

LEADERSHIP FOR SUSTAINABILITY COURSE

*DEVELOPED UNDER THE FRAMEWORK OF THE UNIVERSITY
NETWORK FOR CLIMATE AND ECOSYSTEMS CHANGE
ADAPTATION RESEARCH (UN-CECAR)*

15 October-21 October 2013
United Nations University Institute for Sustainability and Peace
(UNU-ISP), Tokyo, Japan

Edited by
Srikantha Herath
Soo Huey Teh



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PREFACE

The Postgraduate Course on *Leadership for Sustainability* was developed as part of the curriculum development programme, which is one of the three main activities undertaken by the *University Network for Climate and Ecosystems Change Adaptation Research (UN-CECAR)*. UN-CECAR was established in 2009 June as a follow up activity of an international conference and a discussions workshop on the Role of Higher Education Sector in Climate Change Adaptation, organized at the United Nations University Headquarter Building.

While the importance of having sustainability as an underlying principle for development is widely accepted, mainstreaming sustainability in every day activities needs champions. Nurturing tomorrow's leaders who understand and promote sustainability principles is as important as developing adaptation strategies for climate and ecosystems change based on sustainability science. UN-CECAR has recognised the importance and timeliness of the topic and decided to take up *Leadership for sustainability* as its topic for focus in 2013.

Following up, the 7th UN-CECAR International Conference was organized at Tsinghua University in Beijing, China on 16th June, 2013 on "Leadership for Sustainability" theme. Specialists nominated by UN-CECAR partner universities, resource persons from UN and international organisations participated in the conference to exchange information, brainstorm and discuss what element would make up a training program on leadership for sustainability. At the end of the conference, a panel summarized the conference recommendation and proposed some salient features to be adopted for LS curriculum to be developed under the UN-CECAR for postgraduate education program.

The 7th UN-CECAR strategic planning meeting followed the conference where the curriculum for a course on leadership for sustainability was discussed at length. Two task groups carried out the discussion, one focusing on *leadership* aspects and the other group focusing on *sustainability* aspects. Then the two groups combined the different elements to develop a regular course on leadership for sustainability. The task group further submitted outlines for each of the topics and based on these UNU called for nominations for resource persons for the course. The courses that are offered in October 2013 is the outcome of this process. I am confident that they provide an up to date comprehensive approach to develop leaders to promote sustainability. We hope this course would provide the basis for identifying, challenges and opportunities in the region for further in-depth analysis and research.

On behalf of UN-CECAR, I would like to thank all the experts who have agreed to develop course content and make them available for interested higher education institutions engaged in climate and ecosystems change

research. We are very much thankful to the Global Leadership Initiative of the University of Tokyo for the support they have given in developing the courses, materials and organization of the course, without which we would not have been able to achieve this outcome.

*Srikantha Herath
UN-CECAR Programme Coordinator
Academic Director, Institute for Sustainability and Peace
United Nations University*

FOREWORD

In December, 2009, the UN General Assembly amended the UNU Charter to make it possible for UNU to grant and confer masters degree and doctorates, diplomas, certificates and other academic distinctions under the conditions laid down for that purpose in the statutes by the Council. With this development it has become possible for UNU-ISP to provide credited courses to postgraduate students around the world. The *Leadership for Sustainability* course offered in 2013 Fall session was developed by the University Network for Climate and Ecosystems Change Adaptation Research (UN-CECAR) and offered as a postgraduate credited course.

Although this is the first time this course is offered, there were many applicants. We have selected the best match among the applicants with the aim of the courses, both in terms of academic and professional backgrounds and with regard to demonstrated interest in issues of global concern.

During these 10 days, we hope the participants will study on ways to provide leadership to mainstream sustainability. The course is practically oriented and will be taught by a highly qualified and diverse team of scholars. Getting to know, and learning from, fellow participants from different parts of the world will be another important part of the study that would provide a deeper insight to the problems and challenges the world is facing today.

I hope that this pilot course participants will make the best out of the postgraduate course that and will contribute actively to the discussions in class. Such reflections of what was learnt and experienced here at UNU-ISP will not only help the future work and other activities of the participants, but will help to improve and expand this course. The Course Director, Counsellors and other staff members of UNU-ISP, including myself, will be happy to assist all of the participants in your activities while in Tokyo. I hope you will find this course to be an enriching and joyful experience.

Kazuhiko Takeuchi
Vice Rector, UNU
Director, Institute for Sustainability and Peace
United Nations University

Part I

LEADERSHIP FOR SUSTAINABILITY
COURSE

INTRODUCTION

The University Network for Climate and Ecosystems Change Adaptation Research (UN-CECAR) is a network of universities and research institutes in the Asia-Pacific and Africa that develop research and education programmes on climate change adaptation, ecosystems change adaptation, and sustainability science. The network aims to bring together the best resources and expertise in joint research for the design of appropriate policy and development strategies, and development of postgraduate education courses and training across respective disciplinary lines. As sponsor and secretariat of UN-CECAR, The United Nations University Institute for Sustainability and Science (UNU-ISP) coordinates and supports activities of the Network and acts as a repository for research and education programs and research outcomes. Key elements of the Leadership for Sustainability course are that it is linked and supported by the associate members of UN-CECAR, partner institutions and networks that have similar objectives and are engaged in the field, and can contribute critical resources such as knowledge and practical training expertise to the postgraduate programmes.

This pioneering course on sustainability leadership aims to foster future leaders with a deep understanding and awareness of sustainability challenges. The course will cover a range of topics such as basic concepts of leadership, trends and insights in leadership, art of leadership development, research on leadership, sustainable development goals, business leadership and sustainability and approaches to sustainability. Students will also receive hands-on training on building negotiation skills.

COURSE DEVELOPMENT

The course development discussion took place as part of the the 7th UN-CECAR strategic planning meeting held on 19th June 2013 (Wednesday) at the Conference Room in Shennongjia National Reserve Building, Shennongjia, China. The meeting was organised with the kind support of Chinese Academy of Forestry and the Tsinghua University, China. The objectives of the discussion was to identify the program outcomes and elements for the Leadership in Sustainability Course.

It was decided to discuss two areas that would constitute the LS curriculum framework- Sustainability and Leadership. The workshop participants were divided into two groups to brainstorm and come up with elements that would be required in each area. Then through a

plenary session the two streams were merged to develop a curriculum on Leadership. The course should contain 15 sessions each of 1.5-2 hours duration and a procedure for evaluation.

Prof. Janette Lindesay from Australian National University led the team on Sustainability and Prof. Sarath Abayakoon from University of Peradeniya led the team on Leadership. The participants of the discussions were:

Prof. Sarath Abayakoon, University of Peradeniya, Sri Lanka

Dr. Hoy Yen Chan, The National University of Malaysia, Malaysia

Dr. Liu Fang, Chinese Academy of Forestry, China

Prof. Srikantha Herath, UNU-ISP, Japan

Mr. Felino Lanuevo, UNU-ISP, Japan

Prof. Diqiang Li, Chinese Academy of Forestry, China

Prof. Janette Lindesay, The Australian National University, Australia

Mr. Hideyuki Mohri, UNU-ISP, Japan

Prof. G. Ni, Tshinghua University, China

Prof. Chanathip Pharino, Chulalongkorn University, Thailand

Prof. Rabindra Shrestha, Tribhuvan University, Nepal

Prof. Dillip K. Swain, Indian Institute of Technology Kharagpur, India

Prof. Hoang Van Thang, Vietnam National University, Hanoi, Vietnam

Prof. Muhammad Shoaib, University of Engineering and Technology Lahore, Pakistan

Prof. Kailash Bihari Lal Srivastava, Indian Institute of Technology Kharagpur, India

Ms. Soo Huey Teh, UNU-ISP, Japan

Mr. Takaomi Tobase, J-Power Consulting, Japan

Prof. Tumiran, Gadjah Mada University, Indonesia

EXPECTED COMPETENCIES/LEARNING OUTCOMES

The program aims to educate/develop leaders with ability to:

- Understand Sustainability and Sustainability Leadership.
- Align business, government and civil society actions with sustainability principles.
- Make informed choices of organizational and leadership models and strategies to realize sustainability.
- Situational Awareness: Relate current context to Sustainability
- Relate Emotional Intelligence with effective Sustainability Leadership
- Motivate and create credibility in sustainability programs
- Collaboration development for Sustainability

PROFILES OF LECTURERS

This course will be taught by an expert teaching faculty comprising of distinguished UN-CECAR scholars and practitioners, academic experts from UNU and other external experts from the field and the UN.

COURSE DIRECTOR

Dr. Srikantha Herath, Academic Programme Director, Postgraduate Programmes; Head, Global Change and Sustainability Section; and Senior Academic Programme Officer, Institute for Sustainability and Peace, United Nations University, Japan

LECTURERS

- Dr. Hans van Ginkel, Professor Emeritus, Faculty of Geosciences, Utrecht University, The Netherlands
- Ms. Jimena Leiva Roesch, Second Committee delegate for the Mission of Guatemala to the United Nations in New York
- Mr. Ir. Wouter T. Lincklaen Arriens, Leadership Coach and Advisor
- Assoc. Prof. Janette Lindesay, Deputy Director, Climate Change Institute and Associate Director (Education), Australian National University (ANU), Australia
- H. E. Alvaro Cedeno Molinari, Costa Rican Ambassador to Japan
- Mr. Surendra Shrestha, Special Advisor and Focal Point for SDGs, United Nations Environment Programme
- Prof. Kailash Bihari Lal Srivastava, Head, Department of Humanities and Social Sciences, Indian Institute of Technology Kharagpur, India
- Ms. Ye Min Wu, Assistant Director, Southeast Asia I Directorate, Ministry of Foreign Affairs, Singapore

SUPPORTING FACULTY AND STAFF

- Mr. Lasse Christiansen, Computer and Web Manager, UNU-ISP
- Ms. Wilma James, Administrative Coordinator, Capacity Development, UNU-ISP
- Mr. Felino Lanuevo, Web Content Manager, UNU-ISP
- Ms. Soo Huey Teh, Programme Associate, UNU-ISP

PROFILES OF LECTURERS

Hans van Ginkel

Professor Emeritus, Faculty of Geosciences, Utrecht University, The Netherlands



Prof. Hans van Ginkel, geographer and urban planner, with academic activities in population, housing and urban development. He was the rector magnificus of Utrecht University from 1986 to 1997 and became then the rector of the United Nations University in Tokyo and under-secretary-general of the United Nations, 1997-2007. Hans van Ginkel was among others vice-president of the European University Association (1994-1998), president of the International Association of Universities (2000-2004) and a member of UNESCO's higher education expert group organizing the World Conference on Higher Education (Paris, 1998). He became a member of the Social Science Council of the Academy of Sciences of the Netherlands in 1992, a member of the Academia Europea in 2001 and of TWAS, the Academy of Sciences for the Developing World in 2005. He holds five honorary doctorates (Cluj-Rumania, Sacramento-California, Accra-Ghana, Zvolen-Slovakia and McMaster-Canada), is Knight in the Order of the Netherlands' Lion and received the Order of the Rising Sun, grand cordon, Japan.

Srikantha Herath

Academic Programme Director, Postgraduate Programmes; Head, Global Change and Sustainability Section; and Senior Academic Programme Officer, Institute for Sustainability and Peace, United Nations University, Japan



Dr. Srikantha Herath engages in research and education in water security, climate change and natural disaster risk reduction. His postgraduate teaching and research currently focuses on global change impacts on environmental processes, especially related to atmospheric process with applications in urban hydrology, flood forecasting, damage estimation, sediment transport and water cycle change assessment using physically based distributed hydrological modelling aided by Remote Sensing and GIS. In addition to various other current professional positions, he holds a position as Visiting Professor, Integrated Research System for Sustainability Science (IR3S), The University of Tokyo.

Jimena Leiva Roesch
Second Committee delegate for the Mission of
Guatemala to the United Nations in New York



Ms. Jimena Leiva Roesch is the Second Committee delegate for the Mission of Guatemala to the United Nations in New York. She works towards advancing the global sustainable development agenda. She has co-led various proposals that have gained international support such as the Sustainable Development Goals (SDGs), the 10 Year Framework of Programmes on Sustainable Consumption and Production (10YFP). She served as a facilitator for the negotiations on the Rio+20 outcome document and has represented the voice of the developing world in the climate change negotiations. For the past two years, she has the opportunity to be involved in negotiations of the Security Council. Currently, Guatemala is a member of the Security Council (2012-2013); her portfolio includes the stabilization process in Somalia and the security implications of climate change on the maintenance of international peace and security.

Ir. Wouter T. Lincklaen Arriens
Leadership Coach and Advisor



Mr. Wouter Lincklaen Arriens works with aspiring leaders in Asia who want to expand beyond self-imposed limitations. His coachees include mid-career and senior specialists, and executives. He also helps young professionals and youth leaders. As a champion at the Asian Development Bank for water security and governance in the region from 1993 to 2013, he led a stream of innovations including the Water for All policy, integrated water resources management in river basins, Network of Asian River Basin Organizations, Asia-Pacific Water Forum, Asian Water Development Outlook 2013, and the Global Quality Standards for Water Leadership Development Programs. His experience ranges from community-managed to large infrastructure projects, national policies and sector reforms, regional and global knowledge networks, journalist workshops, television documentaries, and summits for government leaders. After his first assignment in Indonesia in 1979 he has lived in Asia full-time since 1985. He holds an Ir. (Masters) degree in tropical land and water management from Wageningen University in the Netherlands, with specialization in policy and management, and is a trained coach and facilitator.

Janette Lindesay**Associate Director Education and Deputy Director,
Fenner School of Environment and Society, Australian
National University, Australia**

Assoc. Prof. Janette Lindesay is a Deputy Director of the ANU Climate Change Institute. She holds an Honours degree in geography, a Postgraduate Teaching Diploma and a Doctorate in statistical and dynamical climatology from the University of the Witwatersrand (Johannesburg). Her principal research interests are in climatic variability, climate change impacts and vulnerability; her current research focuses on low-frequency fluctuations in Australian rainfall in the context of the El Nino Southern Oscillation and other large-scale climate system influences. She chairs the Atmosphere Reference Group for the ACT Region State of the Environment Report, and has been President of the Canberra branch, Australian Meteorological and Oceanographic Society. She is a member of three professional meteorological societies and serves on the editorial boards of two international journals.

Alvaro Cedeno Molinari**Costa Rican Ambassador to Japan**

Ambassador Alvaro Cedeno Molinari is a proponent of green growth for his government, engaging through eco-diplomacy with government, corporate, NGO and academic leaders. A lawyer by profession, he obtained masters degrees in Peace and Conflict Transformation at Tromso University in Norway, and Public Policy and Management at Carnegie Mellon University in Australia. For ten years, he served as an international volunteer in the field of intercultural competence building for peace. For eight years he has served as a public officer for the Costa Rican government as chief of staff for the Ministry of Foreign Trade, Commercial Counselor at the Costa Rican Embassy in Beijing, China, and in his current position since 2011. He is a firm believer in bioliteracy as a means to spark innovation for regenerative development of ecosystems.

Surendra Shrestha
Special Advisor and Focal Point for SDGs, United Nations Environment Programme



Mr. Surendra Shrestha has assisted the SDG since its inception in the Rio+20 process. He has also served as Director in UNEP HQ with Strategic Planning and Resource Mobilization. Before taking up the assignment in Nairobi, Mr. Surendra Shrestha served as the Regional Representative for UNEP in Asia and the Pacific region. He is specialized on environment sustainability and environment dimension of sustainable development.

Kailash Bihari Lal Srivastava
Head, Department of Humanities and Social Sciences, Indian Institute of Technology Kharagpur, India



Prof. KBL Srivastava engages in teaching research and consulting in Human Resource Management, Organizational Behaviour, Leadership, Performance Management, Knowledge and Innovation management. His postgraduate teaching and research currently focuses HRD, Leadership, CSR and Corporate affairs, Learning organizations and Innovation management in Knowledge intensive firms. Current projects include on Impact of CSR on local communities, Social cost benefit analysis for environmental clearance and social impact of Business.

Ye Min Wu
Assistant Director, Southeast Asia I Directorate, Ministry of Foreign Affairs, Singapore



Ms. Ye-Min Wu is an Assistant Director at the Ministry of Foreign Affairs, Singapore. She joined the Ministry in 2005 after graduating from Johns Hopkins University. From 2009-2012, she served at the Permanent Mission of Singapore to the United Nations in New York. While at the Mission, she was involved in negotiations pertaining to sustainable development and climate change at the United Nations.

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OUTLINE & SCHEDULE

LEADERSHIP FOR SUSTAINABILITY COURSE

SESSION 1 Introduction: Srikantha Herath

- The need for a Leadership course
- Focus areas for leaders for sustainability
- Expected learning outcomes

SESSION 2 Basic Concept of Leadership: Wouter T. Lincklaen Arriens

- Leadership, leaders, and leading
- Leadership and management
- Authority and responsibility
- Map for leadership
- Leadership and morals
- Leadership and culture
- Seeing yourself as leader
- Mapping your leadership journey

SESSION 3 Trends and Insights in Leadership: Wouter T. Lincklaen Arriens

- Heroes, relations, and situations
- Transforming, inspiring, and influencing
- Building on strengths
- Skills that make a difference
- Emotional intelligence and awareness
- Leading across boundaries
- Gender issues in leadership

- Leading teams

SESSION 4 Art of Leadership Development: Wouter T. Lincklaen Arriens

- Research findings for leadership development
- Boundary-spanning leadership
- Strengths-based leadership
- Personality types and learning styles
- The 70-20-10 rule
- Cultural dimensions of leadership
- Personal leadership development plans
- Authentic leadership and balancing power

SESSION 5 Research on Leadership: Wouter T. Lincklaen Arriens

- Fostering government-corporate-society partnerships
- Engaging younger leaders as partners
- Multiplying leadership collectively
- Recognizing and cutting through complexity
- Leveraging sources of power
- Using action logics and memes
- Enabling key dimensions of capacity
- Choosing the appropriate leadership style

SESSION 6 Introduction to Sustainability: Surendra Shrestha

- Global Mega-Trends
- Cities and Waste
- Discussion Topics

SESSION 7 Post-2015 Development Agenda: Surendra Shrestha

- Rio +20 Background and Process
- Millenium Development Goals
- Sustainable Development Goals

- Discussion Topics

SESSION 8 & 9 Areas of Sustainability: Janette Lindesay

- Biophysical
- Socio Economics
- Energy
- Food

SESSION 10 Indicators and Assessment: Janette Lindesay

- Frameworks
- Tools and Models
- Common indicators(GDP, HDI, etc) and their relevance to sustainability
- Selecting appropriate frameworks and indicators
- Making decisions under uncertainty
- Actions for improvement

SESSION 11 Approaches to Sustainability: Janette Lindesay

- Framework for process
- Strategic thinking
- Planning
- Coordination
- Implementation
- Case studies and hands on exercises

SESSION 12 Leadership Challenges: Kailash Bihari Lal Srivastava

- Corporate challenges for sustainable development
- Leadership challenges in implementation of sustainability
- Measurement issues related to corporate social and environmental performance
- Responsible leadership: Issues and problems
- Case Discussion

SESSION 13 Political Leadership, Civil Society Leadership & Sustainability: Kailash Bihari Lal Srivastava

- Understanding sustainability in broader political, social and geographic context
- Political and social foundation of sustainability
- Role of civil society in environmental protection
- Government strategies for sustainable development
- Case discussion

SESSION 14 Business Leadership and Sustainability: Kailash Bihari Lal Srivastava

- Corporate strategy and sustainable business development
- Leading change towards sustainability
- Development of vision, mission and goals and strategies and building a sustainability strategy for business
- Implementing ISO 26000 (A new standard for social responsibility)
- Identification sustainable business practices and evaluation of corporate social and environmental performance
- Linking business and society through CSR for competitive advantage
- Case discussion

SESSION 15 Innovative Leadership and Breakthrough Thinking I: Hans van Ginkel

- The first example clarifies the ideas on which the MDG strategies was based on and the aims of the strategies.
- The second example clarifies the ideas and discussions that led to the declaration of the decade on sustainable education.

SESSION 16 Bioliteracy and Innovation for Regenerative Development: Alvaro Cedeno Molinari

- Bioliteracy as a pragmatic application of scientific knowledge
- Biomimicry as the design thinking approach to climate change mitigation and adaptation
- Regenerative development as a paradigm to preserve and recover ecosystems

SESSION 17 Innovative Leadership and Breakthrough Thinking II:
Hans van Ginkel

- To illustrate that sustainable development will depend heavily on successful urban strategies.
- The first example show that the Netherlands is not only a country but increasingly becoming just one city.
- The second example will show that the biggest urban agglomeration of China is Pearl (*River Delta*) City, once one overcome existing political and administrative borders.

HANDS-ON TRAINING: BUILDING NEGOTIATIONS SKILLS

SESSION A Building Negotiation Skills: Jimena Leiva Roesch & Ye-Min Wu

- Discussion on empathy and building relationships
- Negotiation exercise
- Sharing on lessons learnt

SESSION B Building Negotiation Skills: Jimena Leiva Roesch & Ye-Min Wu

- Discussion on negotiation tools
- Negotiation exercise
- Sharing on lessons learnt

SESSION C Building Negotiation Skills: Jimena Leiva Roesch & Ye-Min Wu

- Discussion on leadership in negotiations
- Negotiation exercise
- Wrap-up

Leadership for Sustainability Course: October 15-21, 2013
Schedule

Tuesday	15 October 2013
10:00-12:00	Opening and Introduction (Srikantha Herath)
13:00-15:00	Basic Concept of Leadership (Wouter Arriens)
16:00-18:00	Trends and Insights in Leadership (Wouter Arriens)
Wednesday	16 October 2013
10:00-12:00	Art of Leadership Development(Wouter Arriens)
13:00-15:00	Research on Leadership (Wouter Arriens)
16:00-18:00	Introduction to Sustainability (Surendra Shrestha)
Thursday	17 October 2013
10:00-12:00	Post-2015 Development Agenda (Surendra Shrestha)
13:00-15:00	Areas of Sustainability: Biophysical and Socio Economics (Janette Lindesay)
Friday	18 October 2013
10:00-12:00	Areas of Sustainability: Energy and Food(Janette Lindesay)
13:00-15:00	Indicators and Assessment(Janette Lindesay)
16:00-18:00	Approaches to Sustainability (Janette Lindesay)
Saturday	19 October 2013
10:00-12:00	Hands-On: Training Sessions
13:00-15:00	Building Negotiation skills
16:00-18:00	(Jimena Leiva and Ye-Min Wu)
Sunday	20 October 2013
10:00-12:00	Leadership Challenges (KBL Srivastava)
13:00-15:00	Political Leadership, Civil Society Leadership and Sustainability (KBL Srivastava)
16:00-18:00	Business Leadership and Sustainability (KBL Srivastava)
Monday	21 October 2013
10:00-12:00	Innovative Leadership and Breakthrough Thinking I:Policy in the making - Cases of the MDGs and the Decade on Education for Sustainable Development (Hans van Ginkel)
13:00-15:00	Bioliteracy and Innovation for Regenerative Development (Alvaro Cedeno Molinari)
16:00-18:00	Innovative Leadership and Breakthrough Thinking II:Case Studies of Holland City and Pearl City (Hans van Ginkel)

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SCHEDULE

Leadership for Sustainability Course Schedule: October 15-21, 2013

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10:00-12:00	Opening and Introduction (Srikantha Herath)
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13:00-15:00	Bioliteracy and Innovation for Regenerative Development (Alvaro Cedeno Molinari)
16:00-18:00	Innovative Leadership and Breakthrough Thinking II:Case Studies of Holland City and Pearl City (Hans van Ginkel)

Part II

COURSE DESCRIPTIONS

INTRODUCTION

Dr. Srikantha Herath
Academic Programme Director, UNU-ISP, Japan and
Ms. Soo Huey Teh
Program Associate, UNU-ISP, Japan

OBJECTIVES

Development that is sustainable, equitable and nurture human aspirations is more important now than ever. While there is wide recognition of its importance, sustainability concerns always do not receive the attention it needs in our day to day activities. We need leaders to promote sustainability in business, industry, government and education. This introduction provide the motivation, development and outline of the course.

DESCRIPTION

The Postgraduate Course on Leadership for Sustainability was developed under the framework of the University Network for Climate and Ecosystems Change Adaptation Research (UN-CECAR). UN-CECAR is a collaborative initiative of more than 20 leading universities across Asia. It is committed to developing postgraduate educational and research programmes on climate and ecosystems change, adaptation and sustainability science. UNU-ISP acts as the Secretariat for UN-CECAR.

The program aims to educate/develop leaders with ability to understand Sustainability and Sustainability Leadership, align business, government and civil society actions with sustainability principles, make informed choices of organizational and leadership models and strategies to realize sustainability and relate Emotional Intelligence with effective Sustainability Leadership.

The discussions on the development of the course resulted in identifying the following 3 major areas that need to be included in a course for leadership for sustainability.

- Human aspirations and the sustainability of earth systems
 - Development concepts
 - Sustainability of earth systems

- Global agenda for sustainability: Sustainable Development Goals
- What makes a leader
 - Leadership theories
 - Leadership and Society
 - Making leadership decisions
 - Sustainability and leadership
- Sustainability in various sectors: bio-physical and socio-economics
- Sustainability indicators
- Approaches to sustainability

The program also includes hands on training on negotiations and analysis of case studies.

OUTLINE

LEARNING OUTCOMES

Expectation of this course is to motivate participants to;

- Understand Sustainability and Sustainability Leadership.
- Align business, government and civil society actions with sustainability principles.
- Make informed choices of organizational and leadership models and strategies to realize sustainability.
- Situational Awareness: Relate current context to Sustainability
- Relate Emotional Intelligence with effective Sustainability Leadership
- Motivate and create credibility in sustainability programs
- Collaboration development for Sustainability

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BASIC CONCEPT OF LEADERSHIP

Mr. Wouter T. Lincklaen Arriens
Leadership Coach and Advisor

OBJECTIVES

Good leaders have always been expected to be able to solve new problems, capitalize on new opportunities and navigate through the ever-changing landscape of business. Leadership is a complex process by which the leader influences her/himself and others to perform and achieve. Leadership attributes - beliefs, attitudes, values, virtues, ethics, character, knowledge, and skills - can be learned or developed. This session provides the basis for understanding what leadership is and what leaders do to be successful.

DESCRIPTION

This is a highly interactive session exploring the meaning and application of theoretical concepts of leadership to practical situations faced by the majority of people. The plenary conversation will draw out the perspectives and experiences of the participants, and what they have learned from advance reading in preparation for the course. Participants will then work with a buddy to share how they will apply the insights to their own life and work situation.

OUTLINE

1. Leadership, leaders, and leading
2. Leadership and management
3. Authority and responsibility
4. Map for leadership
5. Leadership and morals
6. Leadership and culture
7. Seeing yourself as leader
8. Mapping your leadership journey

LEARNING OUTCOMES

At the end of this session, the participants will be able to:

1. Define what leadership is, how it can be applied, and by whom
2. Understand the difference between leadership and management
3. Distinguish between a leader's use of authority and responsibility
4. Explore an integral perspective on leadership and sustainability
5. Acknowledge a diversity of views about leadership and morals
6. Appreciate how culture can help and hinder leadership
7. Identify opportunities to expand their leadership abilities
8. Apply new insights to balance their inner and outer selves

REFERENCES

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TRENDS AND INSIGHTS IN LEADERSHIP

Mr. Wouter T. Lincklaen Arriens
Leadership Coach and Advisor

OBJECTIVES

Leadership thinking and methods have changed over time as societies have evolved and the industrial age has made way for a knowledge and information age. Most successful organizations have already embarked on a transformation process from a traditional leadership environment to a collaborative leadership environment where the importance of empowering all staffers is recognized. A multitude of leadership methods have been proposed in support of such transformation, each claiming a unique contribution. This session covers important leadership trends and insights that are now available to individuals, teams and organizations to guide them on their journey of transformation.

DESCRIPTION

Learning how to strategically situate and use a variety of leadership methods and insights for the challenges of the world today will support an expansion of awareness and skills to navigate personal and organizational transformations of work. A plenary tour of trends and models will be followed by a hands-on opportunity for participants to explore the 'leader as coach' style, in which participants will have a opportunity to practice their awareness and competencies for leadership with their buddy.

OUTLINE

1. Heroes, relations, and situations
2. Transforming, inspiring, and influencing
3. Building on strengths
4. Skills that make a difference
5. Emotional intelligence and awareness

6. Leading across boundaries
7. Gender issues in leadership
8. Leading teams

LEARNING OUTCOMES

Upon completion of this session, participants will be able to:

1. Appreciate how leadership thinking has evolved to meet societal needs
2. Define leadership in terms of influencing a desired outcome
3. Work with a strengths-based approach
4. Understand current and future skills needed by leaders
5. Explore how to lead across boundaries
6. Enable leadership potential in teams
7. Apply a coaching style with colleagues and clients
8. Reflect on a suitable leadership method in each situation

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ART OF LEADERSHIP DEVELOPMENT

Mr. Wouter T. Lincklaen Arriens
Leadership Coach and Advisor

OBJECTIVES

When organizations in the past adjusted to change, executives often used transactional leadership to manage that change in incremental steps. Training opportunities for leadership development were mostly targeted to managers preparing for a position of authority, often in the middle and later stages of their career. Nowadays, the more complex and rapidly changing conditions in which businesses operate call for more radical, transformational changes. Today's leaders at all levels need a different set of abilities, reflected in transformational leadership. This session builds on leadership theory and research to explore how leadership can best be developed in oneself and others.

DESCRIPTION

Participants in the session will review recent research results on leadership development, including the 70-20-10 rule, and how this can be applied to developing leadership in themselves and others. Applying transformational leadership involves three main arenas. The first is to increase self-awareness and emotional intelligence. Taking online assessments in advance will help the participants in understanding their individual strength profiles, personality type, and preferred learning style. The second arena is to catalyze personal and professional growth, supported by skills development and guided by a personal leadership development plan. The third arena is where leadership abilities are enacted in challenging project assignments, supported by coaching and mentoring. Participants will share salient points of their self-assessments and outline of their personal leadership development plan with their buddy for mutual learning.

OUTLINE

1. Research findings for leadership development
2. Boundary-spanning leadership

3. Strengths-based leadership
4. Personality types and learning styles
5. The 70-20-10 rule
6. Cultural dimensions of leadership
7. Personal leadership development plans
8. Authentic leadership and balancing power

LEARNING OUTCOMES

Upon completion of this session, participants will be able to:

1. Recognize best practice in leadership development
2. Explore boundary-spanning leadership in their own work situation
3. Understand the benefits of a strength-based approach to leadership
4. Catalyze their growth as leader informed by self-assessments
5. Apply the 70-20-10 rule to their own leadership development
6. Incorporate cultural aspects in their leadership development
7. Outline their personal leadership development plan
8. Describe the paradox of power in authentic leadership

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RESEARCH ON LEADERSHIP

Mr. Wouter T. Lincklaen Arriens
Leadership Coach and Advisor

OBJECTIVES

Throughout history, society has expected leaders to make a difference and prepare the path for others. These qualities require leaders to exercise exceptional insight as well as foresight. As Asia and the world at large continue to experience unprecedented changes and sustainability challenges, with more inter-dependencies and greater uncertainties than ever before, the challenges for leadership continue to evolve as well. The purpose of this session is to explore a number of important areas where leadership development is a “work in progress” and further research is urgently needed.

DESCRIPTION

Lincklaen Arriens and Wehn de Montalvo (2013) noted three important shifts in leadership thinking and practice for their significance in catalyzing shared visions, effective projects and sustained outcomes. The first is the trend to expand leadership capacity away from vertical hierarchies to reach horizontally across boundaries of organizations, functions, disciplines, expertise, stakeholders, cultures and geographical areas. The second is about non-executive younger leaders exercising influence collectively. Leadership is no longer seen as limited to the domain of executives (who hold positions with formal authority). The focus of leadership development is rapidly expanding to non-executive younger leaders and even further to youth leaders. And it is increasingly recognized that younger leaders are more adept at exercising influence collectively through groups. The third is about personal mastery empowering every leader’s transformation and results, and manifesting in behavior change and more results (covered in the Art of Leadership Development session). Other important areas for further leadership research include engaging multiple dimensions of capacity for development (individuals, organizations, enabling environment, partnerships, and communities), managing complexity, being a multiplier for results, leveraging sources of power, building on cultural diversity, adapting to worldviews, and using quantitative information. After a plenary overview, participants will discuss with their buddy which areas of research to adopt for study after the course, to enrich their leadership development on the job and contribute case studies to research.

OUTLINE

1. Fostering government-corporate-society partnerships
2. Engaging younger leaders as partners
3. Multiplying leadership collectively
4. Recognizing and cutting through complexity
5. Leveraging sources of power
6. Using action logics and memes
7. Enabling key dimensions of capacity
8. Choosing the appropriate leadership style

LEARNING OUTCOMES

Upon completion of this session, participants will be able to:

1. Nurture partnerships through communication
2. Explore partnering opportunities for younger and senior leaders
3. Catalyze leadership through collective means
4. Develop strategies for cutting through complexity
5. Leverage the powers of relationships, information, and rewarding others
6. Craft messages that appeal to specific stakeholder groups
7. Enable multiple key dimensions of capacity in projects
8. Adapt leadership strategies to situational needs

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INTRODUCTION TO SUSTAINABILITY

Mr. Surendra Shrestha
Special Advisor and Focal Point for SDGs, United Nations Environment Programme

OUTLINE

1. Global Mega-Trends
 - a) Demographic Pattern
 - b) Projecting the Ecological Footprint- 2050
 - c) Consumption vs Environmental Footprint
 - d) Goods Consumption Current & Future
2. Cities and Waste
 - a) Classification of Waste
 - b) Waste Management Hierarchy
 - c) Material Sustainability- Waste as a Resource
 - d) Waste Management
 - e) Global Initiative for Resource Efficient Cities
 - f) Enabling Policy Framework vs. Material Flow Cycles
 - g) Nature Sustainability Cycle
 - h) Disturbance in Natural Cycles
3. Discussion Topics
 - a) Is Humanity on the Right Path to Sustainability?
 - b) Fundamental Shift

POST-2015 DEVELOPMENT AGENDA

Mr. Surendra Shrestha
Special Advisor and Focal Point for SDGs, United Nations Environment Programme

OUTLINE

1. Rio +20 Background and Process
 - a) Pre Rio Process
 - b) Pre Rio Content
 - c) Post Rio Process
 - d) Post Rio Content
2. Millennium Development Goals
 - a) Breakthroughs, Limitations and Methodological Features
 - b) Review (8 Goals)
 - c) UN Post 2015 Task Team
3. Sustainable Development Goals
 - a) SDG Appeal
 - b) Rio +20 SDG Elements
 - c) Guiding Principles
 - d) SDG Framework and Overarching Goals
 - e) Priority Themes
 - f) SDG Concerns
 - g) Future We Want
 - h) SDG Implementation Focus
4. Discussion Topics
 - a) Is Multilateralism Relevant?
 - b) Markets and Mother Nature

AREAS OF SUSTAINABILITY

Prof. Janette Lindesay

Associate Director Education & Deputy Director, Fenner School of Environment and Society, Australian National University

DESCRIPTION

This session introduces the participants to the following areas of sustainability

- Biophysical
- Socio-Economics
- Energy
- Food

OUTLINE

1. Ideas of sustainability and how it has developed
2. Sustainable development goals
3. Areas of sustainability
 - a) Separately and interaction
 - b) Developed and developing country context of sustainability
 - c) Examples (successes and failures)

INDICATORS AND ASSESSMENT

Prof. Janette Lindesay

Associate Director Education & Deputy Director, Fenner School of Environment and Society, Australian National University

OBJECTIVES

This session introduce indicators as tools to (1) provide overviews of the development situations in terms of social, economic and environment; (2) assess the effectiveness or goals of certain interventions or policy measures; and (3) determine the development priorities, provide inputs during the policy-making process, and hence making appropriate decisions to achieve sustainable development.

DESCRIPTION

Sustainable development has become a challenge to policy makers, whereby the development for present needs should not compromise the quality of life of future generations. Thus, the use of indicators has become a useful tool to monitor and assess the sustainability of the development in terms of social, economic and environmental aspects.

Indicators are to provide overview of development progress and the achievements towards sustainable development goals. The indicators quantify data and provide visualizing phenomena, showing trends that enable the policy makers to justify whether there has been improvement, deterioration or no change compared with how things were a few years ago. Furthermore, some common indicators can be used for international comparison with other countries, which hence benchmarking the country achievements globally.

Nonetheless, clear definition of policy goals is crucial in developing appropriate indicators. Defining framework, gathering the data, transforming data into charts, analyzing and assessing the visualizing information are indicators development process. However, there might be limitations and constraints at each step. Such as data availability and reliability during data collection. Sustainability assessment needs an appropriate set of indicators, which is able to give an evaluation from local to global contexts in short and long term perspectives. Thus, indicators assist the decision makers to determine actions should be taken to have sustainable production and consumption, protecting natural resources, enhancing the environment and creating sustainable communities.

In this session, we will learn how indicators can be used for sustainability assessment, from the indicators development process to data analyses, and summarize what the indicator measures tell us.

OUTLINE

1. Introduction on indicators as an assessment tool for sustainable development
2. Indicators development process
 - a) Frameworks
 - b) Availability and reliability of data collection
 - c) Selecting appropriate indicators
3. Analysis and assessment through indicators in terms of social, economic and environmental aspects.
4. Through case studies or examples:
 - a) Examine the trends and behavior of the development situations (national and globally)
 - b) Identify the issues underlying sustainable development
 - c) Assess the policies performance and achievements
 - d) Provide feedbacks, solutions or future plans for improvements or achieving targets and goals

LEARNING OUTCOMES

Students will be able to (1) present statistical data visually to reveal and assess the development trends and situations; (2) define, frame and resolve the issues underlying sustainable development; (3) strategise the future plans, focus areas and directions

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APPROACHES TO SUSTAINABILITY

Prof. Janette Lindesay
Associate Director Education & Deputy Director, Fenner School of
Environment and Society, Australian National University

OUTLINE

1. Framework for process
2. Strategic thinking
3. Planning
4. Coordination
5. Implementation
6. Case studies and hands on exercises

LEADERSHIP CHALLENGES

Prof. Kailash Bihari Lal Srivastava
Head, Department of Humanities and Social Sciences, Indian Institute
of Technology Kharagpur, India

OBJECTIVES

This session introduces students to (1) the challenges faced by leaders in integrating strategy and sustainable development, (2) identification and implementation of sustainable business practices, (3) managing resistance from stakeholders, (4) balancing/trade of between profit and development, (5) responsible leadership.

DESCRIPTION

The focus is on discussing the major challenges faced by the leaders for sustainable development and how to resolve these problems. The major problems are that leaders and companies able to restore growth create jobs and increase access to products, services and livelihood opportunities in a resource-constrained and low-trust world. Leader need to act like champions and should have the passion and aspire that their firms become model of sustainable enterprises. They need to promote and change the governance practice and bring about cultural changes to become sustainable. The leadership should clarify the values, set an example by aligning actions with shared visions, inspire a shared vision, challenge the current processes, enable others to act by fostering collaboration through trust and relationship building, and also recognize the contributions made by the people for their excellence. They need to transform their companies to make them sustainable through various measures. They should also be concerned with the measurement problems in terms of their environmental social performance, developing indices and its impact on performance. The achievement of transformational change will be impossible without substantial innovation in business models, science and technology, financing mechanisms, market incentives and governance institutions. In order to lead changes we need to address certain questions like are we developing the necessary Individual Leadership Skills to drive change? Have we established adequate Institutional Leadership Structures within our companies to learn from stakeholders and embed change? and Are we investing sufficiently in Interactive Leadership Platforms in partnership with others beyond our own companies to scale change?

OUTLINE

1. Corporate challenges for sustainable development
2. Leadership challenges in implementation of sustainability
3. Measurement issues related to corporate social and environmental performance
4. Responsible leadership: Issues and problems
5. Case Discussion

LEARNING OUTCOMES

Obtain knowledge and skill to comprehend the challenges faced by the leaders in sustainable development with regard to accountability and responsibility, implementation of policies and programs for sustainable business practices, factors affecting the success and failure of responsible leadership.

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POLITICAL LEADERSHIP, CIVIL SOCIETY LEADERSHIP AND SUSTAINABILITY

Prof. Kailash Bihari Lal Srivastava
Head, Department of Humanities and Social Sciences, Indian Institute
of Technology Kharagpur, India

OBJECTIVES

This session introduces students to understand the developments in environment-related policy-making at both national and international levels, impact of political institutions and structures on company's CSR policy, the role and strategy of Governments towards sustainability in broader political, social and economic contexts, the role and involvement of civil society organizations (CSOs) in sustainable development, the roles of democracy and federalism in sustainable development.

DESCRIPTION

The lecture on political and civil society leadership would mainly focus on the role of political leadership and the initiative taken up the leaders for the cause of sustainability. The discussion will start with examining the political roots of sustainability and how a nation's political institutional structure initiates changes and promote policies and regulations to make choices for adopting practices for responsible business through CSR activities. It will also examine the links between CSR, domestic political structures, and corporate political activity. How the Government decides about the national environmental policies and strategies for sustainable development. How the social and political activity influences firms to adopt CSR activities to create a sustainable environment. Next, the discussion will be on the role of civil society/NGO in influencing the Government and business to bring a change in their policies about the environment and sustainable development. Does democracy better facilitates sustainable development? What are the role Multipartite Governance initiatives in Environment and Sustainable Development Decision-making? Other issues like, green taxation, experiments with carbon dioxide levies, urban road pricing, and resource charges will also be examined. Finally cases would be taken up to discuss and relate concepts with real life situations in the class.

OUTLINE

1. Understanding sustainability in broader political, social and geographic context
2. Political and social foundation of sustainability
3. Role of civil society in environmental protection
4. Government strategies for sustainable development
5. Case discussion

LEARNING OUTCOMES

Develop understanding about the role of political leadership including political institutions and political structures, national Governments and their strategies in sustainable development, civil society organizations; and managing and handling them to lead changes towards sustainability

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BUSINESS LEADERSHIP AND SUSTAINABILITY

Prof. Kailash Bihari Lal Srivastava
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of Technology Kharagpur, India

OBJECTIVES

This session introduces students to (1) the role of business leadership in sustainable development through aligning corporate strategy with sustainable development practices, (2) adopting appropriate leadership style, (3) leading as change managers and inducing changes in structures, system and process and employee attitudes by adopting sustainable business practices, following, linking strategy, corporate goals and sustainability.

DESCRIPTION

Sustainability now appears to be the strategic imperative of the new millennium and is building momentum similar to the excellence, quality, and reengineering movements. The corporate world needs to understand that business practices are adopted to support sustainable development as they are going to exploit the natural resources like water, minerals etc for producing goods and services. They need to go for using technologies and production process which are nature friendly and sustainable in the long run. Company values are the only way to ensure managers do the right thing in all situations around the world. Embedding sustainability into a firm's core values helps align employees with the organization's sustainability agenda. Corporate must understand their environmental and social responsibility and should implement standards like ISO 14000, and ISO 26000. Business need to regularly evaluate their performance on account of society (CSP), and indentify system, structure and practices which are aligned with sustainability. CSP can be treated as a business strategy. The relationship between CSP and organizational performance needs to be explored in the long term. Management should follow corporate governance and ethical practices in its activities so that business can contribute to the social good and prevent social harm. The Sustainability Leadership provides a road map and best practices that can be used to structure management's approach to their sustainability endeavors no matter the industry or size of company. Some of the majors that companies need to take include developing more inclusive business

models and ecosystems that aim to increase access to products, services and livelihood opportunities among low-income producers, employees and consumers, They need to spread international norms and standards in areas such as human rights, labour, anti-corruption and the environment, and holding themselves publicly accountable for measuring and reporting their non-financial as well as their financial performance. Corporate must submit their sustainability or corporate responsibility performance report annually. A small number of companies have started to do integrated reporting, combining their sustainability and financial reports. Finally cases would be discussed where companies have adopted sustainable business practices and performed well.

OUTLINE

1. Corporate strategy and sustainable business development
2. Leading change towards sustainability
3. Development of vision, mission and goals and strategies and building a sustainability strategy for business
4. Implementing ISO 26000 (A new standard for social responsibility)
5. Identification sustainable business practices and evaluation of corporate social and environmental performance
6. Linking business and society through CSR for competitive advantage
7. Case discussion

LEARNING OUTCOMES

To understand the how business leadership can align corporate strategy with sustainable development, use of appropriate leadership styles, creating vision, mission and goals, and adopting sustainable business practices for competitive advantage developing strategy for sustainability, Evaluating corporate environmental and social performance

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Policy in the making - Cases of the MDGs and the Decade on Education for Sustainable Development

Prof. Hans van Ginkel

Professor Emeritus, Faculty of Geosciences, Utrecht University, The Netherlands

OBJECTIVES

To demonstrate how innovative leadership and breakthrough thinking is crucial for successful global consensus building and effective policy making.

DESCRIPTION

This lecture aims to give some impressions of the conditions under which policy making has to be realised. The new millennium provided an opportunity to build world wide consensus to improve quality of life everywhere. To arrive at a compelling set of objectives this aspiration has to be balanced with financial commitments and political expectations. This was achieved through broadening the scope with detailing the agenda. Around the year 2000, there was little political support for Sustainable Development, which had to be overcome through more effective communication and education. The decision making on *The Decade on Education for Sustainable Development (ESD)* illustrates, how overtime, there has improved support for sustainable development world wide.

OUTLINE

1. The first example clarifies the ideas on which the MDG strategies was based on and the aims of the strategies.
2. The second example clarifies the ideas and discussions that led to the declaration of the decade on sustainable education.

LEARNING OUTCOMES

Kofi Anan (former SG of UN) often said *Complex problems have no simple answers*. This examples serve to awaken the understanding of the real meaning of this statement.

REFERENCES

We, the Peoples, the role of the United Nations in the 21st Century.

BIOLITERACY AND INNOVATION FOR REGENERATIVE DEVELOPMENT

H. E. Alvaro Cedeno Molinari
Costa Rican Ambassador to Japan

OBJECTIVES

This lecture aims to:

- Achieve intellectual tools to bend traditional mindsets and paradigms in order to redesign the world with ecosystems at the core;
- Awaken curiosity about other fields of professional, technical or intellectual activities that can enrich our approach about present and future challenges faced throughout our work;
- Provoke discussion among participants to collaborate and connect for the creation of shared value.

It will introduce students to the concepts of: 1) bioliteracy as a pragmatic application of scientific knowledge; 2) biomimicry as the design thinking approach to climate change mitigation and adaptation; and 3) regenerative development as a paradigm to preserve and recover ecosystems through viable human societies that can generate economic wealth sustainably.

DESCRIPTION

Einstein said that we could not solve problems by thinking in the same way we did when we fell into them. This lecture proposes a different mindset to think about viable proposals for solution of the environmental crises' diagnoses available.

Much of the elemental science required both to understand such diagnoses as well as to generate creative ideas that can lead to effective transformation have been learned by most people that have been through elementary school. Unfortunately, such information has been temporarily forgotten under piles of other information that is not as critical to deal with the unprecedented global situation that planet Earth faces in the anthropocene. A brief reminder of this science is what bioliteracy

is all about, allowing us to re-prioritize what we already know as we move forward in a quest for advanced civilizational progress.

Most industrial development and technological innovation that occurred during the XX Century will become obsolete during this XXI Century, as we become more and more informed about the ecological footprint humankind has, particularly because of the tools employed to achieve the standard of living enjoyed by most in today's world. That industrial paradigm will be replaced in the coming decades by technologies that will result from a creative process that will embrace environmental limits and economic externalities as constraints for design thinking. This means that innovation will not be just aimed at making human life more comfortable, but also at making life on planet Earth more viable. This will imply a radical departure from the current comfort zone, but one that will represent an era of opportunity for humankind. New leaders will be those that move first or adapt faster to change.

The expected consequence, one that is desired, urgent and indispensable in order to preserve life on Earth, is a regeneration of ecosystems that support all life. In that process, societies will become empowered and engaged in activities that will also provide financial resources that will support a virtuous cycle of economic and ecological growth.

The measure of success will likely move from the traditional metrics that track economic productivity growth towards metrics that incorporate natural capital, or economics of ecosystems and biodiversity. This means that the standards of wealth and development will likely change, creating vast opportunities for international cooperation and, most particularly, for the creation of shared value among diverse actors worldwide.

OUTLINE

Lecture - PowerPoint presentation (approx. 60')
Discussion (approx. 40')

LEARNING OUTCOMES

Awaken out-of-the-box thinking regarding proposals for transformation of global and local environmental challenges.

REFERENCES

Global Footprint Network: www.footprintnetwork.org

Worldometers: www.worldometers.info

New York City's greenhouse gas emissions as one-ton spheres of carbon dioxide gas: <http://www.youtube.com/watch?v=DtqSIplGXOA&list=PL6A78051425207872&index=1>

Sustainable Urban Futures - Cases of Holland City and Pearl City

Prof. Hans van Ginkel

Professor Emeritus, Faculty of Geosciences, Utrecht University, The
Netherlands

OBJECTIVES

To demonstrate that innovative leadership and breakthrough thinking
is imperative to cope with challenges of the urbanisation.

DESCRIPTION

This lecture introduce the students to the new world of the 21st century
characterised by widespread urbanisation. It takes the case studies of
Holland and Pearl (*River Delta*) City to demonstrate that by changing
the perspective one can identify the true picture of modern urban
conglomerates where urban and rural landscaped mix to form new
opportunities and challenges.

OUTLINE

1. To illustrate that sustainable development will depend heavily on
successful urban strategies.
2. The first example show that the Netherlands is not only a country
but increasingly becoming just one city.
3. The second example will show that the biggest urban agglom-
eration of China is Pearl (*River Delta*) City, once one overcome
existing political and administrative borders.

LEARNING OUTCOMES

To look at major complex problems from different perspectives, which provide new insights and new solutions.

REFERENCES

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Part III

HANDS ON TRAINING

BUILDING NEGOTIATION SKILLS

Ms. Jimena Leiva Roesch

Second Committee delegate for the Mission of Guatemala to the United Nations, New York

Ms. Ye-Min Wu

Assistant Director, Southeast Asia I Directorate, Ministry of Foreign Affairs, Singapore

OBJECTIVES

This session introduces participants to (1) tools that can enhance their skills as a negotiator; (2) challenges and dilemmas negotiators face when dealing with global sustainability issues; and (3) examples of inter-governmental negotiations on sustainability issues at the United Nations (UN).

DESCRIPTION

There is a need for leaders who can negotiate and attain solid outcomes on global sustainability issues. To reach effective agreement among multiple stakeholders amidst varying political and economic interests, leaders need to be equipped with strong negotiation skills. These skills can be developed through practical application and experience. There are also tools that can enhance a negotiator's skillset.

This session will focus on the tools for building negotiation skills. It will look at the importance of empathy and building relationships in any negotiation. Through role-play and tailored negotiation exercises, participants will get a flavor of the complexity of multilateral negotiations on sustainability issues at the UN. Participants will also learn about the challenges faced by negotiators.

Recent UN Framework Convention on Climate Change (UNFCCC) Conferences held in Copenhagen, Cancun, Durban and Doha have also seen different expectations and negotiated outcomes due to the leadership of the various Conference Presidencies, the state of the world economy and new alliances at play. Participants will discuss how the different leadership styles of the Presidencies and other factors influenced the negotiated outcomes of these global meetings.

OUTLINE

Session A

1. Discussion on empathy and building relationships
2. Negotiation exercise
3. Sharing on lessons learnt

Session B

1. Discussion on negotiation tools
2. Negotiation exercise
3. Sharing on lessons learnt

Session C

1. Discussion on leadership in negotiations
2. Negotiation exercise
3. Wrap-up

LEARNING OUTCOMES

Enhance participants' negotiation skills on sustainability issues through experience and practice. Participants will also gain a better understanding of UN negotiations on sustainability issues.

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