

## Guide yourself through

This Guide Yourself package is designed for those in the Learning and Skills Sector who wish to take some time to gain an in-depth understanding of leadership and management for sustainable development. It is divided into four sections which can be read as a whole or separately.

Although it is aimed at leaders at all levels within the FE system it might be of particular use to senior executives and managers.

## Context

### Introduction

For the purposes of this package leadership is seen as the process of influencing the thinking and behaviour of others and is essential in building the competence and confidence of everyone in an organisation to deliver sustainable development. Management is seen as implementing and embedding processes and practices to achieve an organisation's vision and mission.

Effective leadership and management of sustainable development are necessary at all levels. Gaining internal commitment at the senior level is crucial to embedding sustainable development within an organisation. This section is aimed at leaders and managers of organisations within the FE system, as well as others who have an interest and a role in helping embed sustainable development into the organisation, for example head of curriculum, sustainable development champion, buildings manager.

Leaders exist at all levels within education and in every sector and they have a vital role to play. From chief executives/ principals through to teachers and lecturers, all have a crucial role to play in supporting the transition to sustainable development and global citizenship by:

- guiding organisations' strategic planning
- ensuring the delivery of high quality teaching and learning
- managing estates and major capital programmes
- leading the organisations' interactions with external partners and stakeholders.

Leaders can raise the status of sustainable development within their organisations or remit, as they are able to create a climate where sustainable development can flourish. They also have a symbolic role in influencing the views of others about sustainable development and global citizenship. Thus it is extremely important

that leaders have the skills to take decisions that are compatible with this agenda.

In achieving whole organisational approaches to embedding sustainable development, it is vital that an effective management structure is established from the outset, and most importantly, one that has true commitment from the senior level.

## Making the case for Sustainable Development

### Policies

The importance of leadership and management to the sustainable development agenda is recognised in the [DfES FE White Paper Raising Skills, Improving Chances \(2006\)](#). It is also highlighted in the LSC Strategy for Sustainable Development, which identifies a number of key priorities for the sector including:

- Implementing a whole organisation approach
- Raising awareness of sustainable development through capacity building
- Identifying and training sustainable development champions
- Supporting and connecting with local economic strategies (Covered in more detail in the Community and Business sections of the SORTED website)
- Implementing effective environmental management systems or adopting sound sustainability policies (Covered in more detail in the Buildings and Estates sections of the SORTED website)

The strategy also highlights a range of guiding principles which include:

- Promoting good governance
- Using accurate systems of finance and trusted systems of leadership, governance and management

Moreover, Success for All announced the establishment of a new leadership college, The Centre for Excellence in Leadership (now part of the Learning and Skills Improvement Agency) ([click here to go to the CEL website](#)). Its objectives are to:

- Identify and develop future leaders early in their careers
- Develop succession planning
- Develop effective continuing development programmes for leadership
- Increase the diversity of leaders and managers

CEL, with London South Bank University and Forum for the Future, have recently undertaken a piece of joint research: (September 2007) [Leadership for sustainability: Making sustainable development a reality for leaders](#) (It is recommended that you read the full report).

It involved interviews with FE providers to test current leadership in the context of sustainable development with the overall aims to:

- build understanding of catalysts and blocks to leadership for sustainability in the learning and skills sector
- test the inseparability of good leadership from leadership for sustainability.
- inform [CEL's Sustainable Development strategy](#) for supporting the development of leadership for sustainability

## Benefits

The commitment of staff at all levels is vital if sustainability is to become part of the language and culture of an organisation. Effective leadership is crucial in creating opportunities for action and innovation at other levels.

Leadership is the process of influencing the thoughts and behaviour of others. It is about getting people to move in the right direction, gaining their commitment and motivating them to achieve their goals. Leaders need to achieve the task in hand and at the same time to maintain effective relationships with individuals and groups of individuals.

Effective management and capacity building through staff development is particularly important if organisations are to build ownership of the sustainability agenda at every level. Incentive schemes linked to improved environmental performance are a useful way of encouraging pivotal jobholders to embrace sustainability. A few organisations now include an environmental component in their systems of performance evaluation.

At a broader level learning providers have a responsibility to demonstrate ethical leadership within the business and wider community, particularly since they are regarded as centres of knowledge and good practice. They should therefore through their teaching and their organisational practice, provide role models for wider society and be sources of best practice. [Guide Yourself Through Community and Business](#) has further information on this.

Important elements of effective leadership are:

- Distributed leadership
- Taking account of the organisational climate and culture
- Employing a wide range of influencing strategies
- Building organisational capability
- Cultural sensitivity
- Commitment to equality and fairness

This is according to the [recently published CEL study](#). Effective leaders in the learning and skills sector demonstrated many of the key change management skills necessary for sustainability.

## Barriers

Some of the key issues providers face in achieving change, and therefore what this guidance strives to overcome, include:

- rethinking mission and vision
- assessing the implications for teaching and learning
- reviewing the curriculum in the context of sustainable development
- re-orientating practitioners who will need to see themselves as learners and work with uncertainty and open outcomes
- realising that there is no blueprint for organisational and curriculum reform successful change depends on an inclusive and communicative process

For many leaders in the sector, there are some specific skills and knowledge on sustainable development that need to be improved due to the fact that this is a comparatively new agenda:

- Systems thinking to understand interconnectedness and manage complexity
- Futures thinking to create a compelling vision of a sustainable provider of the future
- Demonstrating broad organisational awareness by astutely perceiving political, economic, social trends
- Creating and capitalising on learning opportunities for sustainability
- Incorporating sustainability into core strategies and into everyday business
- Performance accountability in the absence of exemplars on which to benchmark
- Exhibiting self-belief and confidence to develop learning opportunities in absence of regulatory 'permission'

# Preparing the Ground

## Approach

### Leadership and Vision Phase

The overall purpose of this phase is to raise awareness of sustainability issues and how they may affect the organisation's quality and performance.

The first step for leaders in the FE system will be to clarify and revisit their strategic mission and vision in the context of sustainable development. As a first step the actions contained under the leadership and vision phase in the [SIGMA table](#) are a useful guide:

- To secure board level and senior management understanding and commitment to integrate sustainability into core management processes and decision-making
- To identify stakeholders and consult them on key impacts and approaches
- To develop a business case for sustainability
- To formulate a long-term sustainability vision and high-level strategy.

The [World Wide Fund for Nature's document 'Learning for Sustainability'](#), [The Earth Charter](#), and [The Land Based Colleges National Consortium Sustainable Development Learning Pack](#), all provide useful suggestions. All three will help your organisation define sustainable development and think about the approaches you should take.

**Key questions that you should be asking yourself (ves) are:**

- How sustainable are we?
- Do we need to carry out a baseline review? A suggested resource is [SIGMA's Performance Review](#)
- What do our key stakeholders think e.g. staff, learners, employers, governors? ([Guide Yourself Through Community and Business](#) provides good guidance on [stakeholder engagement](#)).
- Are governors and managers aware of the strategic and tactical implications of a more sustainable approach?

All of these questions will be based on an assessment of where the organisation currently is in relation to its sustainable development objectives and the need to review progress and track trends.

## Who needs to be involved?

Initially, this will be the senior management team along with governors or board members.

You may choose to establish a dedicated team or appoint key individuals (e.g. sustainable development champions).

## Key activities

Formulate the (business) case for sustainability. One suggested resource is [Project SIGMA](#); also see the CEL's September 2007 publication: [Leadership for Sustainability, Making sustainable development a reality for leaders](#); Raise awareness and begin the process of cultural change throughout your organisation through meetings and workshops.

## When do these activities start?

Now is a good time!

## Expected outcomes

- an internal business case for sustainable development.
- a revised vision and mission statement
- a communication plan for the revised vision and mission
- a stakeholder consultation report

## Useful tips

If you choose to develop a separate vision and mission for sustainable development they will need to be clearly linked to the overall vision and mission and ultimately they will need to be integrated. You will need to think about what your organisation's limits or boundaries are in relation to sustainable development and identify any trade-offs. For example existing building fabric may mean that there will be limitations as to how sustainable a building can be.

The Sustainable Development Education Panel, produced a [good step-by-step guide to establishing a Sustainability Management System](#), which you may find useful at this stage.

## Planning

Key questions that you should be asking yourself (ves) are:

- Where are we now?
- What is our current level of performance against the vision and mission and operating principles?
- What are our legal requirements in relation to sustainable development?
- Do we comply?
- How do we integrate sustainable development into our management procedures?
- What short-term actions do we need to take?

### Who needs to be involved?

Initially it needs to be senior management, champions (if appropriate) and key internal and external stakeholders.

### Key activities

- Prepare and scope a baseline review. [Suggested resource: SIGMA Performance Review Tool](#)
- Communicate the baseline findings to internal and external stakeholders, and elicit feedback. [Suggested resource: SIGMA Guide to Stakeholder Engagement](#)
- Assess compliance with legal requirements and assign roles and responsibilities to manage and improve these.
- Develop capacity building training programmes. ([A suggested resource: PP4SD \(Professional Practice for Sustainable Development\)](#))
- Report actions, impacts and outcomes to internal and external stakeholders.
- Feedback into strategic and tactical action plans.

### When do the activities start?

Integrate into the timescales of the existing management and reporting cycle.

### Expected outcomes

- Baseline review report.
- Implementation and management plan.
- Stakeholder feedback report.
- Compliance and improvement report.
- Training and development plan.
- Actions, impact and outcome report.
- Identification of strategic priorities and actions.

- Board level consultation and signoff.

At this stage it will be worthwhile revisiting policy statements for adaptation and reissue.

Commit to review strategies after initial implementation. Review the skills, knowledge and competencies of key managers.

## Action

Key questions that you should be asking yourself (ves) are:

- What organisation change is necessary and desirable?
- What management processes do we need to change?
- How will we communicate the sustainability message and changes identified?
- Are the links between words and action strong enough?

## Who needs to be involved?

Senior and middle management, board members, sustainable development champions and/or implementation team.

## Key activities

- Agreeing and implementing a sustainable development action plan, with timescales and milestones.
- Assigning roles and responsibilities for specific actions in line with skills and competence.
- Implementing sustainable development awareness and training programmes as required.
- Consulting and communicating on the agreed actions.
- Reviewing and refining corporate governance and sustainable development reporting arrangements.
- Identifying opportunities to influence external agencies e.g. community bodies, employers, trade organisations and suppliers in sustainability terms.
- Fostering linkages at senior and middle management level between those responsible for different areas of action e.g. estates and curriculum. See this [report from London Sustainability Exchange \(LSX\)](#) for ideas.
- Engaging with the community.
- Reporting on SD activity at management meetings and to governors or board members.

A selection of useful guidance here includes:

[SIGMA research & development report on Learning, Innovation and Culture Change](#). This report explores how organisations can initiate change in line with the principles of sustainable development.

A useful [SIGMA review of 20 standards and guidelines](#) relevant to the implementation of sustainable development. It includes the UN Global Compact, EMAS, The Natural Step, Social Accountability 8000, Investors in People, Global Sullivan Principles, The Ethical Trading Initiative Base Code, Balanced Scorecard, the European Foundation Quality Model Excellence Model, The Global Reporting Initiative, AA1000 framework, Combined Code of Corporate Governance, ISO family of standards, the London Benchmarking Group, OECD Guidelines for Multinational Enterprises, Caux Roundtable Principles for Business, Amnesty International's Human Rights Guidelines for Companies, the Principles for Global Corporate Responsibility, Business Impact Task Force, UK Government Sustainable Development Strategy.

[Communicating Sustainability](#). UNEP. (2005) This guide shows how communication can be used to promote more sustainable lifestyles. It is designed to be read by anyone who wants to develop and implement awareness campaigns on these issues.

### When do they start?

From the outset and ongoing.

### Expected outcomes

- Record of sustainable development activities undertaken and their impact on performance
- Sustainable development organisational chart showing roles, responsibilities, reporting and communication lines
- Revised corporate governance sustainable development reporting procedures
- New partnerships and collaborative activities with community and businesses on sustainable development issues
- Organisational websites, prospectus and other communication devices make explicit reference to sustainability actions and impacts
- Sustainable Development should inform all CPD programmes, and training should be incorporated into induction for new staff so the knowledge base is maintained

Recognise that cultural change takes time. Take time to explain change plans and identify benefits for those involved in the change. Learn from previous change processes what worked well and what was less successful?

## Monitoring

Key questions that you should be asking yourself (ves) are:

- Are we doing what we say we do?
- Does our performance reflect significant sustainability actions, impacts and outcomes identified from the baseline review?
- Are our tactical and strategic approaches improving our performance?
- Who are we reporting to and what are we reporting?
- How credible and transparent is our reporting?
- Should we include impartial assurance as part of the reporting process (e.g. OFSTED reports)?

### Who needs to be involved?

Board members, senior management, sustainable development implementation team and/or champions. Possibly self-assessment and/or independent audit team.

### Key activities

- Collecting and evaluating objective evidence and stakeholder perception surveys or questionnaires with regards to sustainable development profile and 'performance'
- Assessing new opportunities for sustainable development performance improvement
- Selecting and training internal self-assessment team on relevant sustainable development issues
- Producing and communicating sustainable development progress report
- Regularly review and improve knowledge transfer and communication systems to ensure that key initiatives are widely replicated both within individual providers and between organizations

### Further resources

[OFSTED \(2003\) Taking the first steps forward](#) – towards an education for sustainable development.

### [Good practice in school self-evaluation and college self-assessment.](#)

A practical guide for managers at all levels. It clarifies what self-evaluation and self-assessment are and why organisations are required to do them. This is followed by an identification of the critical success factors in self-evaluation and self-assessment. The annex contains a series of checklists and a summary of good practice.

EAUC BITC Benchmarking Report. This report is from a pilot project using this monitoring tool in universities.

### When do these activities start?

Throughout the delivery phase and at agreed time frames, appropriate to the specific impact of the sustainability objective.

### Expected outcomes

- Progress report against sustainable development strategies, tactical plans, objectives and targets
- Recommendations for improvement in terms of sustainable development
- Integration of key elements of sustainable development progress into organisational self-assessment report

The review process should result in clearly communicated findings, which should form the basis for the next round of strategic and tactical planning.

Both inspection criteria and self-assessment practice in FE need to be aligned with appropriate sustainability criteria. To date the common inspection framework does not contain any specific reference to sustainable development. The performance review process described above could be integrated into the organisational self-assessment process.

### The case for an integrated approach

Few organisations have yet to achieve a truly integrated approach to the issue of sustainability. Do not let this stop you from starting your journey. There will inevitably be confusion over the scope and timeframes for achieving a sustainable organisation. There will be competing and conflicting ideas and approaches. But this is part of the learning process. By adopting a systematic management framework as outlined in this section, and in conjunction with the other sections of this toolkit, it is more likely that you will achieve a more coherent and less fragmented approach to your actions and performance. Fragmented approaches tend to undermine the achievement of organisational sustainability.

There are two good case studies of an integrated approach:

- [The Genesis Project](#)
- [Pershore Group of Colleges](#)

## Putting it into Practice

There are a wealth of tools and guidance that you can use to help kick start the process of leading and managing on sustainable development within your organisation. There are a number of voluntary standards that you can subscribe to demonstrate effective vision, leadership and management towards one or all dimensions of sustainable development for example:

- The Investors in People standard demonstrates an organisation's investment and management of staff development and welfare
- More comprehensive management systems such as Corporate and Social Responsibility reporting will contribute to sustainable development in its broadest sense

Some of the more comprehensive models and tools for implementing a whole organisational approach towards sustainable development are outlined below.

### Environmental Management Systems

An Environmental Management System (EMS) is a framework that assists an organisation to manage its environmental impacts using a whole organisational approach (with knock on social and economic benefits), both in terms of reducing and ameliorating significant negative impacts and improving positive impacts. It often has positive implications for improving an organisation's image as well as their bottom line.

An EMS is a voluntary undertaking that can be both informal and formal. The formal route involves external verification and accreditation of an organisation's system. In the UK, BS EN ISO 14001 is the most widely used standard and the most popular within the UK, followed by the Eco Management and Audit Scheme (EMAS) as well as BS8555 (Guide to the phased implementation of an environmental management system including the use of environmental performance evaluation).

All of the EMS standards are based upon continuous improvement and follow the Denning Cycle of: plan what you're going to do, do what you planned to do, check to ensure that you did what you planned to do, and act to make improvements. At the heart of their success is senior level commitment, leadership and effective management.

For further information on implementing EMS look at [Guide Yourself Through Buildings and Estates](#). You will also find this [EAUC Paper on](#)

the take up of EMS useful.

## Corporate Social Responsibility

Corporate Social Responsibility (CSR) or Corporate Responsibility (CR) is also increasingly being demanded from large public sector organisations. There is no universally accepted definition of CSR, but organisations as diverse as the UN, the World Business Council for Sustainable Development, and Business in the Community are broadly in agreement relating to CSR's role in improving the positive impact of responsible businesses and good citizenship.

CSR is a commitment by organisations, including businesses and the public sector, to respect human rights and to contribute to economic development while improving the quality of life for its workforce, their families and the wider local community and society. This responsibility considers each organisation's role in relation to community, environment and the workplace. Whilst there are no FE system examples, there are others on the Business in the Community website showing how businesses have demonstrated good citizenship and CSR. These can be applied in a variety of other settings and give you some ideas.

The EAUC and BITC ran a pilot project in Universities. [The report from this project](#) may be useful.

## The Five Capitals

The five capitals framework, advocated within the [LSC Strategy for Sustainable Development](#), provides a method of analysing the links between all dimensions of sustainable development (environment, economic and social) and allows you to put the key priorities into a strategy and action plan.

The framework considers the resources available for human progress in five different sorts of capital:

- Natural
- Human
- Social
- Manufactured
- Financial

These five capitals are a sound representation of all of the resources available to a society and help to shift the focus away from just financial resources. It also helps to put the social dimension of sustainability on an equal footing with the economy and environment: something which is often lacking in sustainable development activities.

Forum for the Future have more information on this model.

The recent CEL report (Appendix 2: Models of sustainable development) provides some excellent guidance and a practical example of how you can use this within your organisation.

## SIGMA

In the context of sustainable development a simple model for this leadership and management process is set out in the table below . The phases contained within the model are not set out in any priority for action, but do closely align with the Denning plan the do, check, act cycle mentioned previously when looking at EMS.

This table is derived from The SIGMA Project (Sustainability – Integrated Guidelines for Management) (go to their website). This was launched in 1999 by the British Standards Organisation, Forum for the Future and AccountAbility, with support from Department of Trade and Industry

The SIGMA project has developed guidelines which help organisations to:

- Effectively meet challenges posed by social, environmental and economic dilemmas, threats and opportunities
- Become architects of a sustainable future

<b>Management Phase</b>	<b>Purpose</b>	<b>Action</b>
Leadership and Vision	To raise awareness of sustainability issues and how they may affect the organisation's quality and performance	To secure board level and senior management understanding and commitment to integrate sustainability into core management processes and decision-making To identify stakeholders and consult them on key impacts and approaches To develop a business case for sustainability To formulate a long-term sustainability vision and high-level strategy.
Planning	To establish the organisation's current sustainability	To identify and prioritise the organisation's key sustainability issues To develop a strategic plan to

	performance	<p>deliver the organisation's vision and address the key sustainability issues</p> <p>Consult with stakeholders on plans</p> <p>To formulate tactical and short-term action plans that supports the agreed sustainability strategy, with defined objectives, targets and responsibilities</p>
Delivery	To align and prioritise management processes with strategic and tactical planning and the sustainability vision	<p>To ensure that identified actions, impacts and outcomes and current and future legal and self regulatory requirements are managed</p> <p>To improve quality and performance by delivering sustainability strategies and associated action plans</p> <p>To apply appropriate external influence on suppliers, peers and others to widen the sustainability agenda</p>
Monitor, Review and Report	To monitor progress against objectives and targets	To report and consult with internal and external stakeholders on progress

# Resources, Useful Websites and Case Studies - Leadership & Management

## Resources

### Sustainability: From Strategy to Practice - A Whole School Approach

Lancaster and Morecambe College: an excellent example of how a college can introduce sustainability into college life through the use of existing initiatives, and the engagement of both staff and students.

### The Genesis Project

The Genesis Project at Somerset College is a good example of an integrated approach to sustainable development.

### Communicating Sustainability

A guide from the UNEP and Futerra on producing good public sustainability campaigns.

### EAUC BITC Benchmarking Report

This report is on an HE project using the BITC Corporate Social Responsibility index to measure success in the sector.

### EAUC EMS Paper

This paper explores the uptake of Environmental Management Systems in universities.

### From Here to Sustainability

The Learning and Skills Council's Strategy for Sustainable Development.

### Further Education: Raising Skills, Improving Life Chances

Department for Education and Skills (DfES) White Paper, published March 2006

### Good practice in school self-evaluation and college self-assessment

An LSN guide, including a summary of good practice and a checklist.

### Innovation, learning and Change: SIGMA research

This research explores ways of promoting organisational innovation and cultural change.

### Land Based Colleges National Consortium Sustainable Development Learning Pack

A three-part introduction to Sustainable Development  
**Leadership for Sustainability**

Centre for Excellence in Leadership (CEL), London South Bank University and Forum for the Future: (September 2007).

## Planning a Sustainable School

### SIGMA Guide to guidelines and standards

This guide reviews 20 standards and guidelines relevant to sustainable development.

### SIGMA Guidelines

These guidelines should provide clear, practical advice to organisations to enable them to make a meaningful contribution to sustainable development.

### SIGMA Performance Review

A checklist to assess organisational performance.

### SIGMA Stakeholder Engagement

This is the Stakeholder Engagement Toolkit from Project SIGMA, which aims to provide clear, practical advice to organisations to help them make a meaningful contribution to sustainable development.

### Sustainable Development in London's Further Education and Sixth Form Colleges

A report looking at good practice and recommendations for further developments.

### Taking the first step forward

An Ofsted report looking at practical case studies in schools.

### The Earth Charter

An international declaration of the principles for a just, sustainable society.

### Towards leadership for sustainability

The Centre for Excellence in Leadership (CEL) sustainable development strategy.

### Useful Websites - Leadership and Management

### WWF: A Development Framework for School Sustainability

This guide contains a useful self-assessment resource sheet.

## Case Studies

### Leadership for sustainability

Appendix CEL report: good practice from the following providers' work to embed sustainable development.

### Developing a Sustainability Policy at Sparsholt College

Sparsholt College provides an excellent example of how implementing an Environmental Sustainability programme can

engage staff and students whilst still saving the college money.

### [Pershore Group of Colleges](#)

Winning entry in the 06/07 Green Gown Awards. The Pershore Group of colleges has established a strong commitment to sustainable development.

### [Securing Sustainability at Worcester College of Technology](#)

An example of how a college can integrate sustainability into its curriculum and engage its students to make them more environmentally aware.

### [Sustainability: From Strategy to Practice - A Whole School Approach](#)

Lancaster and Morecambe College: an excellent example of how a college can introduce sustainability into college life through the use of existing initiatives, and the engagement of both staff and students.

### [The Genesis Project](#)

The Genesis Project at Somerset College is a good example of an integrated approach to sustainable development.

### [Short examples of Leadership & Management](#)

A range of inspirational short examples relating to Leadership and Management from colleges around the UK.