

Nottingham
Business School

Nottingham Trent University

Mainstreaming the Sustainable Development Goals (SDGs) in universities

Dr Petra Molthan-Hill

Professor of Sustainable Management and Education for Sustainable Development and Co-Chair UN PRME Working Group on Climate Change & the Environment, former Lead of NTU's Green Academy, Nottingham Trent University





Introduction

Dr Petra Molthan-Hill is Co-Chair of the United Nations Principles for Responsible Management Education (PRME) Working Group on Climate Change and Environment and Professor of Sustainable Management and Education for Sustainable Development (ESD) at Nottingham Business School, Nottingham Trent University, UK. She is an international multi-award-winning expert for Climate Change Mitigation Tools, Greenhouse Gas Management and ESD and leads the 'Climate Literacy Training for Educators, Communities, Organizations and Students' (CLT-ECOS) distributed worldwide.

She has worked with organizations from SMEs to bigger organizations like the NHS on how to reduce GHG emissions and is lead author of the 'Handbook of Carbon Management. A Step-by-Step Guide to High-Impact Climate Solutions for Every Manager in Every Function' <https://www.routledge.com/The-Handbook-of-Carbon-Management-A-Step-by-Step-Guide-to-High-Impact-Climate/Molthan-Hill-Winfield-Howarth-Mazhar/p/book/9781032227603>

<https://mitsloan.mit.edu/centers-initiatives/sustainability-initiative/beyond-ivory-tower-professor-who-shows-en-roads-to-everyone>

NTU Green Academy

The NTU Green Academy aims to ensure everyone at NTU is able to acquire the skills and knowledge necessary to shape a more sustainable future and contribute to a better world!



GreenAcademy@ntu.ac.uk



@NTUGreenAcademy

#BeTheChange
#GlobalGoals

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WILLATS, J., ERLANDSSON, L., MOLTHAN-HILL, P., DHARMASASMITA, A. and SIMMONS, E., 2018. A university wide approach to integrating the sustainable development goals in the curriculum – a case study from the Nottingham Trent University Green Academy. In: W. LEAL FILHO, ed., Implementing sustainability in the curriculum of universities: approaches, methods and projects. World sustainability . Berlin: Springer, pp. 63-78.



The Sustainable Development Goals at Nottingham Trent University integrated since 2016



Curriculum Refresh

The SDGs were embedded in the university-wide course evaluation process Curriculum Refresh in 2016.

NTU and SDG 13 **CLT-ECOS**

Student Outreach

Seeking feedback from students on how they would like to embed the SDGs in their courses

Future Thinking Learning Room

An online resource library containing resources, estate and community case studies and examples of good practice, all linked to the SDGs

Staff development

Online course for staff on how to embed and teach the SDGs

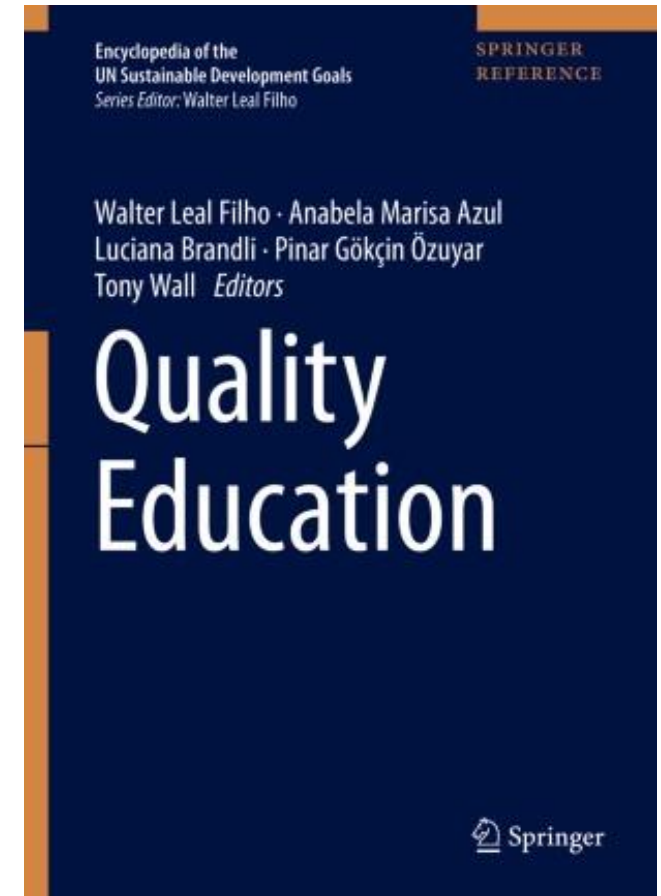
Sustainability in Practice

Getting students to reflect on interdisciplinary collaboration using the SDGs

Transformative Education to Address All the SDGs

What kind of education do we need to address the SDGs?

- A focus on learners values orientation, skills development and motivation.
- Preparing learners to take transformative actions in both formal and informal educational settings.
- One that recognises education's importance to bring about a planetary response to climate and ecological breakdown.
 - Including not only transforming the learners to respond to the crisis's but examines and transforms the frames in which education institutions currently exist within.



- Odell V., Molthan-Hill P., Martin S., Sterling S., (2019) [Transformative Education to Address All Sustainable Development Goals](#)

Visual Displays of the SDGs on Campus



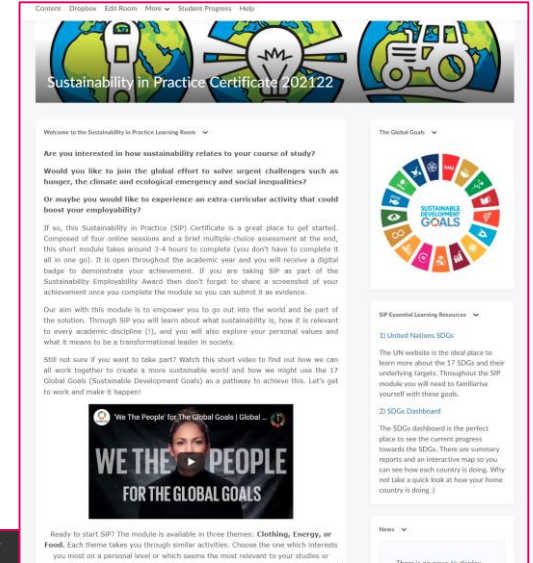
NTU Global
Week: SDG 14
and Ocean Plastic

Fashion Revolution
week: the SDGs
and our clothing
impact



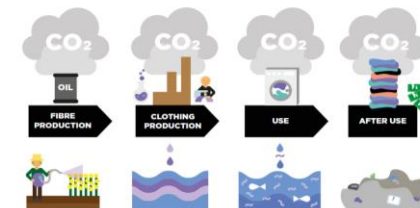
Sustainability in Practice (SiP) online

- Short **online module** available to all our students and staff through our VLE **since 2013**
- Provides a foundational knowledge of sustainability and the climate and ecological emergency
- Three themes: **Clothing, Energy or Food**
- **4 online sessions** (2-4 hours in total)
- Upon completion: certificate and (Undergraduate students only) HEAR entry and Bronze Sustainability Employability Award.



The Climate Emergency

The UK parliament declared a climate emergency in 2019, the first government to do so. You can view the related Climate & Ecological Emergency Bill [online](#) or. The climate emergency is one of the greatest challenges humanity has ever faced. All sectors of society need to work together to overcome this threat and create a better world for all. The textile industry is one of the major contributors to the changing climate, and if the industry continues on its current path, [by 2050, it could use more than 26% of the world's carbon budget.](#)



SiP Structure

	Topic	Aim	Activities and reflection
Session one	Student experience of sustainability	Engage students on a personal level	Sustainability skills inventory, exploring personal values, thematic issues (clothing, energy, food), and the climate & ecological emergency. Flipgrid video activity (optional)
Session two	Sustainability and the academic disciplines	Facilitate disciplinary understanding of sustainability	Planetary boundaries, discipline specific resources, place-based learning activity to explore SDG progress in home nation / hometown.
Session three	Connections between disciplines; systems thinking and identifying challenges	Facilitate interdisciplinary and holistic understanding of sustainability	Product life cycles, Long-term thinking, indigenous wisdoms, exploring mindsets, multiple choice quiz on SDGs and SiP theme.
Session four	Global and local solutions, individual agency	Identify disciplinary/ interdisciplinary solutions to sustainability challenges and explore own agency.	Linear and circular systems, doughnut economics, interconnectedness, leadership styles, local and global sustainability solutions, Flipgrid video activity (optional), sustainability skills inventory.

End Assessment: Multiple-Choice Assessment

Optional extras: Accompanying workbook to explore personal values, mindsets and leadership styles; 'Sustainable Solutions' video competition (Session 4).



On Completion of SiP, student participants gain ...

- A **certificate** to demonstrate understanding of sustainability.
- Credits towards the NTU **Employability Sustainability Award level Bronze** – this helps students to understand connections between sustainability and employability.
- For undergraduate students, SiP is added to the Higher Education Achievement Report (**HEAR**) which is a UK initiative to record students' most prestigious extra-curricular achievements.
- **Best videos are shortlisted for an Award** (entry is optional)



Feedback from students

I highly recommend that everyone at NTU despite their academic discipline should take this course

Good eye opener and mindset re-shaper

I am more aware of food waste and try to minimize it as much as possible

SiP broadened my horizons and significantly changed my mentality about who I am and how should I live to be useful to others and make a better environment

I have started to share my knowledge with my friends and my family

I will apply the knowledge learnt to my Marketing course

I will keep an eye on my carbon footprint and sustainable actions of businesses

Thank you so much for this amazing course!



Tailored versions of Sustainability in Practice



NTU NOW
Sustainability in Practice: I-Shou

Content Dropbox Edit Room More Student Progress Help

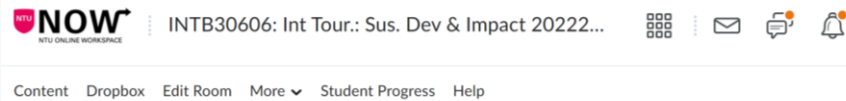
Sustainability in Practice Certificate - Clothing



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Welcome

NTU Nottingham Trent University



NTU NOW
INTB30606: Int Tour.: Sus. Dev & Impact 2022...

Content Dropbox Edit Room More Student Progress Help

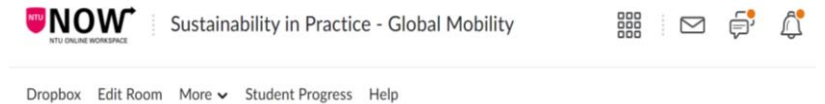
[Table of Contents](#) > [Certificate in Sustainable Tourism \[CIST\]](#) > [Certificate in Sustainable Tourism: Session 1](#) > [Session 1: Tourism and Sustainability](#)

Session 1: Tourism and Sustainability

Welcome to the Certificate in Sustainability and Tourism

Throughout the certificate sessions, you will learn more about the principles of sustainability when they are applied to the tourism industry. You will also learn more about the structure of the tourism industry and how that structure can affect the sustainability of different tourism destinations and projects. We examine the interlinkages between different types of businesses that service the tourism industry and how they approach sustainability.

To get started, please watch the following video produced by the Travel Foundation which explains the



NTU NOW
Sustainability in Practice - Global Mobility

Dropbox Edit Room More Student Progress Help



Sustainability in Practice - Global Mobility

There are no current updates for Sustainability in Practice - Global Mobility

Welcome

Welcome to your Sustainability in Practice - Global Mobility module.

You are interested in going overseas as part of your studies, but you are also concerned about sustainability and climate change. This module is designed to help you navigate some of these tensions whilst learning more about the broader concept of sustainability.

Travelling overseas is a valuable experience - it can change your life! - but to tackle

Bookmarks

- Welcome
- Session 1
- Session 2
- Session 3
- Session 4
- Frequently



Sustainability in Curriculum Refresh

2015-2018



Curriculum Refresh 2015-18

Eight expectations for all courses:

- Employability
- Success for All
- Student-staff research
- Internationalisation
- Sustainability**
- Tutorials
- Personalisation
- NTU Digital Framework.



Sustainability aspects of Curriculum Refresh

Action	ES404 We will continue to be recognised as a leading exemplar of an environmentally responsible and sustainable organisation.
Ref	Item
F1	<u>Students explore how aspects of the discipline contribute to one or more of the Sustainable Development Goals.</u> The course provides opportunities for students to explore the potential of their discipline to interconnect with other disciplines or areas of expertise and make creative leaps forward. (Knowledge and understanding)
F2	The course examines relationships between environmental, social and economic systems from local to global level. (Knowledge and understanding)
F3	Leadership for sustainable development is encouraged through challenging assumptions and negotiating alternatives to unsustainable current practices, especially within the student's own discipline. (Skills)
F4	The course encourages systems thinking in terms of recognising connections and interactions between factors and understanding that actions often have multiple consequences. (Skills)
F5	The course encourages commitment to lifelong learning about adapting to future challenges of meeting social and environmental responsibilities. (Attributes)
F6	The course facilitates and supports dialogue and debate on critical issues related to global social responsibility within the wider sustainability agenda, fostering respect for different values and world views. (Attributes)
F7	The course encourages the capacity for independent, evidence-based integrated thinking as the foundation for developing their personal ethical code. (Attributes)



Mapping Exercise

100% of NTU courses integrated one or more SDGs

83% integrated two or more SDGs

2% integrated all 17 SDGs

Social SDGs were the most integrated followed by Economic then Environmental

56% of courses incorporated the SDGs as a major theme (spanning modules / levels of study)

77% of courses integrated SDGs into professional practice

41% of courses included SDGs as an assessment topic

38% of courses included SDGs as a student research topic



Sustainability and the SDGs in the Course Design Process

New and re-validating courses 2020 onwards



Examples of NTU Course Features

Course requirements

Personalisation ★

Discovery

Multidisciplinary learning

Discovery

Interdisciplinary Learning

Course requirements

Work like experience ★

Communication and Collaboration

Active collaborative learning ★

Course requirements

Education for Sustainable Development ★

Discovery

Place-based learning

Course requirements

Global Learning ★

Discovery

Problem-based learning

Communication and Collaboration

Negotiation

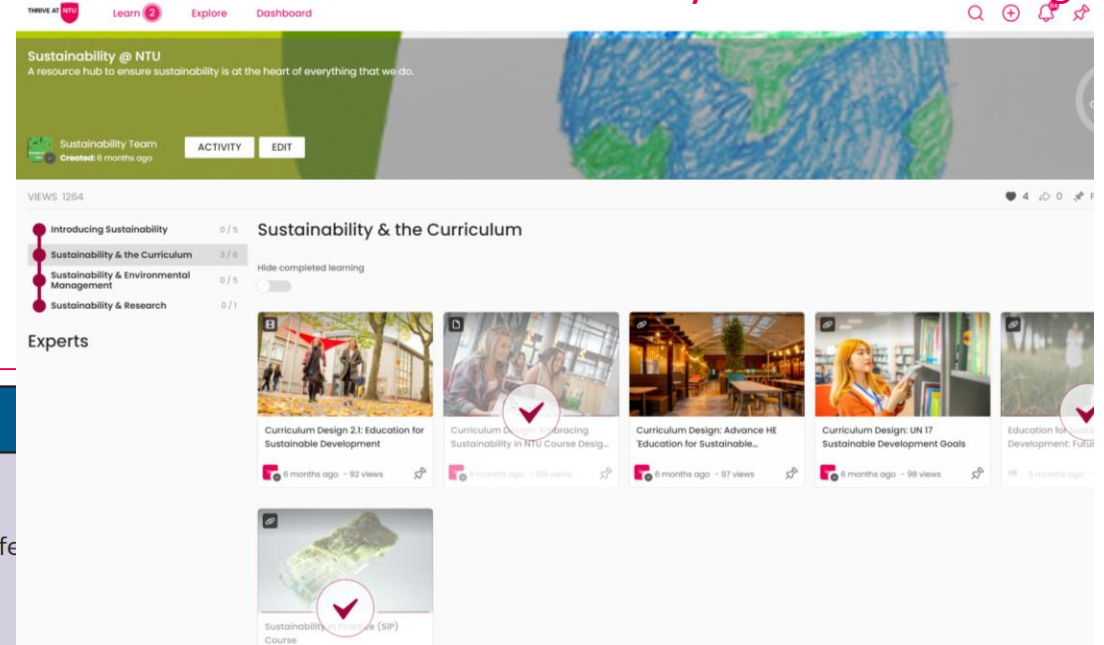


Support offer for Course Teams

Resource hub including asynchronous training



Guidance documents



e and knowledge of all SDGs	Competency	A student who displays this competency can:
	Systems thinking competency	<ul style="list-style-type: none"> recognise and understand relationships analyse complex systems consider how systems are embedded within different scales deal with uncertainty
	Anticipatory competency (Future thinking)	<ul style="list-style-type: none"> understand and evaluate multiple outcomes create their own visions for the future apply the precautionary principle assess the consequences of actions deal with risks and changes
	Critical thinking competency	<ul style="list-style-type: none"> question norms, practices and opinions reflect on one's own values, perceptions and actions take a position in the sustainable development discourse

Ways of think

Bespoke support offer from Green Academy team



Sustainability at NBS

- Sustainability is part of everything we do at NBS
 - Education
 - Research
 - Partnerships
 - Operations
- Sustainability contributes to experiential learning, personalisation, employability and internationalisation agenda
- Solving sustainability challenges at the same time
- NBS follows a systematic approach to integrating sustainability and SDGs in business education



Our Holistic Approach to Embedding Sustainability and SDGs

1. Mainstreaming the UN Sustainable Development Goals

- Through platform-wide personalisation modules at all UG and PG levels

2. Broadening the UN Sustainable Development Goals

- Going a step further to integrate SDGs in discipline specific modules and moving beyond what is required at minimum

3. Enriching the Curriculum: Continuing Professional Development (CPD)

- Embedding sustainability and SDGs into extra-curricular CPD opportunities within and outside the core curriculum



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Mainstreaming

17/10/2023



Mainstreaming

- Sustainability is mainstreamed through compulsory personalisation modules
- Both UG and PG level personal development modules

NBS Personal Development Modules	
Undergraduate: First year (level 4)	Personal and Academic Development
Undergraduate: Second year (level 5)	Employment and Enterprise
Undergraduate: Final year (level 6)	Developing Professional Impact Sustainability in Enterprise Project
Postgraduate: (level 7)	Professional Practice
Postexperience: (level 7)	Personal and Professional Leadership Development

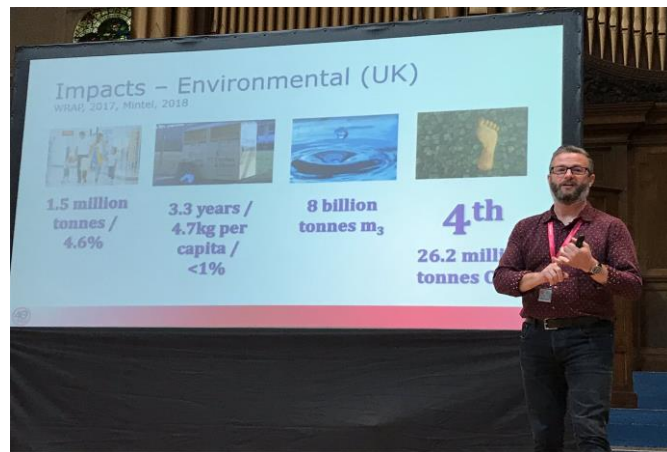
Personal and Academic Development (PAD)

#NBSDiscover

- c2000 first year UG students undertake an induction project based on a sustainability related issue
 - #NBSDiscover (2018): Plastic Waste
 - #NBSDiscover (2019, 2020): Fast Fashion
 - #NBSDiscover (2021, 2022): Food Waste
- Students work in small groups to **'discover Nottingham, discover NBS and discover business'**
- Students are inspired through keynote guest speakers and resource bank to raise awareness
- Forms the basis of an assessed report within the Year 1 module (PAD)

Student Output





Sustainability in Enterprise Project

- Initially, part of £3.9m ERDF funded Sustainability in Enterprise (SiE) project
- Final year consultancy module as an alternative to the Research Project
- Involves carbon management and sustainability consultancy group project with SMEs
- C280 students supported c70 businesses/projects in two years
- Makes sustainability education more practical
- Findings and recommendations via poster presentation and a report
- Experiential learning, employability, personalisation opportunities



European Union

European Regional
Development Fund

SiE: Low Carbon Conference





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Broadening

17/10/2023



Broadening

- Going further to integrate discipline specific aspects of sustainability
- An area of significant importance and sustainability is multifaced
- Disciplinary provision needs reorientation in business education



Corporate Governance and Accountability

- Theoretical understanding of corporate governance and sustainable finance
- Case studies to connect sustainability to business dilemmas and opportunities
- Students prepare posters on companies dealing with SDGs

The Accounting Environment

- Students embrace theory around SD, TBL, SDGs and stakeholder theory
- Engage with ESG reports and how companies report on sustainability objectives
- Students use En-ROADS to develop their group's vision for climate action

International Development Economics

- Examine problems confronting the developing world and solutions to support SDGs
- Covers theories of economic growth, inequality, poverty, malnutrition, population growth and trade policy

Enterprise in Practice

- Students study theories related to ethical business, sustainability, and social entrepreneurship, and apply in seminars
- In assessment, students interview real SMEs (commercial and social enterprises) to find out about their ethical/sustainable practices.

Essentials of Business Development

- Students map company practices against SDGs in value chain using case studies

UN SDGs Mapping

Mapping offered module level insights and identified best practice of broadening the SDGs.

Helps in reorientation of education and inclusion of SDGs in the educational process.

Mapping the UN Sustainable Development Goals (SDGs)

Please complete form and email to muhammadusman.mazhar@ntu.ac.uk

Your name _____

List all the modules, which you teach and where you have integrated the SDGs:

Fill the section below for one module of your choice which you see as the most advanced with regards to the integration of the SDGs:

Context (tick or highlight all that are relevant)

Level of study

- Undergraduate year 1 (level 4)
- Undergraduate year 2 (level 5)
- Undergraduate year 3/4 (level 6)
- Postgraduate (level 7)

Type

- Case study used in teaching
- Module content
- Teaching method/s
- Module assessment
- Research or research-informed teaching (see back of page)
- Continuing Professional Development (CPD) activities
- Other _____

Which of the Sustainable Development Goals does this relate to?

1 NO POVERTY <input type="checkbox"/>	2 ZERO HUNGER <input type="checkbox"/>	3 GOOD HEALTH AND WELL-BEING <input type="checkbox"/>	4 QUALITY EDUCATION <input type="checkbox"/>	5 GENDER EQUALITY <input type="checkbox"/>	6 CLEAN WATER AND SANITATION <input type="checkbox"/>
7 AFFORDABLE AND CLEAN ENERGY <input type="checkbox"/>	8 DECENT WORK AND ECONOMIC GROWTH <input type="checkbox"/>	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE <input type="checkbox"/>	10 REDUCED INEQUALITIES <input type="checkbox"/>	11 SUSTAINABLE CITIES AND COMMUNITIES <input type="checkbox"/>	12 RESPONSIBLE CONSUMPTION AND PRODUCTION <input type="checkbox"/>
13 CLIMATE ACTION <input type="checkbox"/>	14 LIFE BELOW WATER <input type="checkbox"/>	15 LIFE ON LAND <input type="checkbox"/>	16 PEACE, JUSTICE AND STRONG INSTITUTIONS <input type="checkbox"/>	17 PARTNERSHIPS FOR THE GOALS <input type="checkbox"/>	<input type="checkbox"/>

Give a brief description of how you have integrated the SDGs in your module (if not highlighted above, please tell us which module):

We are looking for good practice case studies for the PRME report, can we use yours: Yes/No

Themes in different disciplines

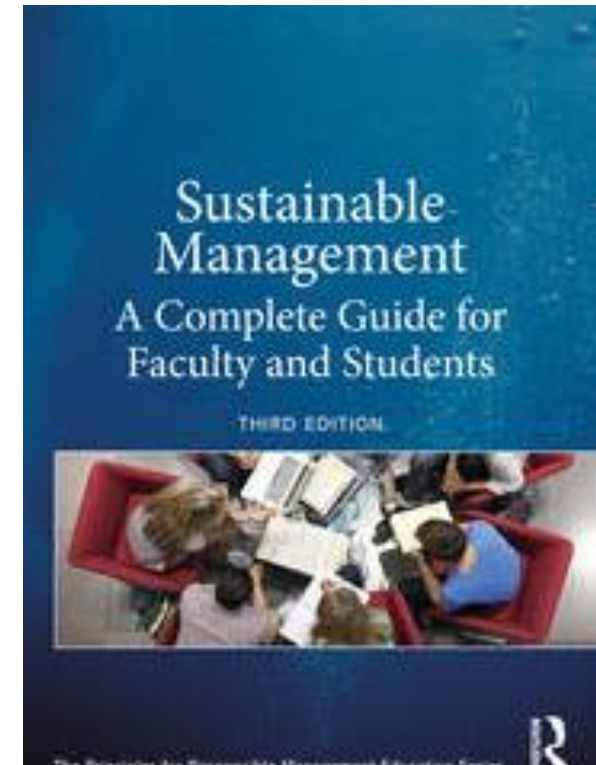
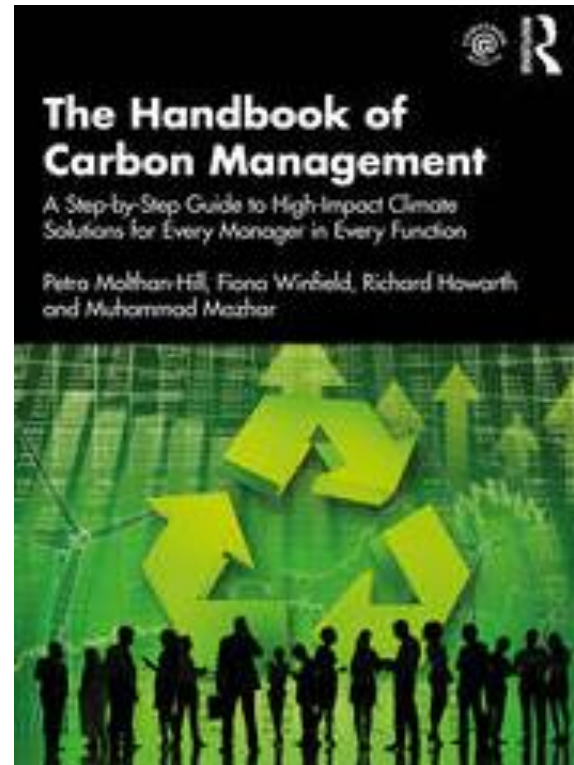
- Accounting & Finance – governance, integrated reporting, carbon accounting
- HRM – responsible management principles, equality & diversity, ethical working conditions, fair wages
- Marketing – responsible consumption, green washing, brand communication
- Economics – economic inequality, poverty, circular economy
- Management & Strategy – sustainable operations, carbon management, sustainable supply chain, responsible sourcing, environmental or eco innovation

What else could you do?

Integrate into every discipline/function

<https://www.routledge.com/Sustainable-Management-A-Complete-Guide-for-Faculty-and-Students/Molthan-Hill/p/book/9781032253756>

<https://www.routledge.com/The-Handbook-of-Carbon-Management-A-Step-by-Step-Guide-to-High-Impact-Climate/Molthan-Hill-Winfield-Howarth-Mazhar/p/book/9781032227603>





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Enriching the Curriculum: Continuing Professional Development (CPD)

17/10/2023



Sustainability in Practice (SiP)

- Online SiP Certificate is offered to all students and staff since 2013-14.
- Energy, Food and Clothing as themes
- Four online sessions and an assessment to demonstrate how students would solve a sustainability challenge within their discipline.
- SiP is unique in its interdisciplinarity, breadth of access, personalised assessment and focus on SDGs.
- In 2020/2021, SiP was integrated as an essential learning package for all NBS UG students
- SiP is entered on students' HEAR (Higher Education Achievement Record) and has annual awards
- In the last three academic years, 2625 NBS students have completed SiP.

Student Challenges & Competitions

- GeeBiz (Global Enterprise Experience)
- Universities Business Challenge (UBC) Global Masters Challenge
- Global University Climate Forum
- ArcGIS StoryMaps Competition for Sustainable Development Goals
- Institute of Business Ethics (IBE) Student Essay Competition
- PRME UK and Ireland Responsible Business and Management Writing Competition



Community Engagement and Volunteering

- [Volunteering Opportunities](#)
- Student Volunteering Network
- Clicksilver Connections
- Foodshare Allotment Volunteers
- [NTU Enactus](#) for social enterprise projects
- NTU Sustainability Society
- NBS Give Back Week with a series of volunteering opportunities

NTU Sustainability Employability Award

- Employability award, launched to coincide with COP26
- Aims to expand knowledge and recognises appropriate experience
- Incorporates the existing **Sustainability in Practice** certificate, as developed by NTU Green Academy



Events & Conferences

- NTU Green Week and Sustainability Action Week
- NBS Global Responsibility Week
- NTU and NTSU Climate Change Summit
- EAUC Global Climate Conference
- Student Sustainability Forum
- Getting to Net Zero Carbon Event
- Climate Literacy Training





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Engaging and Supporting Faculty

17/10/2023



Governance and Structure

- Academic Lead for PRME
- Sustainability Coordinator
- Departmental Sustainability Representatives
- Quality and Standards
- Accreditations and Reviews
- NTU Sustainable Academic Forum
- Sustainability represented in NBS committees and forums, e.g., Themed School Exec., School Academic Standards and Quality Committee (SASQC), advisory board, Periodic Course Reviews (PCRs).

Resources & Support

- NTU ESD Intranet – Central database
- VLE Learning Room on 'Future Thinking'
- Thrive
- Online SDGs course for academics
- One to one support and Drop-ins
- Staff Development sessions – Purple Wednesdays
- SDGs Online Resource Database by Taylor and Francis
<https://www.taylorfrancis.com/sdgo/?context=sdgo>
- SDG Library Academy
<https://sdgacademylibrary.mediaspace.kaltura.com/>

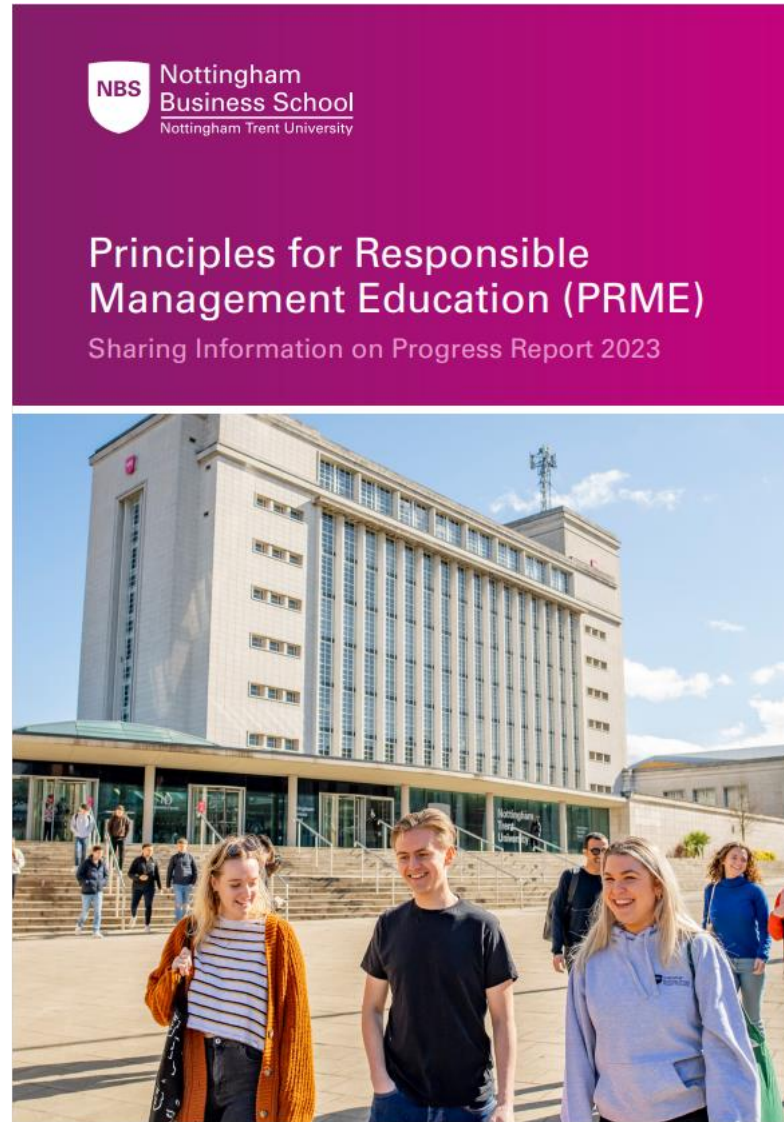


The screenshot shows a VLE interface. At the top left is the 'NOW' logo. The main title is 'Education for Sustainable Development: Futu...'. To the right are icons for a grid, email, chat, and a notification bell, followed by a user profile for 'MM Muhammad Mazhar'. Below the title bar are 'Edit Room' and 'Help' links. The main content area features a background image of a forest with the text 'Education for Sustainable Development: Future Thinking Learning Room' overlaid.



NBS PRME Report 2023 Published

[Available on NBS website](#)



PRiME

an initiative of the
United Nations Global Compact

What if every recruit into corporations from the world's business schools was qualified as Carbon Literate?

Carbon Literacy Training for Business Schools

This training was developed by **Nottingham Business School (Nottingham Trent University)** in collaboration with the **UN PRME Champions, Oikos International and the Carbon Literacy Project.**

The aim of this project is to get academics, students and others Carbon Literate within a short time frame and to get as many people as possible actively involved in embedding climate solutions in their own life and work. In order to do so we have chosen a train-the-trainer approach, so we will offer regional events inviting all the universities and business schools in the vicinity to train academics and students there so that they can become trainers in their own institution and/or get involved in training others in other regions of the world.



Carbon Literacy Training for Educators, Communities, Organizations and Students (CLT-ECOS)



Climate change mitigation
focused on solutions



Interactive **virtual** teaching
material



MIT Sloan & Climate
Interactive
Simulation
En-ROADS



Certificates for you and
your students

Please contact petra.molthan-hill@ntu.ac.uk for more info on this or the more specific training for business schools mentioned earlier.



Get the certificate and be part of a community....



Take our free Climate Literacy & Action Training in November (on fixed days, virtual, interactive):

*On behalf of the **UN PRME Working Group on Climate Change & Environment and QS Impact**, we would like to invite you to join our upcoming **Climate Literacy & Action Training CLT-ECOS**.*

Please register here:

<https://www.unprme.org/prme-working-group-on-climate-change-and-environment/prme-climate-literacy-training>

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In your own time....

Free online course:

<https://www.futurelearn.com/courses/climate-literacy-and-action-for-all>

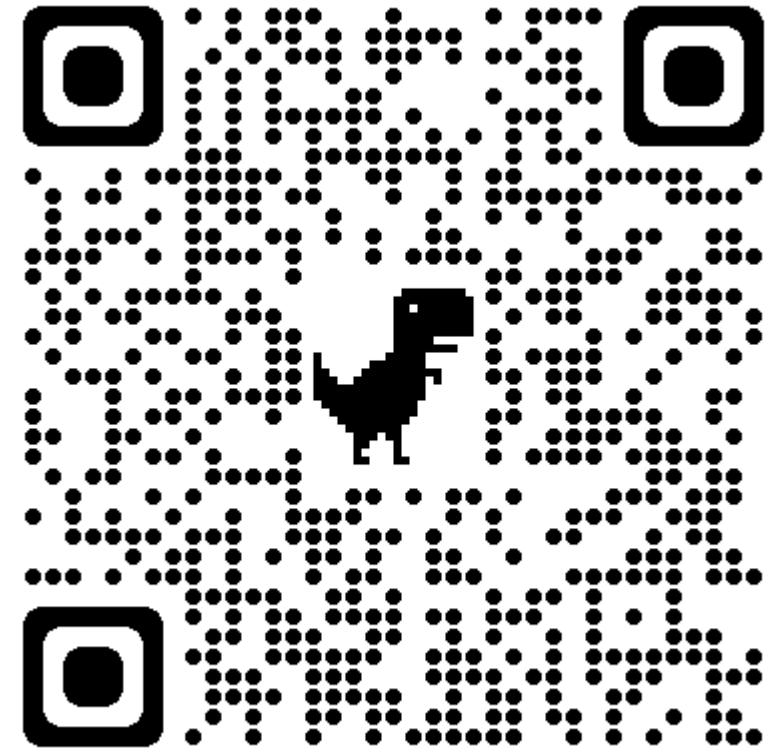


Please pass on or do yourself 😊

<https://www.futurelearn.com/microcredentials/climate-solutions-for-a-net-zero-future>

Climate Solutions: Using Your Influence in the Workplace for a Net Zero Future

Explore impactful climate solutions to apply in your workplace and beyond to help your organisation and society achieve net zero.



COACHING OURSELVES
REBALANCING LEADERSHIP, REBALANCING SOCIETY

SILOS AND SLABS IN ORGANIZATIONS

COACHING OURSELVES
REBALANCING LEADERSHIP, REBALANCING SOCIETY

MANAGING CULTURAL CHANGE: BEYOND THE STATUS QUO

COACHING OURSELVES
REBALANCING LEADERSHIP, REBALANCING SOCIETY

STRATEGIC BLINDSPOTS

COACHING OURSELVES
REBALANCING LEADERSHIP, REBALANCING SOCIETY

FEEDFORWARD INSTEAD OF FEEDBACK

Henry Mintzberg, Cleghorn Professor of Management Studies at McGill University in Canada, is an internationally renowned speaker and author on organization and management. He has been described by Tom Peters as "perhaps the world's premier management thinker." Henry has published 170 articles and seventeen books, including *Managers Not MBAs*, from which CoachingOurselves has sprung. See www.mintzberg.org.

Edgar Schein is the Society of Sloan Fellows Professor of Management Emeritus at the MIT Sloan School of Management in Cambridge, Massachusetts, USA. He investigates organizational culture, process consultation, the research process, career dynamics, and organization learning and change. Professor Schein has been a prolific researcher, writer, teacher, and consultant. Besides his numerous articles in professional journals, he has authored fourteen books.

Estelle Mátayer is an expert in Competitive and Strategic Intelligence. An adjunct professor for McGill University, she teaches the Advanced Leadership Program as well as the newly designed pan-Canadian certification program for Canadian board directors. Estelle was the president and founder of Competia, a leading training organization for executives and analysts in strategic intelligence, and a former consultant at the international strategic consulting firm McKinsey & Company.

Marshall Goldsmith is consultant to over 70 CEOs of major corporations and their management teams, conducting workshops for executives, high-potential leaders, and HR professionals. He is also the author or editor of 11 books on leadership and coaching, including *What Got You Here Won't Get You There*.

Terence Trout is the president of *Enallaxy, Inc.*, a company that provides customized training programs in the areas of sales, management, customer service, and training. In addition to consulting, Terence has written numerous articles and guides on performance, management, and training. He has been analyzing employee performance since 1982.

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CoachingOurselves is...

- a company co-founded in 2008 by Professor Henry Mintzberg and Phil LeNir.
- a library of ~100 peer learning discussion guides available on important organizational and management themes.
- small groups of employees getting together, live or virtually, for 90-minutes of self-directed or facilitated learning and insight sharing.
- a collaboration with 60+ management and business school thinkers across the globe who author our peer learning discussion guides based on their own research, seminars, and workshops.
- www.coachingourselves.com

A woman with curly hair, wearing a white business suit, a white helmet, and a black backpack, is riding a white bicycle. She is smiling and looking to the right. The background is a bright, modern office building atrium with glass walls and a high ceiling. An orange horizontal bar is located at the top left of the page.

CoachingOurselves Topic: Climate Actions for Every Employee

Awareness of sustainable development issues with environmental and social impacts is now integral for quality organizational leadership.

Use the CoachingOurselves peer learning discussion guide “Climate Actions for Every Employee” in your peer learning programs to help your leaders, managers, and individual contributors understand how their small individual actions have multiple benefits for their workplace, home, and communities. Catch the message of possibility and get all employees involved in actively supporting your organization’s sustainability goals.

Theme areas: transportation, energy, food, coffee, and natural carbon capture options.

Contact Warren@coachingourselves.com for more details.

Pass it on



Questions?

Any further questions? Please contact:

Dr Petra Molthan-Hill petra.molthan-hill@ntu.ac.uk



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