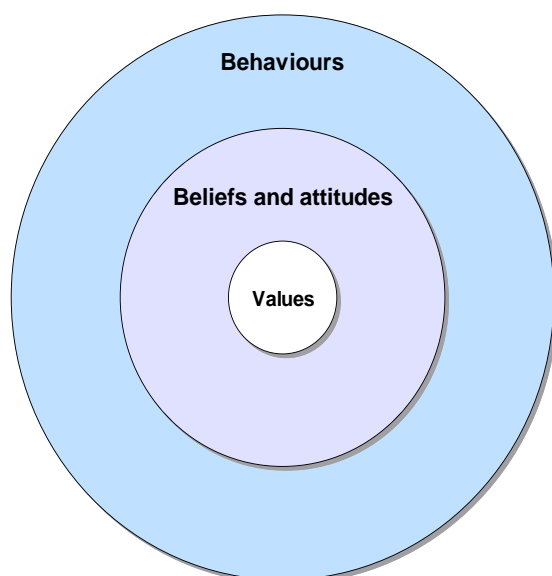
play, not only in adjusting their own personal behaviours, but in influencing collective organisations and in making best use of any existing and emerging technologies. With this in mind, this session built on a values-centred personal training regime, specifically developed to help individuals cultivate the intrinsic motivations to move towards sustainable behaviour based on a progressive model that focuses on:

- making personal meaning of the sustainability idea,
- making personal connections with the underlying issues,
- mobilising personal core values to deepen intention, and
- the development of empowering beliefs that can support and enable positive action.



The Personal Education for Sustainable Development (PESD) approach to sustainability training attempts to give personal meaning to sustainable development. It is a stepped process starting with 'making meaning' and moving through 'making connections', 'cultivating motivation', 'feeling empowered', 'becoming equipped' to 'behaving sustainably within and outside work'.

Values are significant because human behaviour is important and this is influenced at the level of the individual by personal values. Collectively, these values influence the roles of technology, governments, businesses, institutions and communities. If we can live our values then it is more likely that we will feel right in what we do, thus enhancing our personal wellbeing and sense of integrity. Not being able to live our values can have the opposite effect.



(Sources: Gross 2005, Rokeach 1976 Oskamp 2001, Bell et al 1996, Kollmus and Aygeman 2002)

Values describe what is important to us and represent why we do what we do. However, knowing someone's values is not necessarily a means of predicting their behaviour.

Attitudes describe a predisposition to behave or respond to specific situations in a manner that is based on feelings and judgements. Beliefs are mental models of our inner and outer worlds. Beliefs tend to be viewed as factual, such as 'God made the world', which is an externally focused belief. Internally focused beliefs can be limiting, 'I am a failure', or empowering, 'I can make a difference'.

Holding empowering beliefs, pro-sustainability values and pro-sustainability attitudes together can result in pro-sustainability actions. These in turn can feed back to influence beliefs, values and attitudes creating a positive feedback loop.

Activity: Getting in Touch with Values

Participants then undertook an activity 'Getting in Touch with Values' Appendix 1 in which they elicited their core values and identified where they think they originated. Participants were also invited to explore how the activities they enjoyed most at work, home and leisure reflected their elicited core values. This raised questions such as, 'Are you sure the core values are really yours, or are they 'should be' values?' and 'How often would you say you act in harmony with your core values?'. It showed that there can be dissonance between the values we think guide us and the actions we actually take.

The activity revealed that many core values relating to sustainability were shared between the participants as one might expect at such a gathering. It was demonstrated that similar core values are also shared amongst many organisations including the Earth Charter, UN Millennium Declaration, Forum for the Future, Oxfam and BT plc. Commonly occurring values were: respect for nature, commitment to social justice and equity, tolerance, democracy and diversity.

Source of values

So where do these values come from? They represent a complex mixture of influences of parents, teachers, friends, work colleagues, our learning and our vast accumulated store of experiences. Many of them we might be unaware of because we have no need to articulate them, but if we are to be true to ourselves we need to remember consciously and refer to our values in a rational way rather than react instinctively to events. How can we do this?

Using values in training

Identifying and questioning values can help cultivate positive attitudes and intentions towards sustainability. Some applications in a training situation might be to help participants to:

- Cultivate positive intentions
- Cultivate positive attitudes: care/compassion; openness; respect
- Remember/remind themselves of their core values and to notice whether their actions are in tune with them
- Explore their values systems more deeply and to reinforce their core values through conscious practise and questioning the impact of their own and others' actions.

Influences on Behaviour

Values are just one of the influences on our behaviour. Other influences may work for or against living our values. Most people learn how to cope with some contradictions between values, attitudes and behaviour, especially in their professional lives.

Useful references

BT (2003) *Just Values. Beyond the business case for sustainable development* British Telecommunications Plc, London

Richard Dawkins (2001) *Sustainability Doesn't Come Naturally: A Darwinian perspective on values, Values and Sustainability*, Environment Foundation funded lecture by Professor Richard Dawkins, FRS, Simonyi Professor of the



Public Understanding of Science, University of Oxford at the Royal Institution, London; November 2001

Eggert T (2003) *Ethics, Values and Sustainability*. Course syllabus – Gen Bus 765, School of Business and the Wisconsin Department of Natural resources. Available from www.bus.wisc.edu/international/documents/syllabusgenbus765.ethicstrategysustainability.pdf

Gross R. (2005) *The Science of Mind and Behaviour*; 5th edition; Hodder and Stoughton, London

Antony Leiserowitz, Robert Kates, Thomas Parris (2004) *Sustainability Values, Attitudes and Behaviours. A review of Multi-national and Global trends*. CID Working Paper 113, Centre for International Development, Harvard.

New Economics Foundation (2006) *The Happy Planet Index: An index of human wellbeing and environmental impact*. Available from www.neweconomics.org

Anja Kollmuss, Julian Agyeman (2002) *Mind the Gap. Why do people act environmentally and what are the barriers to pro-environmental behaviour?* Environmental Education research; Vol 8, No. 3.

FACING OUR BLOCKS AND CATALYSTS TO BEHAVING ECO-SYSTEMICALLY

Paul Maiteny

Introduction

Building on Paul Murray's input on the role of values in helping people adopt perceived sustainable behaviours, Paul Maiteny led a discussion in which he set out:

"To explore and contemplate the relationship between an individual's psycho-emotional experience and his or her priority values and interests".

Whereas personal and corporate values and attitudes are frequently explored in relation to sustainability issues, personal emotions are less so. Paul considers that people need first to learn about themselves by exploring how they respond emotionally to issues. He was aiming to engage with people's own:

- a. thoughts and feelings;
- b. responses and choices; and
- c. dilemmas

in work and life to facilitate understanding of their own blocks to and catalysts for changing behavioural habits.

Emotional responses

Issues, actions & conundrums

Newspaper headlines: issues & responses

Notice your feelings & thoughts in response.
Which leave the strongest impression on you?
What choices *should* we make to respond to the issues?
How effective will our responses be?
What will sustain our resolve & behaviour?
How long will they last?
How long will it take to make a difference?

Participants were asked to note their emotional responses to a number of newspaper headlines on environmental 'wicked problems' that were read out by Paul. Responses included: frustration, anger, confusion, denial, lack of fairness, disbelief that political and leaders could ignore them, the greed of some people, powerless, concern at the consequences of continuing business as usual.

So what to do about the issues? A major obstacle to engaging emotionally with solutions appeared to be that most people were so overwhelmed by the scale and complexity of the issues that they felt impotent to deal with them and so failed to engage with them at any deeper level other than awareness. Participants also noted the lack of positive messages and that could reinforce feelings of helplessness. Many of the headlines had an expectation that 'they' should be doing something about the issues further removing the issues from personal responsibility and action. This section finished with a quotation from Ervin Laszlo (1989) *The Inner Limits of Mankind: Heretical Reflections on Today's Values, Culture and Politics*.

"Many world problems involve outer limits, but the generally misunderstood issue confronting the human (species) is that its truly decisive limits are inner, not outer. They are not physical, but psychological, cultural and political limits inner to people and societies.

There are hardly any world problems that cannot be traced to human agency and could not be overcome by appropriate changes in human behaviour. The root causes even of physical and ecological problems are the inner constraints on our vision and values. We suffer from a serious case of 'culture lag'."

Participants had all presumed the headlines were recent ones. This was not the case. They were then invited to consider how they felt on being told all the headlines were taken from newspapers more than 20 years ago! While there was some acceptance that there is more media coverage of the issues than 20 years ago, participants felt that progress on resolving the issues had not kept up with the growing scale of the problems mentioned and this was depressing. What are the reasons behind the lack of progress when levels of awareness of the issues are relatively high amongst both public and those with political and commercial power? Why is change so slow? Are governments too scared to act appropriately? As these are 'wicked problems', are they perceived as too big to tackle?

Paul noted that the headlines indicated a lack of change and also the cyclical nature of the prominence of environmental issues. It also shows how ineffectual is an approach to education that assumes providing environmental information and exhorting people to live sustainably will bring about significant changes to behaviours. Paul maintained that the sustainability message needs to resonate emotionally and meaningfully if it is to have an impact on behaviour. However, it is precisely this aspect that is often omitted. It is not simply cognitive/psychological 'seeing' that is the problem, but psycho-emotional experiencing of them and the extent to which the 'problems' are experienced as meaningful to people in their lives compared with other issues.

Recognising limits

Paul suggested that the real limits to progress and action are inner obstacles, not the physical or technical ones. To help reflect on these issues, he asked us to consider in a structured way how we reacted to conundrums or dilemmas that were much more immediate and personal.

Three worries

Examples mentioned by participants included:

A word cloud of negative examples for 'Three desires/needs'. The words are arranged in a roughly rectangular shape. The largest words are 'not living my priorities' and 'generating sufficient income'. Other prominent words include 'life/work balance', 'security of employment', 'irresponsibly', 'acting', 'greed', 'corruption', and 'health'.

corruption
irresponsibly health
acting
security of employment
not living my priorities
life/work balance
generating sufficient income
greed

Three desires/needs

Examples mentioned included:

A word cloud of positive examples for 'Three caveats'. The words are arranged in a roughly rectangular shape. The largest words are 'fulfilling personal dreams' and 'leaving a good legacy'. Other prominent words include 'making a difference' and 'having personal space'.

making a difference
having personal space
fulfilling personal dreams
leaving a good legacy

Three caveats

(Why do you not make choices you feel you should but cannot?)

Examples mentioned included:

happy as I am
relentlessness of other demands
not sure where to start
colleagues/family don't share same priorities
difficulty of saying no to others
too comfortable with current situation

Three solutions

(Three choices that would help resolve your dilemmas and dissolve your caveats.)

Examples mentioned included:

just do it
be more committed
delegation
share concerns with others

To conclude this section, a further quotation from Ervin Laszlo (1989) was provided:

“The inner limits which currently constrain the growth and development of all mankind include limits associated with the way each of us thinks and behaves in both private and public contexts.

Our values, beliefs and actions add up to vast economic, cultural and political trends which determine the pathways mankind selects towards the future. (Fearful of this future), we manage individual crises while heading towards collective catastrophes. We cast about for innovative ways to satisfy obsolete values.

Before we set out to reform the world, we would do well to pause and see if we should reform ourselves. (But) we contemplate changing almost anything on this earth but ourselves. It is high time we engaged in an individual and collective soul-searching; in a much needed psychoanalysis of our inner limits. By examining and identifying the arbitrary inner limits to our growth and development, we should learn to cast them off like the outgrown habits of our collective adolescence.

Even if the process is painful, its potential benefits should encourage us to carry it through.”

Conclusions

There is a general recognition amongst political leaders, captains of industry, journalists and people in general that human society needs to change established patterns of doing things in response to the challenge of sustainability's wicked problems. However, the rate and scale of change are generally regarded as inadequate. Are we now the first species that despite its vast knowledge of global systems is knowingly diminishing the capacity of the Earth to support its own well-being?

Patterns of human behaviour are embedded in our psyche. They are patterns that have served humans well in the past, but may not be appropriate for the future. Humans appear more concerned with their own individual survival rather than the survival of the systems on which they depend. Humans are programmed to manage and resolve individual, often short term crises with the consequence that the longer term crises that are heading towards collective catastrophe are given a low priority. It appears that humans are willing to try anything except changing themselves.

The current situation has arisen because we interpret and respond to the world in a particular way based on deeply rooted psychological characteristics and cultural norms. If we could now learn to 'see' the world differently, from a sustainability perspective, then perhaps we would re-evaluate our values, interests and priorities. What we need is an appropriate pair of glasses; ones which help us 'see' emotions and meaningfulness.

Group sessions

Discussion groups

Programme

Three groups were set up and asked:

- To identify priorities for sustainability training amongst professionals.
- To make specific suggestions for building on PP4SD's sustainability training development.

The following suggestions for structuring the discussions were offered:

- Reflect on the inputs from the morning. What impact did they have on your thinking about training for sustainability?
- Using your learning from today, evaluate your experiences of sustainability training, both formal and non-formal and identify strengths and weaknesses.

- Identify priorities for sustainability training and the target professions.
- Make suggestions for sustainability training research and/or ways of implementing findings from the day.

At the end of the session, findings, conclusions and recommendations were presented in a plenary session.

Introduction

Reflecting on the inputs of the morning, participants raised and debated many further questions relating to integrating values and emotions into continuing professional development. Some CPD encouraged by professional bodies is primarily technical such as environmental economics, learning from current research in energy conservation or learning how to ensure compliance with current legislation. Such CPD raises sustainability competence levels amongst professionals and changes professional practice, but it does not set out to influence values and attitudes that underpin how we respond to the world around us. Technical changes only accommodate the sustainability agenda. Other sustainability CPD programmes do seek to promote change through exploring values and attitudes as well as developing competencies. However, participants were not aware of any programmes that facilitate participants consider their emotional responses to the issues. Examples of sustainability CPD programmes that integrate knowledge, skills, values and attitudes in innovative ways include:

1. The programmes for Higher Education staff run by Paul Murray.
2. The *Thinking and Acting Sustainably* programmes developed by PP4SD.
3. The MSc programme *Education for Sustainability* run by London South Bank University.
4. The research programme into training for the retail sector being developed by the Sustainable Consumption Institute at Manchester University.

These and other programmes are beginning to help identify the key attributes of a 21st century professional who will engage effectively with the sustainability agenda. In turn, this can inform the development of CPD programmes in sustainability. Monitoring and evaluation of these programmes is not yet sufficiently coordinated to produce definitive guidelines for other trainers to learn from. Indeed, dealing with deeply held beliefs does not lend itself to simple methods of monitoring and evaluating progress. There is still much learning to be done and hence the richness of the discussion that followed the morning sessions.

The following section describes some of the points discussed and summarises the conclusions made.

Values

People possess values relating to sustainability. However, it is by no means clear what society wishes to sustain as there are differences between the various stakeholders. While one individual or group might place a high value on sustaining economic growth, another might place it on sustaining biodiversity. A further complication is that people's actions are not always compatible with their values and feelings. They need to operate as members of several groups, for example in a family, in a company or organisation and in a faith group. And each has its own set of values and there can be conflicts between them. There can also be tensions caused by contradictions between personal, societal, professional and institutional values. Trainers will need to be sensitive to these differences and an individual's emotional response in these situations, and consider how best to use the contradictions constructively in a values-based approach to sustainability CPD.

One suggestion was to use a set of values to which all participants are committed. For example, the training developed by the Sustainable Consumption Institute for testing with Tesco staff started with the 'Wheel', a diagram for presenting the company's values. It is these values that generate the

policy and practice of the company. Part of the training is to evaluate these values against a set of sustainability principles. All organisations have corporate values that guide their actions so a similar approach could be used with any homogenous group.

This raised the question, 'What is the difference between a value and a principle?'. A value is a belief that an idea, an object, a landscape, a person, another living entity or an opinion is important. A principle is more objective and theoretically can be shown to be true or untrue.

A further dilemma was voiced. Would you approach the training through a values approach or allow the values questions to arise within a programme, perhaps when exploring behaviour changes and identifying success criteria for long lasting solutions. What are the pros and cons of various approaches? Is there any evidence to suggest which approach is most effective at achieving long-term effective change?

Those that considered values should be at the forefront of training as a way of influencing change saw values as a way of 'lubricating the wheels of change'. They considered that it was not necessary use the term sustainability to begin with and that a discussion on values will inevitably lead to sustainability being raised. This was considered an advantage, because the term 'sustainability' was perceived as an obstacle to people engaging with the topic. If there are values exercises in the training, participants might then create their own framework that is compatible with their own values.

It was also noted that approaching sustainability CPD through values and feelings is difficult to sell to professionals who are more often looking for quick fix solutions such as a 'to do list'. This led to considering focussing attention on those groups where there is a good chance of being successful.

Values, behaviour and motivation

How do behaviours reflect values? It is important not to assume that personal, corporate and society's value systems will be reflected in behaviour patterns. For example, actions carried out to fulfil short term objectives may not be compatible with long term aspirations. For values to be lived requires there to be appropriate organisational structures, opportunities and motivation. What might these be? One suggestion was to explore further the role of incentives.

For supporting changes to professional practice, it was suggested that professionals be involved in preparing sustainability frameworks which could be used as a mechanism for assessing the potential or actual impact of their actions. Such a framework could include sustainability principles and values. A further question raised concerned the issue of trust of professionals and where it fits into this debate.

Implications for continuing professional development (CPD)

While there is support for sustainability at global and national levels, professionals are not taking up existing opportunities for sustainability CPD. It does not appear to have a high priority with them, their professional bodies or the majority of employers. The sustainability movement still needs to convince these groups that sustainability should be a standard of professional practice.

Promotion would be helped by the development of validation procedures for sustainability CPD that include sustainability values and principles. Others suggested it would be more popular if it was promoted as personal development rather than values for sustainability?

Engaging professionals in sustainability CPD will require trainers to have the skills to assess and address values, handle the interface between the technical and emotional content, deal with 'wicked problems' through a systems approach and provide support to those experiencing deeper

changes as they review their personal value systems. Sustainability training adopts participative training approaches and these will need to be justified by showing that they are effective. However, with training involving values, how should effectiveness be measured?

Only certain types of organisations are likely to be interested in this type of training. Indeed, most might consider they are stirring up trouble for themselves by getting involved in personal values and feelings. How would individuals react to methods very different from traditional approaches to CPD? If this training was done in an organisational context with people who are all colleagues, would participants open up in front of their colleagues?

Conclusions and recommendations

- 1) For sustainability CPD to become a significant component of a professional's CPD requires further action by professional bodies. It was agreed that the Society for the Environment and PP4SD would work together to¹:
 - a) Identify the values at the heart of environmental professionalism.
 - b) Identify what the Society for the Environment requires from CPD for its members to retain their Chartered Environmentalist (CEnv) status.
 - c) Create criteria against which to validate sustainability CPD.
 - d) Provide a model of what a sustainable profession might look like.
- 2) Research and advise on pedagogical approaches for increasing awareness of systems thinking and its application in professional contexts.
- 3) Develop education and training mechanisms for supporting professionals in integrating sustainability into their professional practice.
- 4) Research and advise on effective pedagogical techniques for CPD that address sustainability emotions, values, attitudes and behaviour.
- 5) Research and advise on the compatibility of company/business values with sustainability values.

About the speakers

Paul Murray

Paul is the former Head of Building Programmes at University of Plymouth. He was awarded a National Teaching Fellowship in 2004 by the Higher Education Academy for his contribution to teaching excellence. He now acts as a Principal Lecturer in Building and Sustainability and provides specific input on developing teaching and learning innovations for students and lecturing colleagues. In 2005 Paul became a founding Fellow of the Centre for Sustainable Futures, a government-funded £4.5 million centre of excellence for teaching and learning. The focus of his work since 2005 has been the development of values-based training techniques to motivate and empower individuals to engage more personally with sustainability.

¹ A meeting between Society for the Environment, PP4SD, IES and the Science Council has been set up to begin action on this recommendation.

Paul Maiteny

Paul is an integrative and transpersonal psychotherapist, anthropologist and ecologist with 25 years working in ecological education, originally as a ranger. Since 1996, he has taught and written courses for the MSc Education for Sustainability, London South Bank University. He has held research posts at Oxford University, the Grubb Institute of Behavioural Studies, the Open University and the University College London. He has researched psycho-emotional and cultural dimensions of ecological breakdown, contributing writings on this work to *The Psychotherapist* (Winter 2008/9), *Handbook of Sustainability Literacy* (Stibbe, Ed., in press), and UNESCO's *Encyclopaedia of Life-Support Systems*.

Steve Martin

For the past eight years Steve has held the visiting chair in Education for Sustainable Development in the Centre for Complexity and Change at the Open University and currently holds an Honorary Professorship at the University of Worcester and a visiting Professorship at the University of Gloucestershire. Over the past decade he has been a sustainability change consultant for some of the largest FTSE100 companies such as BP, Barclays and Carillion as well as Government Agencies such as the Environment Agency, the Higher Education Academy and the Learning and Skills Council. He is currently working with Ofsted on their sustainable development action plan and with the Sustainable Consumption Institute, University of Manchester and Tesco Plc on developing open source sustainable development training materials for the corporate sector. He is a Fellow of the World Wide Fund for Nature and a Fellow of the Society for the Environment and co-founder and president of the charity Studentforce for Sustainability.

Participants

Adam Donnan	Institution of Environmental Sciences
Amy Nelson	Institution of Environmental Sciences
Brian Holder	University Campus Suffolk
Dave Tinham	Roehampton University
Eliane Brook	Gaia Partnership
Elise Toogood	The Sustainability Hub, Kingston University
Georgia Piggot	University of Brighton
Glenn Strachan	University of Gloucestershire
Howard Noble	University of Oxford
James Griffin	Northamptonshire County Council
John Baines	PP4SD
John Carstensen	SocEnv
Jonathan Horner	Roehampton University
Kat Clark	Environment Agency
Malcolm Rigg	Policy Studies Institute
Maureen Martin	University of Gloucestershire
Morgan Philips	Becoming Green
Paul Maiteny	South Bank University
Paul Murray	University of Plymouth
Ruth O'Brien	West Sussex County Council
Steve Martin	PP4SD / Open University
Stuart Taylor	fluent_metadesign

Programme

10.00-10.10	Welcome
10.10-10.30	Wicked problems, values and organisational change – Stephen Martin
10.30-11.30	Being sustainable in a business setting – how can values help? – Paul Murray
11.30-11.45	Break
11.45-12.45	The psychology of behaviour change – Paul Maiteny
12.45-13.30	Break
13.30-16.00	Group session reflecting on issues raised in the morning session Sharing experiences Making recommendations for addressing the issues identified

Professional Practice for Sustainable Development

Professional Practice for Sustainable Development (PP4SD) has been running continuing professional development (CPD) sustainability training and bespoke training for individual organisations since 1999. The aim of this partnership project has been to integrate sustainable development principles into the education and training of professionals across all sectors. Last year they published the second version of the generic sustainable development training manual



and the University of Swansea adapted the training into workbooks for SMEs. For more details and to sign up for the PP4SD newsletter, visit www.pp4sd.org.uk.



Institution of Environmental Sciences

The Institution is a charitable organisation which promotes and raises public awareness of environmental science by supporting professional scientists and academics working in this crucial area. Over the past few years the Institution has become the professional body for sustainable development professionals. To learn more about the IES and to sign up for the IES newsletter, visit www.ies_uk.org.uk.

The David Tyler Trust

The David Tyler Trust was set up in 1964 as the Pictorial Charts Educational Trust Charity to promote education and provide facilities for experiment and training in educational principles and methods. Until recently, its main activity was to help the educational work of the Pictorial Charts Educational Trust Limited to disseminate educational materials in the form of wall charts to schools throughout Britain and other English-speaking countries. In 2009 the charity was renamed David Tyler Trust in honour of its founder and began accepting applications for funding projects conforming to its educational purposes.

Appendices

Appendix 1 Getting in touch with Values

(An activity adapted by Paul Murray from Eggert T (2003) Ethics, values and sustainability; University of Wisconsin)

A value is something we consider important in life. In many cases we experience conflict between the values we tell ourselves, and other we have and the values that reflect the way we actually act (our lived values).

Stage 1 (3 minutes)

Think quietly about and write down three of your core values – values that are particularly important to you. I value most highly:

1. _____
2. _____
3. _____

Stage 2 (3 minutes)

Think about where these values came from. How did you come to regard these particular values as so important? Who or what influenced them?

Core value	Key influence or source (maybe more than one)
1	
2	
3	

Stage 3 Values check (4 minutes)

Write down three or four things that you particularly enjoy, or are particularly important to you in the following settings.

Work-life, e.g. working in teams	Home-life, e.g. loving relationships	Leisure/social life, e.g. relaxing
1		
2		
3		

1. Underline the words/phrases in each of the columns to represent what is most important or enjoyable to you in that setting.
2. Look back at your core values – do they conflict with or complement what you have written above?
 - Are you sure the core values are really yours, or are they *should be* values?
 - Are your core values *aspirational* in nature?
 - How often would you say you act in harmony with your core values?
 - How do you account for any conflict of values?
 - Values are hierarchical
 - Values may well conflict
 - Values can be aspirational or practical/every day in nature

- Values are often old and out-of-date – learned in childhood
- Values change
- There can be dissonance between the values we think should guide us and the actions we actually take

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