



# EAUC Conference

March 2017

# Pre- workshop preparation

- 3 things to do before the workshop
  - Complete a survey and bring it with you <\\Staff.worc.ac.uk\shared\All Staff Documents\Leadership Development\Sustainability Network\Lancaster conference\survey of network members 20.3.17.xlsx>
  - Consider your current personal professional network and draw a mind map, with you at the centre example <\\Staff.worc.ac.uk\shared\All Staff Documents\Leadership Development\Sustainability Network\Lancaster conference\Your professional network.pptx>
  - Choose any project you've been closely involved with (could be successful or unsuccessful) and identify the key dates and actions that occurred during it's lifecycle

# Workshop content structure and timings

- 12.00-12.30 Introductions and welcome over lunch
- 12.30-13.00 Background to the workshop
- 13.00-13.45 Explore your networks
- 13.45-14.00 break
- 14.00-15.15 Coaching skills and practice
- 15.15-16.00 Project visualisation using 'ideas flow' methodology

# Resources

- Slides available via [susthingsout.com](http://susthingsout.com)
- Check out local resources
  - [Good practice.net](http://Goodpractice.net)
  - [Lynda.com](http://Lynda.com)
  - TED talks

# Introductions and welcome

- Find a person you don't know and ask them these questions;
  - Name
  - Employer
  - Role, location within organisation and one key challenge
  - What they're most looking forward to at the conference
- Tell the rest of us about that person

# Workshop protocols

- Confidentiality
- Seek clarification where necessary
- Listen to others
- Respect differences
- Stay open minded

# Background to the workshop

- Network development
- Links with Directors programme
- Survey and results

# Survey results

- Results from summer 2016
- Initial results from today's delegates



# A leadership development programme for sustainability practitioners/professionals?

- Overall Agreement at 82%, however some Disagree at 12% based on the view that leadership programmes should be open to all.

# Accreditation and mode of delivery

- No clear response pattern at this stage
- Strong preference for face to face plus on-line
- Linked sessions to take place in the afternoons, following network meetings in the morning x 4 a year

# Process (*with some content*)

- *Develop skills to coach* = 84%
- Provide me with a coach = 75%
- *Develop skills to mentor* = 75%
- Provide me with a mentor = 88%
- Action learning set access = 100%
- Networking = 100%
- Psychometric tools = unclear at this stage

# Content areas

<b>interpreting the external and internal environment</b>	<b>92%</b>
<b>current leadership models and theories</b>	<b>85%</b>
<b>team building</b>	<b>92%</b>
<b>change management</b>	<b>100%</b>
<b>project management</b>	<b>100%</b>
<b>effective cross sector working</b>	<b>92%</b>
<b>effective collaboration</b>	<b>92%</b>
<b>sustaining personal resilience</b>	<b>85%</b>
<b>negotiating skills</b>	<b>100%</b>

# Content proposed by members

Emerging trends in Sustainability

Models of sustainability/maturity

Global to local

Future proofing

Managing upwards

Effective communications; no 'green' vocab

Project based learning

Interest groups and communities of practice

Finance for non-accountants

# Year 1 sessions

Managing and supporting change  
Using a coaching approach for  
behaviour change

Project management that works

Negotiating success

Action learning set membership

Access to a mentor

# Explore your networks

- Examples from KB and SF

# Examine your professional network

- Do these contacts provide routes for you to others?
- Do these contacts overlap/short circuit – what issues does this raise for you and how can they be managed?
- Are there some areas missing – community, schools, etc and how can you extend
- Does the quality and quantity of the contact vary?
- How does the type of communication vary between groups?

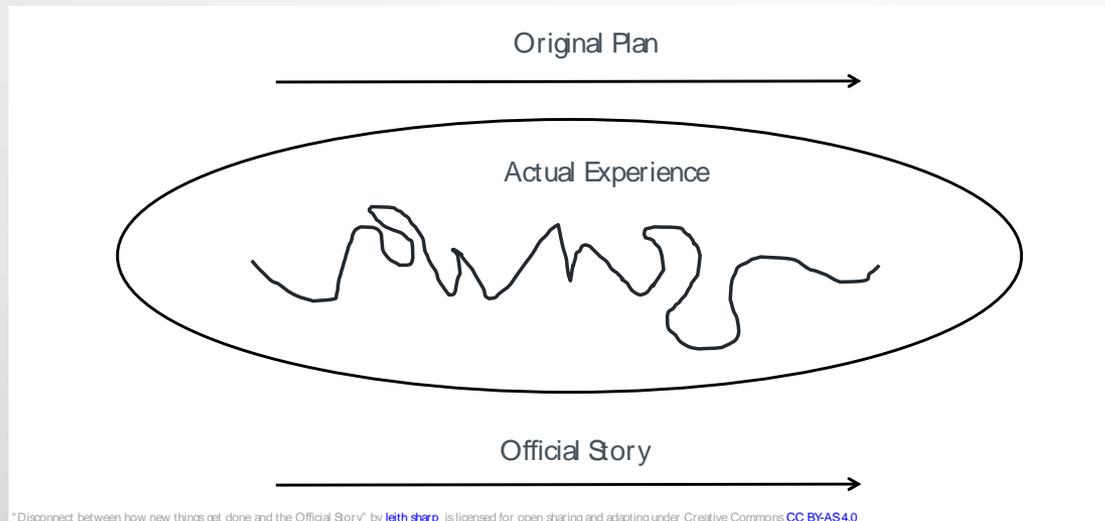
# Coaching skills

- New file of slides

# Ideas flow

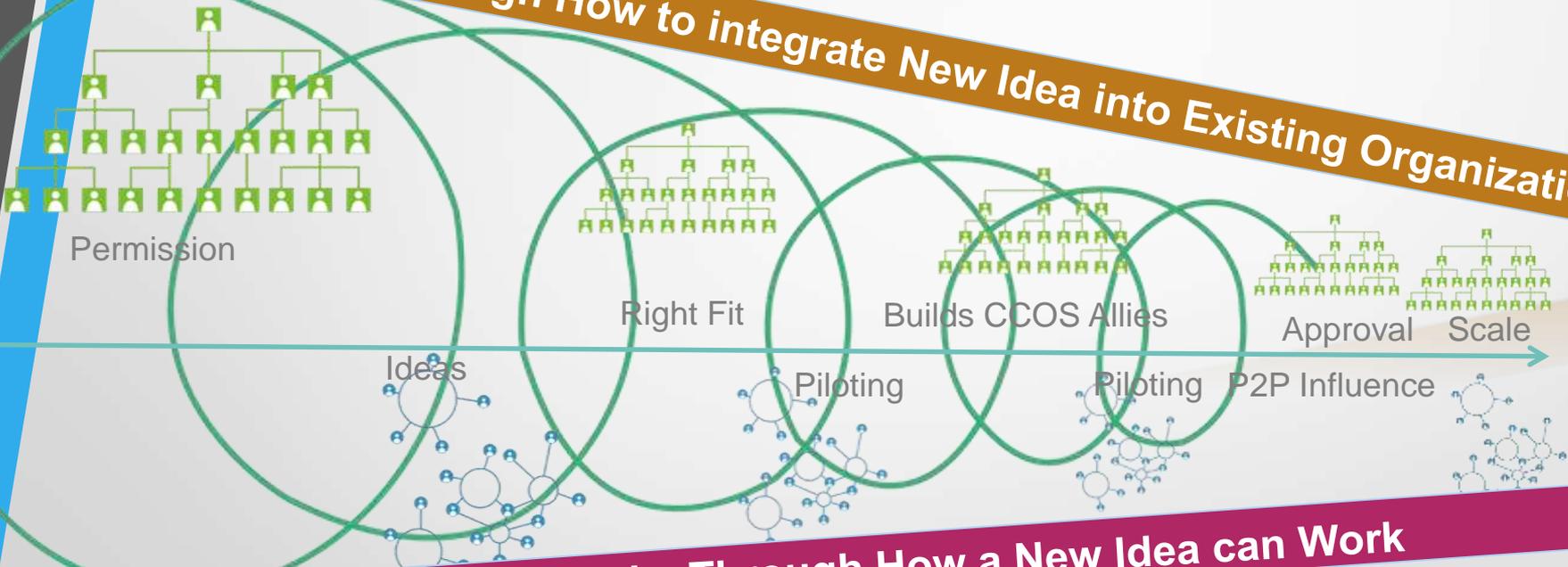
- Exploration of 'ideas flow'
- In groups, choose one project using the methodology

# FORENSIC IDEA FLOW MAPPING - POWERFUL DIAGNOSTIC PROCESS-



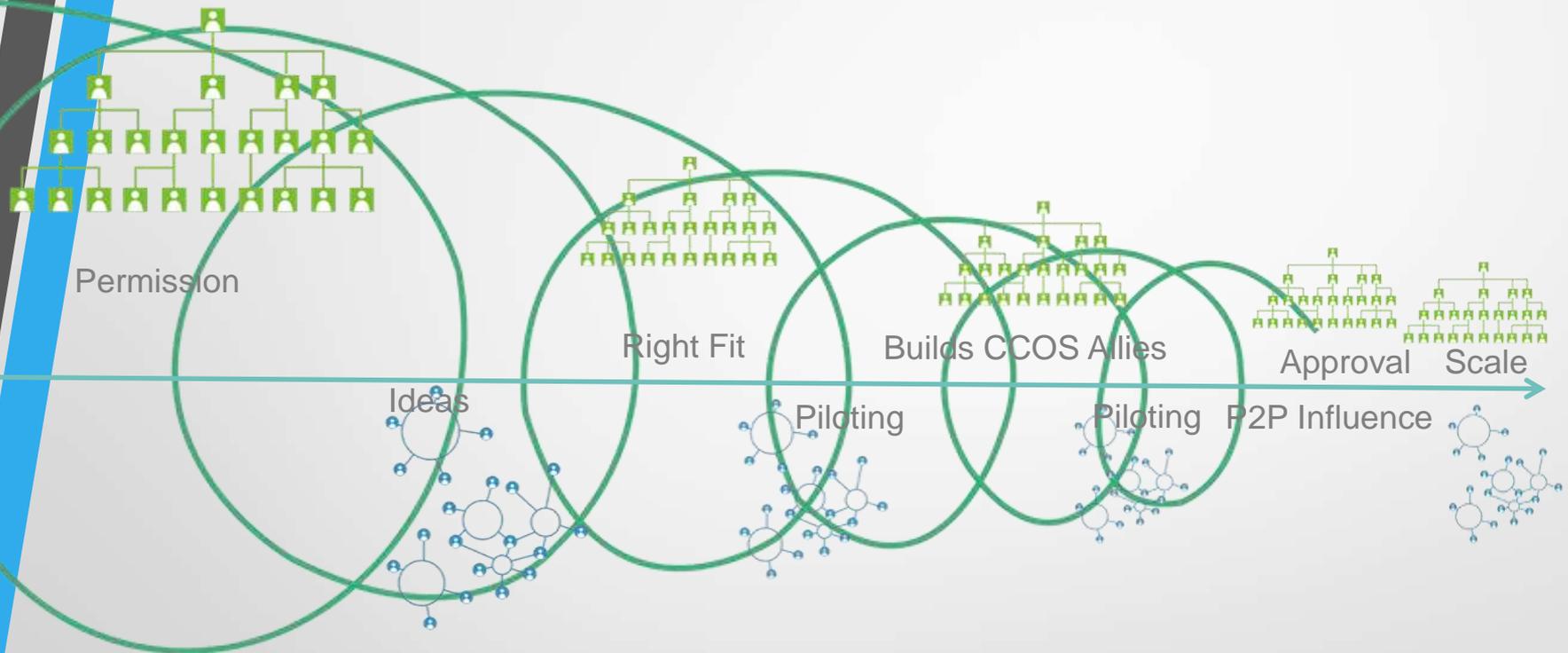
# Pattern: Two Interdependent Processes Occuring

The CCOS Works Through How to integrate New Idea into Existing Organization

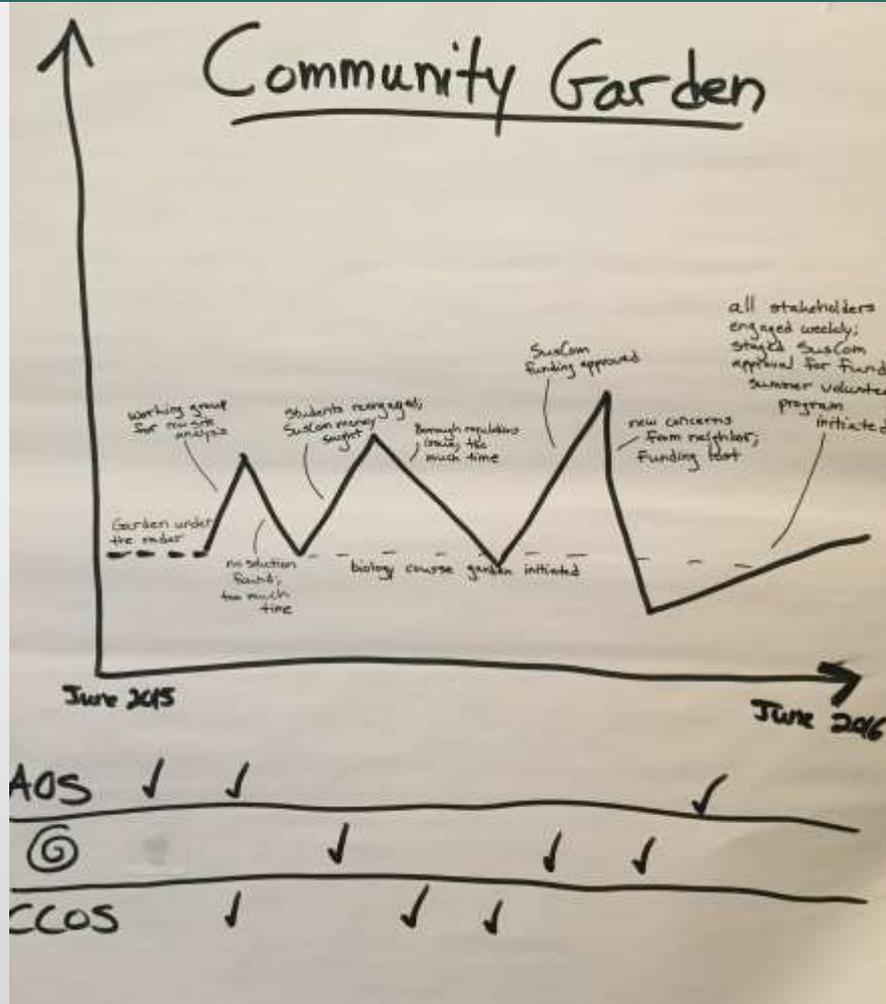


The AOS Primarily Works Through How a New Idea can Work

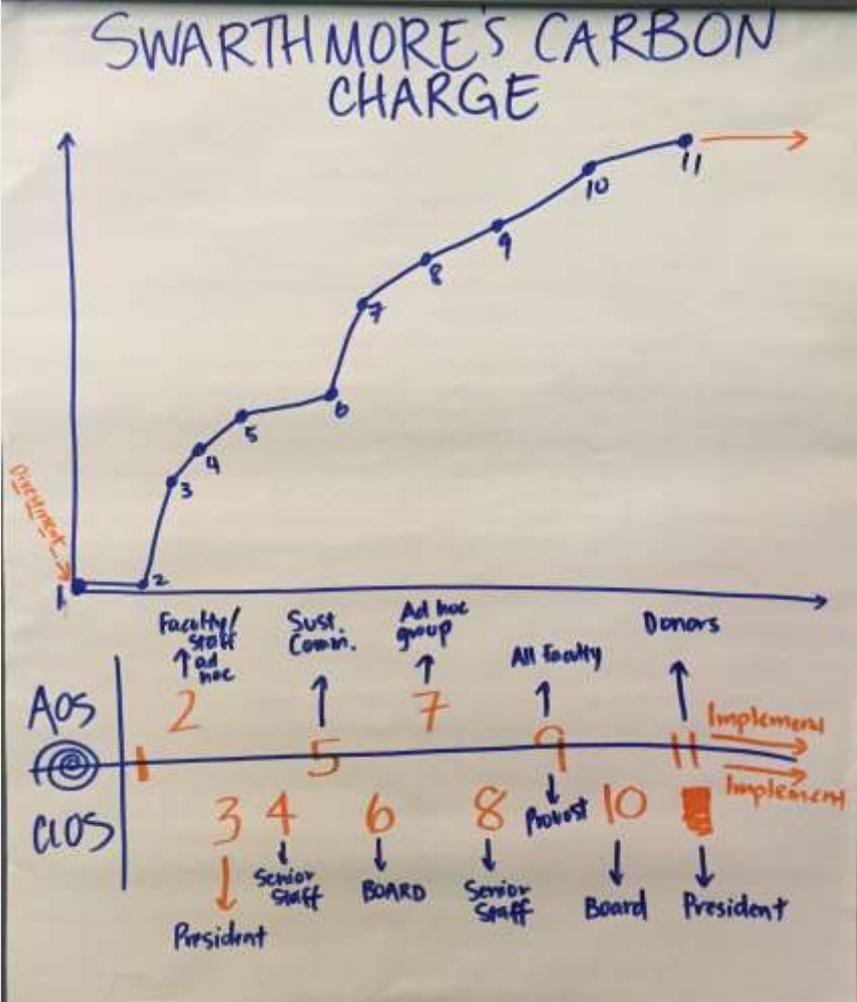
# When There is Adequate Iterating Between Both Operating Systems - the Life Cycle of the New Idea is Healthy. This is Idea Flow.



# Forensic Idea Flow Mapping

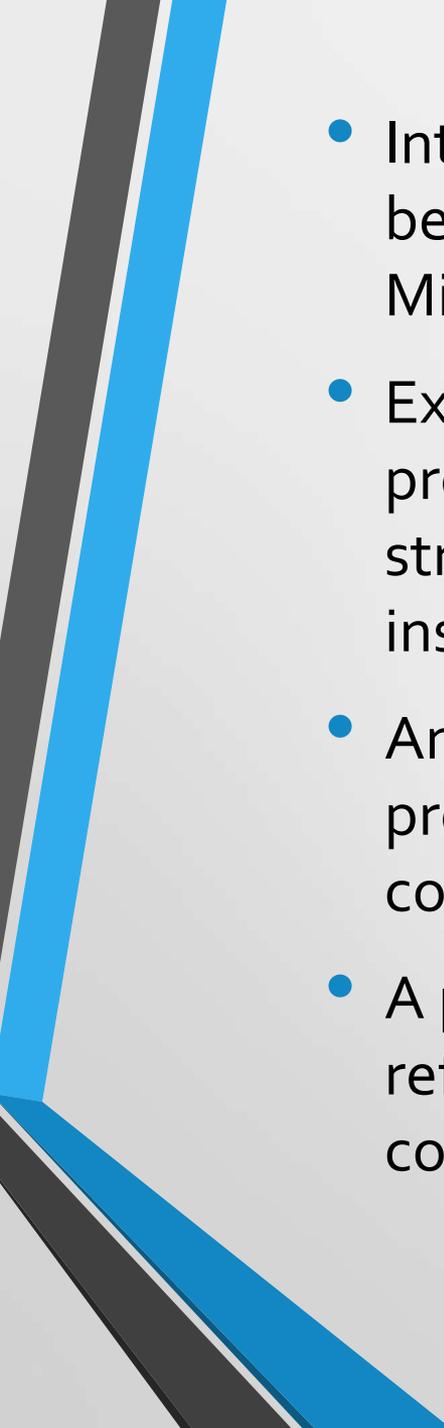


# Forensic Idea Flow Mapping



# ACTIVITY 2: Forensic Idea Flow Mapping

STEPS	TIME
<b>Step 1:</b> Leith to model the process of forensic idea life cycle mapping	15
<b>Step 2:</b> Each person create their own forensic idea flow map. Draw up the template, put in timeframe. Draw arc of the life cycle, noting the key stages in the life cycle. Add the operating systems correlating to each phase “i.e. which operating system was doing the work at each phase”	15
<b>Step 5:</b> General Discussion	15
<b>Step 6:</b> Idea Flow Module 2 Part 2	15

- 
- Introduction to the proposed programme and how it's being developed from the initial discussions in the Midlands and an opportunity to influence the content
  - Exploration of where the sustainability function and professionals are located within their organisations and strategic and structural opportunities to develop a whole institutional approach
  - An overview of coaching as a tool for sustainability professionals, and practical use of a model used in coaching.
  - A process of planned professional development, based on reflection and self-assessment of your skills and competencies in professional contexts

- 
- Understanding and critical awareness of current issues in the sector, through independent learning and research
  - Enhanced professional practice through critical appraisal of, and reflection on, your knowledge, skills, behaviours and values
  - Develop reflective skills enabling you to apply knowledge and understanding to evaluate and analyse practice and experiences
  - Application of new skills and knowledge to building wider relationships across sectors as universities and colleges become key agencies in city and regional programmes