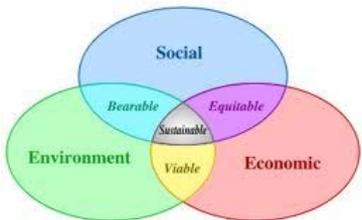
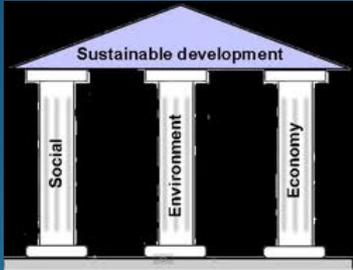


Leading for Sustainability



Ryerson University:
CKSS100: Fundamentals I in Sustainability.
December 4th, 2012:
Leading for Sustainability.



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Disclaimers



- “Leading for Sustainability” (Sustainability Leadership) is a new field.
- It draws on the history of leadership theory.
- Unlike most current leadership practices, it incorporates the systems thinking (interconnected social/economic/environmental dimensions) of Sustainable Development (aka: Sustainability, Triple-Bottom-Line, Triple-P, 3BL).
- This workshop offers a “primer” in some of the relevant topics in *Leading for Sustainability*.
- We will make both “direct” and “indirect” interconnexions.
- Occasionally, you may sense our discussions as being “counter-intuitive”. Notice these inner-senses, as they can help you understand how Sustainability THINKING impacts both “what” we “think” we already know AND “where” we may need to consider new personal thinking patterns.

Proposed Agenda for Class (December 4th)



- **Agenda.**
- **Practicing SD Leadership in our workshop.**
- **Sustainability's Challenge - Humanity's Story.**
- **Elements of a story.**
- **Transmitting the *New Sustainability Story*.**
- **Agenda 21 (LA21) and *Leading for Sustainability*.**
- **Four parts to sustainability planning.**
- **Break.**

LEADERSHIP & SD

- **Power & Authority.**
- **Leadership.**
- **Leaders are made.**
- **Cultural styles.**
- **Gender styles.**
- **Sustainability Leadership Model.**
- **Emotional Intelligence.**
- **Ethical Quotient (EthQ).**
- **Nye's "Leadership: A Dozen Quick Take-Aways."**
- **Tom's Take-Aways...**
- ***Your* ideas and our Final Reflections / Q&A.**
- **Slides on: Mobilising People & References.**

Practicing SD Leadership in our workshop (1).

Principles of Sustainable Development Leadership:

- **Is grounded in an inherent respect for all;**
- **Has an awareness that learning about the collective whole through individual parts** is an essential part of “Leading for Sustainability”;
- **Recognises that each and every person, no matter their station in life, has valuable knowledge to share** related to the advancement of Sustainable Development;
- **Understands that every human being is both a student and a teacher of life**, thus a “Sustainability Leader” does not accept any false separation between teacher & student;
- **Identifies each and every person as a leader in their own right**, an affirmation which recognises that all of humanity can - even must - contribute to the advancement of Sustainable Development on Earth;

Practicing SD Leadership in our workshop (2).

Principles of Sustainable Development Leadership:

- **Is an active listener**, for they intuitively know that they can learn more by listening to others than they can ever learn through hearing their own voice;
- **Actively seeks or facilitates other peoples' participation in discussions on Sustainable Development/Sustainability**, for they understand that the more people who join together in learning, then the more humans can, both individually and collectively, be active learners for Sustainable Development;
- **Considers all ideas to have value, and so listens to and acknowledges all ideas as such, and does so while also accepting ideas in reference to and by building on previous knowledge;** and
- **Realises ideas of right and wrong as constructs of thought**, which may often have personal or cultural value but may not have universal meaning or applicability.

Sustainability's challenge:



The current *human story* is our challenge.

Discuss:

- 1. How are stories important to human societies?**
- 2. What is (explain/suggest) the current human story in North America?**

Sustainability's challenge:

Humanity's Story – Jane Jacobs (1).



- **Jane Jacobs** (from the *Jane Jacobs Award for 'Ideas That Matter' 2004 in Toronto*)... **on Stories** :
- Early human civilisations “got along through stories. Stories are about everything being connected to everything else. But we don't think stories are important anymore. In fact, they have been downgraded even by scientists themselves who call them anecdotal evidence. [Yet] much of science is founded on anecdotal evidence.”
- [Jacobs' quoting unknown sources] “every story only has a middle, because the beginning is forgotten and the end is unknown.”

Sustainability's challenge: ***Humanity's Story – Thomas Berry.***

- **The *soul* of the global Sustainability field.**
- **Spoke to humanity's chosen STORY determining our own fate.**
- **Identified humanity's need for a *New Story*.**
- **Called for a story to reconnect humans and nature.**
- **Identified that the human story is bigger than humanity...**
...(so, what does/might this mean?).
- **Cosmology: humans are consciousness looking at itself.**
 - **“After Darwin, the physicists...[and] scientists suddenly became aware that... science was ultimately not the objective grasping of some reality extrinsic to ourselves. It was a moment of subjective communion in which... the universe... became conscious of itself.”**

Sustainability's challenge: ***Humanity's Story – Albert Einstein.***

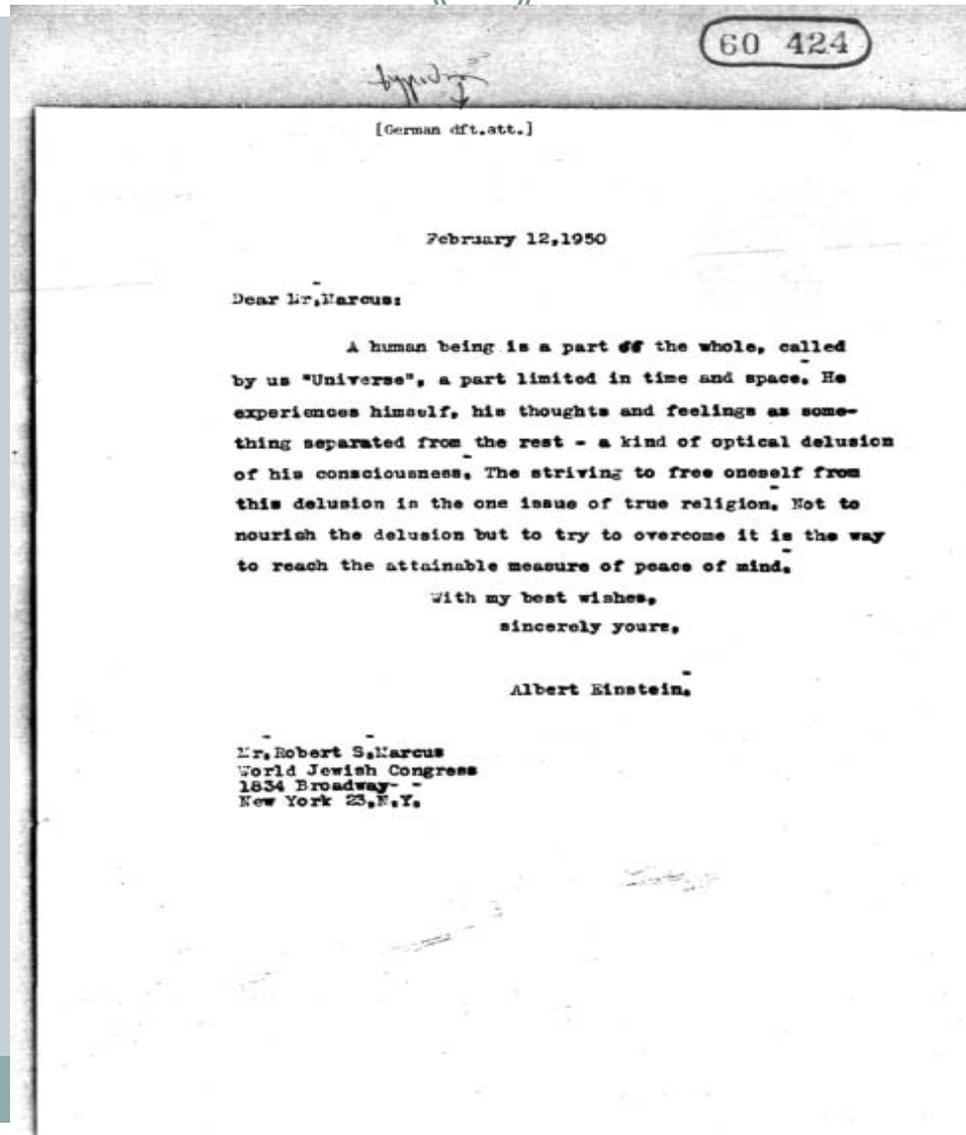


- **Or to put Berry's understanding in to Albert Einstein's own words:**

"A human being is part of a whole, called by us 'universe,' a part limited in time and space. He experiences himself, his thoughts and feelings, as something separated from the rest - a kind of optical delusion of his consciousness. The striving to free oneself from this delusion is the one issue of true religion. Not to nourish the delusion but to try to overcome it is the way to reach the attainable measure of peace of mind.

Einstein, Albert (February 12, 1950).

Sustainability's challenge: *Humanity's Story – Albert Einstein.*



Sustainability's challenge:

Humanity's Story – Berry and Einstein.

- Berry and Einstein are reminding human beings that the human species and all other life in the universe are not separated from the shared universe we inhabit: *we are all intrinsically in the universe, of it and intertwined with the universe's very existence.*
- Inherently implied is that *humans are simultaneously causes & effects of all that happens in the universe.*
- The Nuu-chul-nuth First Nations of B.C. were so aware of this fact prior to European contact that they even had a special expression for it in their language:
"Hishuk ish ts'awalk",

or

"everything is one and interconnected."

Sustainability's challenge:

***Humanity's Story –
Berry and Einstein.***

In the language of the now-extinct Yamana People of Tierra del Fuego in Patagonia, they referred to this interconnectivity as:

“Maia-ku”.



Remember Thinking in Systems: A web of interconnexions

Sustainability's challenge:

Humanity's Story – Jane Jacobs (2).

- **Jane Jacobs** (from *Ideas That Matter 2004*)... **on connexions**.
- “everything is connected”. This has both “positive and negative connotations for society.” [for] “it is worthwhile to make any improvement, for if everything is connected to everything else then good is connected to good”.
- There are two kinds of scientific approach: *bivariate connexions* and *organic connexions*. “But no science takes into account that everything is connected to everything else.” To show more than these two types of connexions makes for “tremendous difficulties” in science.
- “Remember that the future is always being made up in the present or it doesn't happen at all.”
- “Science is full of words, lip service, and reports, and [people] even feel a sense of achievement through these, but it is not really achievement at all. Action is.”

Sustainability's challenge: ***Humanity's Story: Considerations.***



So while Humanity needs a New Story that reflects and accepts interconnexions:

- 1) There are structural challenges in human societies to understanding interconnexions; and
- 2) *Our* eventual new story needs to be fully acted upon by humans in order for it to become alive.

Sustainability's challenge: *Beingness.*

For many, at its core Sustainable Development is about **behaviour change**. About humans internalising the:

Being (of sustainability)

over

Doing (of sustainability).

For what is a “**human**” but a “**being**”... Not a **doing.**

Elements of a story: *Thinking Patterns (1).*

- All stories begin with thoughts (whether being personal or cultural/societal stories).
- Thoughts = seeds.
- The older English expression: “You are what you think.”

Remember in
Darwin's *Theory of Evolution...*
Homo sapiens sapiens (humans) are not the
pinnacle of evolution...

...Human beings are one small part of a
grand evolution in *constant movement*.

Elements of a story: *Thinking Patterns (2).*

Ideas Matter

as...

Human societies reflect...

ideas in active momentum.

Let's discuss what this can mean.....

Elements of a story: *Thinking Patterns (3)*



“Modern humans not only live in a set of relationships with the natural world, which we had no part in creating, but we also live in a set of relationships with the knowledge we have set loose in the world as an entity in its own right, with an existence of its own and distinct from the knowers who have produced it.”

(Berghofer & Schwartz, 2007; p.70.)

Let's consider your own examples of this observation...

Elements of a story: *Thinking Patterns (4).*

- Sustainable Development is commonly referred to as being a “journey” over a “destination” for, as with evolution, it is a continual, ongoing, process.
- SD is future oriented, more in-line with “Earth-time scales” over “human-time scales” .
- At all levels it will differ in approach in both time & scale.
- Importance of making non-linear interconnexions.
- Importance of eliminating artificial silos of constructed thought.
- Entails “social justice” implications, as it connects environmental degradation & poverty, and understands the importance to SD of empowering traditionally disempowered groups.

Transmitting the *New Sustainability Story*.

We (humans') *Being* (sustainability):

- Being sustainable in thought.
- Being sustainable in word.
- Being sustainable in deed.

Otherwise said:

Humans need to take personal responsibility for our thoughts and words, and for the consequences of our acting them out.

Transmitting the *New Sustainability Story*.



For as Jared Diamond has identified in his book *Collapse* (2005) :

“...societies are able to draw back from the abyss. These resilient societies are nimble societies, capable of long-term thinking and of abandoning deeply entrenched, but ultimately destructive core values and beliefs.”

(cited in Rees, 2008; p.91.)

Transmitting the *New Sustainability Story*.



A new *being-ness* in sustainable thought and word
and deed at all levels of human societies:

- Individual
- Households
- Educational Institutions
- Government
- Businesses / Corporations
- NGOs
- Trade Unions

Leaders in Sustainability are found at all levels.

Thinking patterns and considering Humanity's current story.



Break-out groups: *Consider...*

- 1. Identify some general challenges with humanity's current story?**
- 2. How might our human story be changed to be more reflective of sustainability thinking?**

Break-out groups report back.

Leading for Sustainability: Agenda 21 (LA21).



Agenda 21 (LA21): Background



- ***Agenda 21 is a United Nations document, agreed to in 1992 by 176 countries of Earth, which serves as an **Action Plan** for Sustainable Development.***
- ***Share some of what you know about Agenda 21 and consider its importance to sustainability leadership...***

Agenda 21 (LA21): Some details



Section III of Agenda 21 identifies that all segments of society are to be actively engaged in Sustainable Development, including:

Women, children & youth, indigenous peoples & their communities, NGOs, local authorities (local governments), workers & trade unions, businesses & industry, the scientific & technological community, and farmers.

- All these groups, through individuals within their groupings or each as a collective group, have the potential to serve in leadership roles.

Four parts to sustainability planning

(IISD)

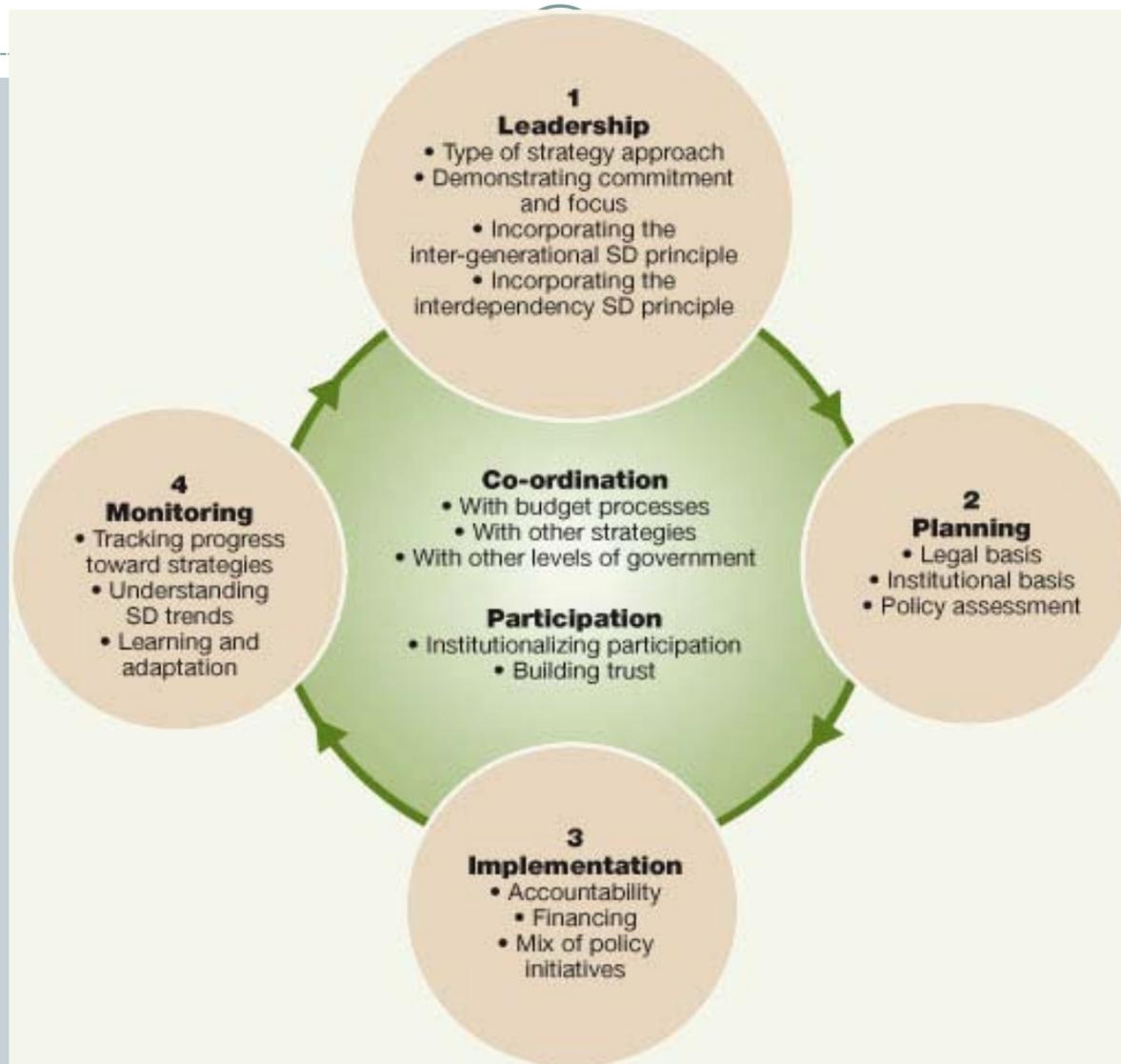


Figure 1. Aspects of strategic and coordinated action for sustainable development: the national sustainable development strategy and process.

Leading for Sustainability



Break.

Power & Authority: Traditional.



Max Weber:

“... three ideal types of authority or legitimized power....”

- **Traditional authority** ...a person follows another because... of some traditional process such as heredity....
- **Rational or legal authority**, a person follows because the other... has been properly elected or appointed based on rational criteria....
- **Charismatic authority**, a person follows another because [they embody] a gift of grace or exceptional magnetism.”

(Nye, 2008; p.37.)

Power & Authority: Modern.



- **“Hard power:**
Rests on inducements (carrots) and threats (sticks).”

- **“Soft power:**
getting the outcomes one wants by attracting others rather than manipulating their material incentives. It co-opts people rather than coerces them.”

(Joseph S. Nye, Jr., 2008; p.29.)

Power & Authority: General.



- **“Command power – the ability to change what others do...”**
- **“Co-optive power – the ability to shape what others want...”**

(Nye, 2008; p.30.)

To be a leader... Know thyself.



All leadership begins with-in your-self:

Know thyself.

(Temple of Apollo, Delphi.)

Self reflection, self-criticism, willingly admitting mistakes are all essential ingredients.

Leadership:
Boss or Leader.



Group Exercise.

*Describe management
styles you
like & dislike.*

Leadership: Traditional Styles.



- Charismatic
- Participative
- Situational
- Transactional

- Transformative
- The Quiet Leader
- Servant Leadership

(Changing minds.org, 2002-2011.)

Leadership: Is Personal Example.



“Humans, like other primate groups, focus their attention on the leader. Closely watched CEOs and presidents are always conveying signals, whether or not they realize it.”

(Nye, 2008; p.70.)

Leadership: Is Personal Example.



“Begin with oneself. To engender trust a leader must be trustworthy. To promote justice, one must be just; to engage enthusiasm, be enthusiastic. In other words, a leader must model all the qualities and characteristics he or she expects of others.”

(Berghofer & Schwartz, 2007; p.53.)

Leadership: Is Personal Action.



“Leadership means mobilizing people for a purpose.”

“Leadership is not just who you are but what you do.”

(Nye, 2008; p.18 & p.9.)

Leadership: Is Action over Words.



Remember, your actions are significantly more important than your words...

For if your words and actions do not connect, then modern (post empiricism) psychology tells us to believe your actions as who you really are as a person.

(Bolton, 1999.)

Leadership: One definition.



Nye's definition of leadership:

“...a leader is someone who helps a group create and achieve shared goals.”

(Nye, 2008; p.18.)

Leadership: Manager or Leader.



“...managers... merely embrace[] process and seek...stability, while leaders tolerate risk and create change.”

(Nye, 2008; p.78.)

Leadership: Effectiveness or Efficiency.



In a leader:

“Effectiveness is more important than efficiency.”

(Nye, 2008; p.79.)

Leaders are made, not born.



Leaders are not born but are made or arise from situations.

(Which is an important consideration for Sustainable Development):

“Context is often more important than traits.”

“We can think of leadership as a process with three key components: leaders, followers, and contexts.”

(Nye, 2008; p.15 &21.)

Cultural Leadership Styles



- GLOBE Project, administering 17,300 questionnaires in 62 societies, “identified ten cultural clusters with different leadership characteristics:

- Latin America
- Anglo
- Latin Europe
- Nordic Europe
- Germanic Europe
- Eastern Europe
- Confucian Asia
- Southern Asia
- Sub-Saharan Africa
- Middle East

(Nye, 2008; pps.95-6)

Cultural Leadership Styles - Examples



- “Anglo market orientation,
- French pyramidal structures,
- Scandinavian consensual approach, and
- German machine efficiency.” (Nye, 2008; p.95).
- “Mexican...cultural values of hierarchy and authority.” (Nye, p.92).
- American culture: “feature three elements not present in other countries: market processes, emphasis on the individual, and a focus on managers rather than workers.” (Hofstede cited in Nye, p.95).

Gender Leadership Styles:
female / male –
matriarchical / patriarchal

Group Exercise.

Do gender leadership styles differ? If so, how?

OR

Might women often adapt their own leadership style to male-dominated styles?

Gender Leadership Styles: Feminine style.



“...a...shift along the continuum from command to co-optive style... While sometimes stereotyped as a feminine style, both men and women face this change and need to adapt to it.”

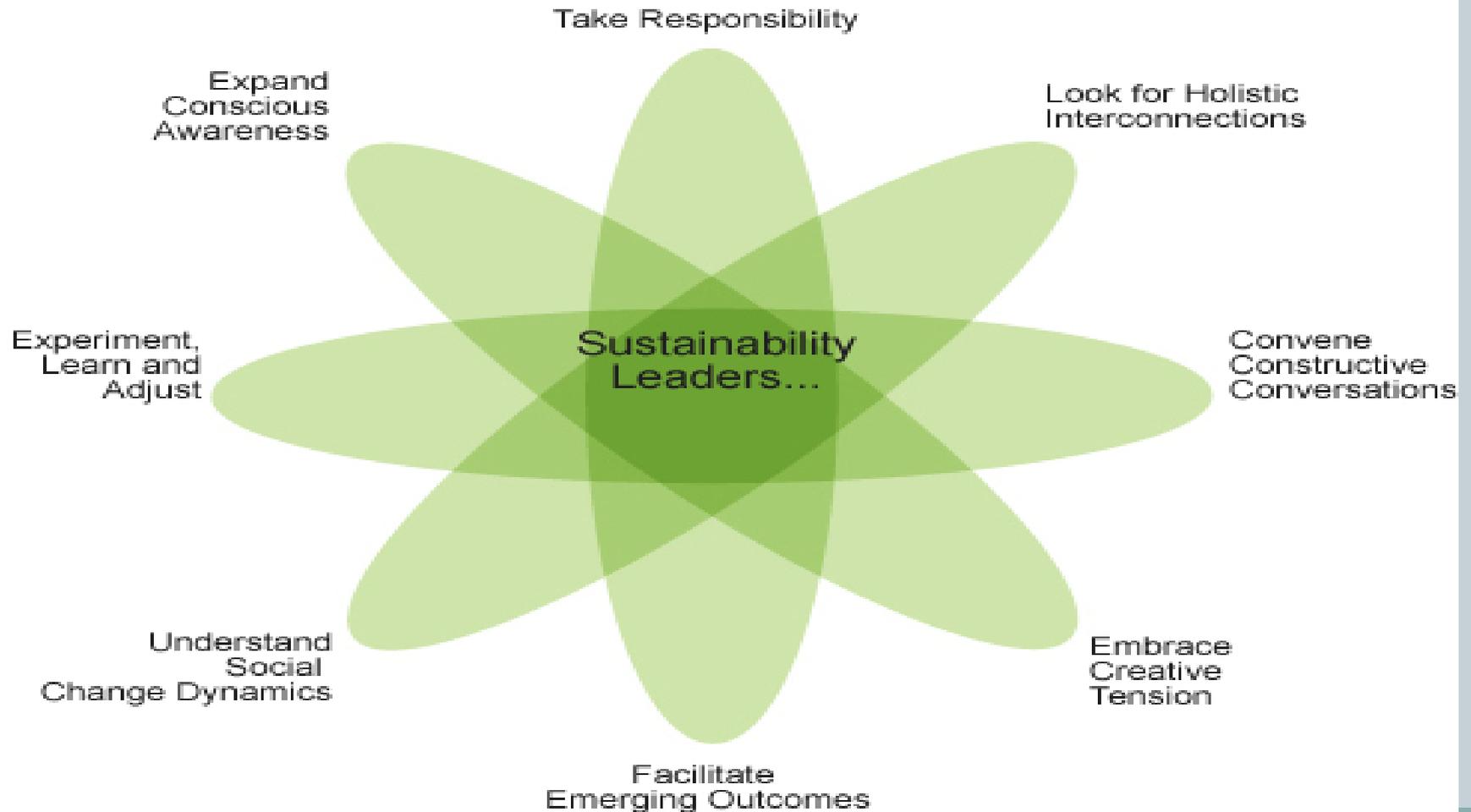
(Nye, 2008; p.148.)

Gender Leadership Styles: Feminine style for Sustainability.



- **“...the role of gender... is indeed fundamental to ongoing ecocrisis.” (Curry, 2007; p.97.)**
 - **“...finding ways to extend and strengthen generally ways of perceiving, valuing and treating the natural world that have long been characterized as feminine...” (p.97.)**
 - **“...the value of life...intuition and feelings...and...what cannot be rationally calculated...” (p.98.)**
- **I (Tom) personally add to these female-identified qualities of nurturing, caring, tenderness, and consensus decision-making.**
- **“This opens the way to recognize that valuing, caring for and protecting the natural world proceed best from... emotional and...spiritual involvements with it.” (p.99.)**

Sustainability Leadership Relational Model



Emotional Intelligence (EI) - I



“Emotional intelligence is the self-mastery, discipline, and empathetic quality that allows leaders to channel their personal passions and attract others.... It has two major components: mastery of the self and outreach to others.”

(Nye, 2008; p.69.)

Ethical Intelligence (EthQ)



“The central values for the good life in a global civilization are relationships of trust and respect anchored in integrity.”

Moreover, in our time, when the very planet that sustains life is under siege, such relationships must extend beyond the human world to include the whole of the biosphere.”

(Berghofer & Schwartz, 2007: p.V.)

Ethical Competence Scale

Personal Record Form

Personal Ethical Competence

How we maintain our personal commitment to an ethical life

<http://www.ethicalleadership.com/EthicalLeadershipScales.html>

Foundational Characteristics	How we are grounded in thought and action	Always in Place	Usually in Place	Sometimes in Place	Rarely in Place	Never in Place	Chosen Value
Characteristic	Explanation	10-9	8-7	6-5	4-3	2-1	
1. Trustworthiness	Being reliable and dependable Being willing to admit mistakes Being true to your word Being worthy of confidence Keeping promises						

Nye's "Leadership: A Dozen Quick Take-Aways" (1) (pps. 147-148)



1. Good leadership matters.
2. Almost anyone can become a leader.
3. Leaders help *create and achieve group goals*.
4. Smart leaders need both *soft and hard power skills*: co-optive and command styles.
5. Leaders depend on and are *partly shaped by followers*.
6. *Appropriate style depends on the context*.
7. *A consultative style is more costly in terms of time, but it provides more information, creates buy-in, and empowers followers.*
8. Managers are not necessarily leaders, but effective leaders usually need *both managerial and organizational skills*.

Nye's "Leadership: A Dozen Quick Take-Aways" (2) (pps. 147-148)

9. Leadership for *crisis* conditions requires advanced preparation, emotional maturity, and the ability to distinguish the roles of *operational, analytical, and political work*.
10. The information revolution and democratization are causing a long-term *secular shift in the context of postmodern organizations* – a shift along the continuum from command to co-optive style.
11. Reality testing, constant information seeking, and adjusting to change are essential for good consequences, but *emotional intelligence* and *practical knowledge* are more important than pure IQ in judgment.
12. Ethical leaders use their consciences, common moral rules, and professional standards, but conflicting values can create “dirty hands.”

Tom's Take-Aways on... *Leading for Sustainability (1).*

Being a Leader for Sustainability entails...

- *Leading by example* in thought, word and action: That is, your *being* a model of sustainability;
- *Leading from behind* (more akin to a facilitator role, *actively* bringing together different people and perspectives);
- *Welcoming* and embracing difference;
- Being an *active listener*;
- Considering oneself a life-long student of Sustainability;
- Orientation towards both *Processes AND Outcomes*;
- Consensus-oriented;

Tom's Take-Aways on... *Leading for Sustainability (2).*

Being a Leader for Sustainability entails...

- Understanding and actively looking for a *web* of *interconnexions* among all of the social, economic and environmental dimensions of Sustainable Development; especially ones counter-intuitive;
- Respecting all of Earth's life forms and their inherent importance to healthy ecosystems and species evolution (i.e. non-anthropocentric).
- Uses an *Agenda 21* approach: that is, incorporates a 3BL-lens in all their planning activities and deliverables;
- Micro planning in human-time scales that forms a part of macro plans reflecting Earth-time scales;

Tom's Take-Aways on... *Leading for Sustainability (3).*



Being a Leader for Sustainability entails...

- Realising Sustainability's success depends on *actively* engaging the largest & widest number of practitioners possible, and so must by necessity draw from the breadth and depth of people in human societies;
- Knowing the difference between “involvement” and “engagement” of other perspectives;
- Understanding ALL people have the potential to be *Leaders for Sustainability*, regardless of their station in life or levels of formal education;
- Operates under a flat over hierarchical approach; and
- Engaging human society's different demographic segments on terms that are most comfortable to them, so as to achieve best outcomes for Sustainability.

Your ideas on...
Leading for Sustainability.



Let's discuss....

...your ideas for *Leading
for Sustainability*....

Leading for Sustainability.



*Final Reflections/
Q&A...*



Thank you....!

*Following are slides
on...*



***... PUBLIC
PARTICIPATION AND
REFERENCES
(RESOURCES) ...***

Mobilising People (TAMARACK I)



Tamarack web-pages on
Phases of Collaboration.

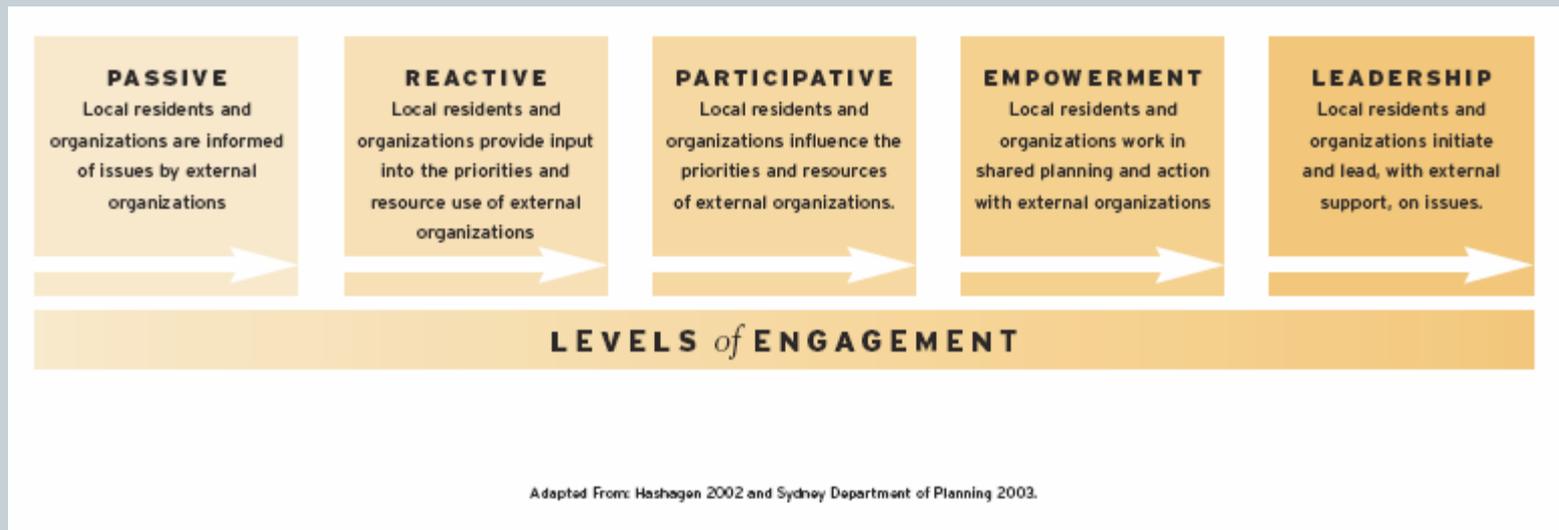
TAMARACK

Institute for Community-Based

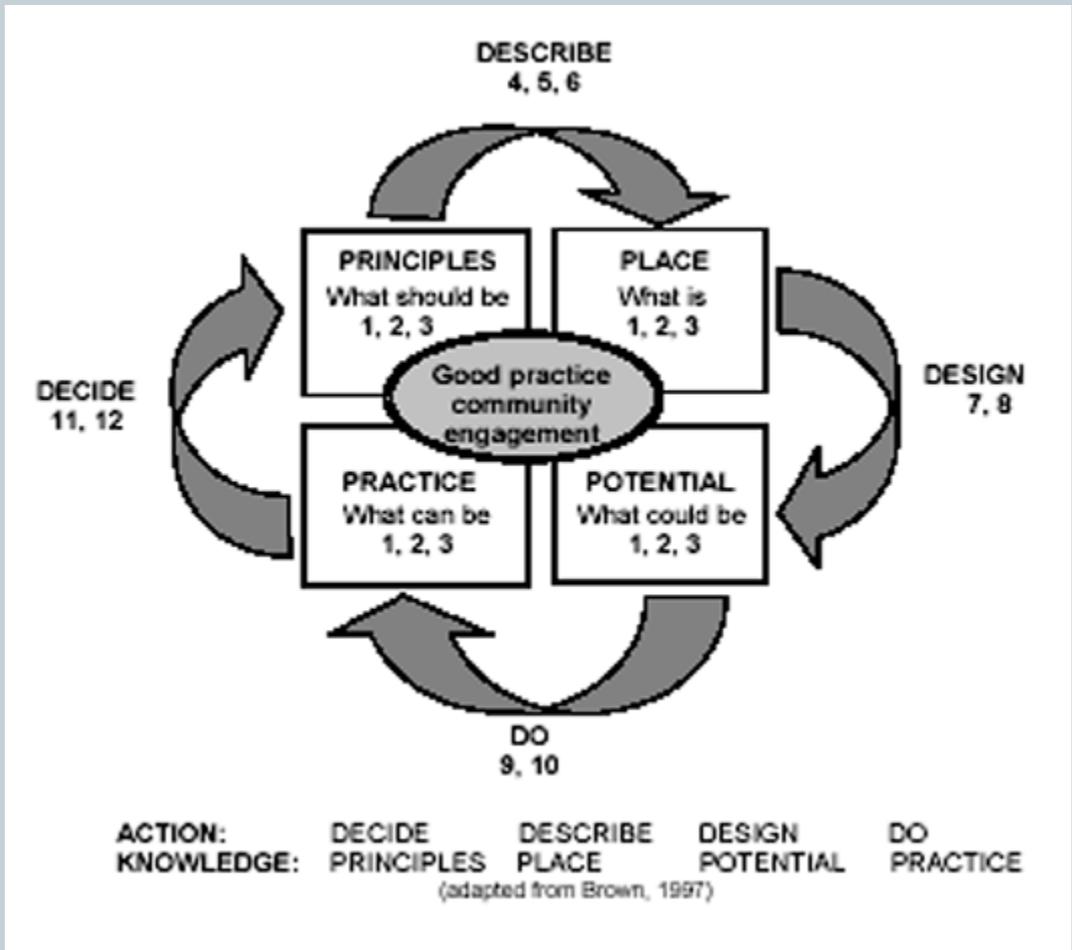
Mobilising People (TAMARACK II)

Phases of Collaboration.

(Tamarack (2002a))



Mobilising People (TAMARACK 2004a)



Mobilising People (TAMARACK III) (2004b)

Apply the values

VALUES

Courage

Inclusiveness

Commitment

Respect

Flexibility

Mutual Obligation

Practicability



Apply the principles

PRINCIPLES

1. Act for change

2. Agree on Values

3. Effective Communication

4. Develop and Commit to a Shared Vision

5. Representativeness

6. Accept that mutual learning is needed

7. Work towards the long-term goals

8. Base processes on negotiation, cooperation, and collaboration

Apply the criteria

CRITERIA

Ownership of process, commitment and involvement throughout

Equity, equality and trust

Include many Interests

Focus on Strategic Outcomes

Wide Representation

Openness and transparency

Appropriate scale and scope

Personal contact

Sufficient time and resources

Mobilising People (TAMARACK 2003a)

INCREASING LEVEL OF PUBLIC IMPACT 				
INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
Objective	Objective	Objective	Objective	Objective
To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, or solutions	To obtain public feedback on analysis, alternatives, or decisions	To work directly with the public throughout the process to ensure that public and private concerns are consistently understood and considered	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution	To place final decision making in the hands of the public
Promise to the public	Promise to the public	Promise to the public	Promise to the public	Promise to the public
We will keep you informed	We will keep you informed, listen to and acknowledge your concerns, and provide feedback on how public input influenced the decision	We will work with you to ensure that your concerns and issues are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision	We will look to you for direct advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible	To place final decision making in the hands of the public

Source: IAP2 International Association for Public Participation.

Mobilising People (TAMARACK 2002b)

Planning

- Set clear aims and objectives for engagement activities.
- Start small and start early to allow adequate time for planning.
- Consider how to prioritize the views of one group over another. Make plans for giving feedback to individuals and communities at the outset and tell people how it will be done.
- Review and evaluate engagement strategies and approaches used.

Commitment

- Secure commitment from all those involved.
- Community engagement should be, and should be seen to be, a core activity.
- Tackle issues of real concern - get individuals and communities to help set issues for action.
- Be clear about the limitations of the overall strategy and each consultation activity.
- Avoid the risk of 'tokenism' by agreeing early in the process how the contribution of individuals and communities will be used.
- Promote success.

Inclusiveness

- Be open, accessible and approachable.
- Maximize the opportunities for participation by the community.
- Consider the most appropriate location and time for each engagement activity.
- Develop the skills and capacity of the community.
- Give individuals or communities the opportunity to oversee the introduction of the agreed developments or changes and involve them in the process of implementation.

Mobilising People (TAMARACK 2003b)

Highlighted techniques

Some other techniques

>> 1. Inform

1. Meeting
2. Public notice
3. Website
4. Written

- Discussion paper
- Exhibition
- Promotion

>> 2. Consult

1. Citizens' panel
2. Community information and feedback session
3. Facilitation
4. Focus group
 - Meeting (see 1.1)
5. Public hearing
6. Questionnaire
 - Website (see 1.3)

- Community needs analysis
- Networking
- Strategic questioning

>> 3. Involve

- Facilitation (see 2.3)
- 1. Planning focus meeting
- 2. Precinct committee

- Networking
- Review session
- Strategic questioning

>> 4. Collaborate

1. Advisory committee
2. Charette
 - Facilitation (see 2.3)
3. Policy round table
4. Regional forum
5. Search conference

- Strategic questioning

>> 5. Empower

1. Citizens' jury
 - Search conference (see 4.5)

- Joint venture

Mobilising People (ICLEI)

Identifying Partners for Stakeholder and Working Groups (ICLEI, pp5-6).

WORKSHEET 1

IDENTIFYING PARTNERS FOR STAKEHOLDER AND WORKING GROUPS

Potential Partners	Components of Sustainable Development		
	1 Community Development <ul style="list-style-type: none"> • housing • social services • public safety 	2 Economic Development <ul style="list-style-type: none"> • transportation • employment • tourism 	3 Ecosystem Development <ul style="list-style-type: none"> • pollution control • green space • waste management
A Community Residents <ul style="list-style-type: none"> • special groups of people (women, youth and indigenous people) • community leaders • households • teachers 			
B Community-Based Organizations <ul style="list-style-type: none"> • coalitions • church groups • formal women's groups • traditional social groups • special interest groups 			
C Independent Sector <ul style="list-style-type: none"> • non-governmental organizations • academia • media 			
D Private/Entrepreneurial Sector <ul style="list-style-type: none"> • environmental service agencies • small business/cooperatives • banks 			
E Local Government and Associations <ul style="list-style-type: none"> • elected officials • management staff • field/staff operations • regional associations 			
F National/Regional Government <ul style="list-style-type: none"> • planning commission • utilities • service agencies • financial agencies 			

Mobilising People (ICLEI)

Sample Partner Checklist (ICLEI, pp 7).

CHECKLIST 1

PARTNER SELECTION FOR SUSTAINABLE DEVELOPMENT PLANNING	
<input checked="" type="checkbox"/>	Ensure Representation of:
<input type="checkbox"/>	1. Under-represented groups.
<input type="checkbox"/>	2. Service users—those people who use and are affected by services.
<input type="checkbox"/>	3. Service providers—those people who control and manage services or service systems.
<input type="checkbox"/>	4. Parties with a particular expertise related to the relevant services or issues.
<input type="checkbox"/>	5. Parties whose interests are affected by the service and the service system.
	In Selecting Partners Consider:
<input type="checkbox"/>	1. The scope of work to be undertaken by the partners.
<input type="checkbox"/>	2. The involvement of a critical mass of organizations and individuals who have the political will to take action.
<input type="checkbox"/>	3. The degree of inclusiveness you hope to achieve.
<input type="checkbox"/>	4. The skills, knowledge, and experience that different individuals or organizations can contribute.
<input type="checkbox"/>	5. The inclusion of parties who will need to be involved in the implementation of any plan.
<input type="checkbox"/>	6. The inclusion of organizations or individuals with credibility within their own constituencies.

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