

10
GREEN
GUIDE TO

ORGANIZATIONAL OPERATIONS

TRAINER'S GUIDE

MODULE 10: GREEN GUIDE TO ORGANIZATIONAL OPERATIONS

TRAINER'S GUIDE

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INTRODUCTION

This **Trainer's Guide** provides the information, suggested content, activities, and support materials needed to facilitate a one-day workshop, on **Green Guide to Organizational Operations (G2O2)**. This workshop was developed as part of the Green Recovery and Reconstruction Toolkit (GRRT) under the Humanitarian Partnership program between the World Wildlife Fund and American Red Cross Tsunami Recovery Program.

The one-day workshop covered in this guide is designed as a standalone event, but can be combined with other GRRT training materials to create a multiday workshop. When this workshop is combined with other GRRT workshops, the opening session should be modified to reflect the subject matter of the combined workshop materials.

Overall Learning Objectives for a One-day Workshop

By the end of this workshop, participants will be able to:

1. Describe the three core strategies of Green Organizational Operations and how they can be used to implement a plan for reaching greening goals and targets.
2. Assess opportunities for improving the environmental performance of the operational aspects of organizations and identify specific areas to address.
3. Describe three examples of "action items" for greening and discuss how they can be instituted within each of the core strategies.
4. Assign responsibility, motivate staff, and develop a green team to participate in greening efforts.

BEFORE THE WORKSHOP

As part of your workshop preparation, you will need to review each of the points below and decide how each one will be addressed. You may need to coordinate some of these issues with the workshop sponsor, host, lead facilitator, and/or the manager at the workshop venue.

Agenda

Update the agenda to incorporate changes in the workshop. A template for the agenda can be found in the electronic file of the Workshop Materials.

Prepare sufficient copies of the agenda for each participant.

Workshop Supplies

Ensure that each participant has sufficient pens, paper, and other materials and that there are sufficient flip charts and marking pens for the workshop exercises. See guidelines for other supplies in *Module A, Toolkit Guide*.

Content Paper and Handouts

It is expected that the Content Paper for this module will be provided to the participants at the beginning of the workshop. The paper contains a number of references that will be used during the workshop.

The trainer should decide in advance of the workshop whether the participants will receive the following:

- A separate workshop workbook (e.g., ring binder) or a folder for holding handouts
- Thumbnail copies of the PowerPoint presentations. Note that the answers to many of the questions posed are given on the slides.

Electronic Copies of Materials

Each of the Green Recovery and Reconstruction Toolkit training modules includes a CD with the files of the Content Paper, Trainer's Guide, PowerPoint presentation, and other workshop materials and reference materials.

Adapting Materials to the Audience

The trainer's guide and materials are designed to have as universal an application as is practical. However, some trainers may feel that the workshop will be more effective if some of the examples, case studies, or other details are adapted to match the specific training needs and interests of the local audience. If so, trainers are encouraged to make those adaptations.

Day Before the Workshop

Make sure the data projector, computer, screen, extension cords, flip charts, markers, and all the participants' supplies are in place. Do a test run of all your PowerPoint files to make sure all animation is working properly and that changes to the files have been made as needed to tailor the content to your audience. Confirm that all printed materials have been copied and are ready to be handed out. For additional workshop planning tips, see *Module A, Toolkit Guide*.

Small-Group Formation

A significant part of the workshop is devoted to group activities. The formation of these groups is an important consideration. You will need to balance the number of participants in the workshop with the mechanics and learning objectives for each group activity.

It is generally recommended that participants sit at large tables in groups of 4 to 6. Whenever practical you may simply form the workgroup based on those table groupings. You will need to be prepared to assign participants to groups in order to achieve the activities' objectives.

An additional consideration may be the desire for groups to reflect the diversity of the participants, i.e., each group would incorporate gender balance, and a proportionate representation of humanitarian workers with conservation/environmental workers, government and/or private sector workers, expatriate and national staff where appropriate. The main concern is that each group includes participants who have the skills necessary to ensure the group as a whole can complete the assigned activity.

It is up to you to decide whether to change group membership during the workshop. However, the one-day length of the workshops makes it likely that keeping workgroups together from the beginning of the workshop would be most productive, as it would allow for the progressive development of intra-group relations and mutual capacities during the workshop.

WORKSHOP MATERIALS

The following materials need to be assembled and adequate copies made before the workshop begins. All of the materials for this workshop are on the CD for this module. The facilitator's materials and handouts, as well as additional instructions for photocopying, are in the file that includes the phrase "workshop materials."

Handouts

See the Workshop Materials package for all Workshop Handouts. Handouts are noted in this guide with a check box:

- ☐ Workshop Agenda

References

For additional background on G2O2, check the Annexes in the Content Paper:

- Annex 1: References and Resources
- Annex 2: Greening Guidelines
- Annex 3: Life Cycle Assessment (LCA)

WORKSHOP PLAN OVERVIEW				
TIMES	ACTIVITY	METHODOLOGY	TRAINER	TIMING
SESSION 1 INTRODUCTIONS AND WORKSHOP OVERVIEW				
8:30 – 9:00	<ul style="list-style-type: none">• Introductions• Objectives• Overview of Workshop Agenda	Self-Introductions, Presentation, Index Cards		30'
SESSION 2 INITIAL ASSESSMENT AND BENCHMARKING				
9:00 – 9:15	Greening Background	Presentation		15'
9:15 – 9:45	Initial Assessment	Small-Group Work/Debrief		30'
9:45 – 10:00	Benchmarking	Interactive Presentation		15'
10:00 – 10:30	Refreshment Break			
SESSION 3 GOAL SETTING				
10:30 – 11:00	Developing Goals	Presentation/Brainstorm		30'
11:00 – 11:40	Case Study Analysis	Small-Group Work		40'
11:40 – 12:00	Debriefing the Analysis	Group Reports		20'
12:00 – 1:00	Lunch			
SESSION 4 ENGAGING STAFF AND MONITORING				
1:00 – 1:30	Options for Engagement	Presentation/Brainstorm		30'
1:30 – 1:45	Tools for Monitoring	Interactive Presentation		15'
1:45 – 2:15	Monitoring Formats	Small-Group Work		30'
2:15 – 2:30	Debriefing the Tables	Group Reports		15'
2:30 – 3:00	Refreshment Break			
SESSION 5 ACTION AND PUBLIC RELATIONS				
3:00 – 3:30	Action Plans	Presentation/Brainstorm		30'
3:30 – 4:20	Action Items	Small-Group Work		50'
4:20 – 4:30	Public Relations	Interactive Presentation		10'

WORKSHOP PLAN OVERVIEW				
TIMES	ACTIVITY	METHODOLOGY	TRAINER	TIMING
SESSION 6 EVALUATIONS AND CLOSING				
4:30 – 4:45	Evaluations	Participants Complete Evaluations		15'
4:45 – 5:00	Next Steps	Participant Roundtable		15'
5:00 – 5:15	Closing Thoughts	Participants and Leaders		15'
5:15 – ??:??	Follow-up Plans	Participants and Leaders		??'

PLAN FOR SESSION 1: INTRODUCTIONS AND WORKSHOP OVERVIEW

SESSION TIME	30 minutes after registration
OBJECTIVES	<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Describe the workshop objectives. • Identify the other workshop participants.
ESSENTIAL CONTENT	<ul style="list-style-type: none"> • Participants introduce themselves and write one workshop expectation. • Facilitator presents the workshop objectives and agenda.
OUTPUTS	<ul style="list-style-type: none"> • Participant expectations are written on large index cards.
PREPARATION	<ul style="list-style-type: none"> • Create signs directing participants to workshop room if necessary. • Create a welcome sign with name of workshop. • Adapt the PowerPoint slides to the region, if necessary. • As participants register, give them a card and ask them to review the workshop agenda and write down one thing they would like to learn or take from this workshop. These cards can be posted on a flip chart for later comment during the presentation of slide # 1.8, "Your Expectations."
RESOURCES	<ul style="list-style-type: none"> • Data projector and screen • Flip charts and markers • Name badges and table tent cards • Post-it notes, large index cards • Content paper
HANDOUTS	<ul style="list-style-type: none"> • Module 10 Green Guide to Organizational Operations (G2O2) Content Paper • Workshop agenda • 10.1.1 Green Recovery and Reconstruction Toolkit
FACILITATOR NOTE	<ul style="list-style-type: none"> • Determine well in advance of the workshop what the local customs and expectations are for opening the workshop. In some locations, customs require government participation and traditional ceremonies. Make sure the appropriate people are invited, on the one hand, but endeavor to make their involvement as brief as is practical. Prepare suggested opening comments for a guest speaker, if appropriate. Otherwise, or in addition, invite the workshop host to officially open the workshop, welcome the participants, and comment on the reason the workshop is being held. • If the opening ceremony requires more than the time shown in this Trainer's Guide, then the daily schedule will need to be modified. • The facilitator should be familiar with sustainable operations and management. He or she should be prepared to share a couple of organizational greening examples. He or she can gain this familiarity by reading the Content Paper and the references listed at the end.

Registration and Greetings

(30 minutes)

It is important to prepare the workshop agenda showing a start at least 30 minutes before the actual beginning of the formal welcome and opening remarks. Otherwise, too many participants will show up a few minutes late, then register, collect their materials, and greet old friends before they take their seats and prepare to start the workshop.

Slide # 1.0, Organizational Operations. This identifying slide should be on the screen during registration.

Slide # 1.1, Acknowledgements. This slide can be put on the screen just before the workshop starts to acknowledge sponsors. You can add any other local names/logos for additional acknowledgement. If there are any formal speakers/ceremonies, this is the time to use for them. You can also refer to information in Handout 10.1.1, which can be distributed to participants at this time if appropriate.

❑ 10.1.1 Green Recovery and Reconstruction Toolkit (GRRT)

SESSION TIME	ACTIVITY	METHODOLOGY	TRAINER	TIMING
8:30 – 9:00	<ul style="list-style-type: none"> • Introductions • Objectives • Overview of Workshop Agenda 	Self-Introductions, Presentation, Index Cards		30'

Activity 1.1 Introductions

(15 minutes)

Slide # 1.0, Introduction and Overview. The workshop host should welcome the participants and introduce the training team (including anyone offering administrative or technical support). This should be an enthusiastic welcome in which the host explains the importance of this workshop in the larger scheme of things.

Slide # 1.1, Introductions. Invite participants to introduce themselves, referring to the instructions on this slide. Each introduction is to be very brief – emphasize this and gently prompt anyone who goes over a reasonable length of time. The facilitators can model this by presenting themselves using these instructions.

(Note: This is only one option; there are many ways to carry out introductions. The important thing is to ascertain experience in greening issues.)

When all introductions have been made, comment on the diverse backgrounds and experience in the room and how this diversity will enrich the overall learning experience.

Ask participants to write the name they want to be called on their nametags and on the table tent cards. Ask them also to review the participants' list and notify the administrative assistant of any corrections needed.

Activity 1.2 Workshop Purpose, Expectations, and Ground Rules

(15 minutes)

Slide # 1.2, Green Recovery and Reconstruction Toolkit. It should be helpful to place this workshop within the context of the overall GRRT training project. Discuss the bullet points on this slide: The Green Recovery and Reconstruction training toolkit was developed by WWF and the American Red Cross. It is based on an innovative five-year partnership between WWF and the American Red Cross that was formed after the 2004 Indian Ocean tsunami and is designed to integrate environmental sustainability into American Red Cross's recovery and reconstruction processes in Indonesia, Sri Lanka, Thailand, and Maldives.

Slide # 1.3, 10 Program Modules. Name the other modules from the second slide. Point out that most participants who attend the Module 10 workshop would also benefit from attending the modules 1 – 3 workshops.

Hand out the 10.1.1 Green Recovery and Reconstruction Toolkit document at the end of the presentation, indicating that it contains more information. (If all of the participants have previously taken another GRRT module and if they received this handout at that workshop, it will not be necessary to hand it out again during this workshop.)

Slide # 1.4, GRRT Principles. These six principles have guided the development of the GRRT modules and are foundational to the successful implementation of green recovery and reconstruction.

Slide # 1.5, Training Purpose. Present the workshop purpose and hand out the Content Paper.

- ☐ Module 10 Green Guide to Organizational Operations

Slides # 1.6 and # 1.7, Course Objectives. Present the workshop's specific learning objectives.

Slide # 1.8, Your Expectations. Review the participants' expectation cards, which they completed as they registered (see Preparation on the Session Plan table). Comment on how well their learning expectations match the prepared workshop learning objectives. Note which participant expectations can be met in this workshop, and which ones are outside the purview of this one-day workshop.

(Note: It is important at this point to highlight any inconsistencies between the objectives for the modules and the expectations of participants. If there are expectations that will not be met by the module, acknowledge this and either explain at what point in the overall program the expectation may be covered – or simply acknowledge that they will not be met in this program.)

Slide # 1.9, Workshop Agenda. Hand out and review the workshop agenda and timing.

Ask if there are any questions about the workshop objectives or the agenda.

- ☐ Workshop Agenda

Slide # 1.10, Ground Rules. Propose the workshop ground rules listed on this slide as those to be followed during the workshop. Explain that they will help to maintain a positive and collaborative learning environment. Ask if participants have any questions about the ground rules or if they would like to add any others.

Anyone who disagrees with the ground rules should explain his or her objection. Assuming no one raises a hand, suggest that there is agreement. If someone raises a hand and objects, listen to the objections and make any modifications necessary.

Slide # 1.11, Administrative Details. Invite the workshop host/administrator to present any necessary workshop administration or logistic details (meal times, daily subsistence allowance, what's covered, what's not, etc.).

Slide # 1.12, Questions. Conclude the session and transition to the next one. If you go over the allotted time, that's OK; simply try to condense the interaction for some of the next session.

PLAN FOR SESSION 2: INITIAL ASSESSMENT AND BENCHMARKING

SESSION TIME	60 minutes
OBJECTIVES	<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Understand the basics of greening activities • Develop an initial assessment questionnaire • Investigate sources for benchmarking
ESSENTIAL CONTENT	<ul style="list-style-type: none"> • An introduction to greening along with approaches to assessing an organization's current level of action
OUTPUTS	<ul style="list-style-type: none"> • By the end of the session, participants will produce a set of flip charts with Initial assessment questions.
PREPARATION	<ul style="list-style-type: none"> • If necessary, adapt PowerPoint photos to the region or country where the workshop is being held.
RESOURCES	<ul style="list-style-type: none"> • Data projector and screen • Flip chart stands, paper, and markers • Module 10 G2O2 Content Paper
HANDOUTS	<ul style="list-style-type: none"> • 10.2.1 Initial Assessment: Headquarters • 10.2.2 Initial Assessment: Field Office
FACILITATOR NOTE	<ul style="list-style-type: none"> • Session may be cursory or in depth, depending on participant experience and diversity.

SESSION OVERVIEW

SESSION TIME	ACTIVITY	METHODOLOGY	TRAINER	TIMING
9:00 – 9:15	Greening Background	Interactive Presentation		15'
9:15 – 9:45	Initial Assessment	Small-Group Work/Debrief		30'
9:45 – 10:00	Benchmarking	Interactive Presentation		15'

Slide # 2.0, Session 2

Activity 2.1 Greening Backgrounds

(15 minutes)

Slide # 2.1, Initial Assessment. Introduce the topic of Initial Assessment and Benchmarking for greening activities within an organizational/office environment.

Slide # 2.2, Objectives. Present the session learning objectives.

Slide # 2.3, What Is Greening. Explain several aspects of greening, highlighting the following three strategies:

- 1) establishing organizational policy, 2) making operational investments, and 3) changing employee behavior;

and the humanitarian assistance concept of "Do No Harm," which says: A failure to consider environmental sustainability in any of your work runs counter to the "do no harm" concept, as this failure will likely result in additional harm to individuals and their communities.

Ask participants to offer other aspects of greening from their experience. Invite a participant to write the answers on a flip chart as you repeat them.

(Note: This module is designed to be interactive, through the use of elicitation and questioning techniques and the injection of short exercises during the presentations. Participants will gain more from active discussions than a one-way presentation)

Slide # 2.4, Remember... Introduce the idea that greening activities can be 1) location specific, 2) culture specific, and 3) resource specific. Then ask participants what they think this means, one item at a time. Go for about three responses for each item.

Slide # 2.5, In Your Organization... Ask participants about their familiarity with greening activities in their organization, their offices. Paraphrase and repeat each time, if needed.

Slide # 2.6, There Are Differences... Ask participants who among them has worked in urban headquarters offices and who has worked in rural field offices. During the morning break, you might ask those two groups to change seats and sit together for future team work. Ask for two volunteers (urban and rural) to serve as scribes for a moment. Ask for answers to the question about differences (alternating between urban and rural) and paraphrase short answers for scribes to write on flip charts. Depending on your audience, you may not choose to divide between urban and rural.

Slide # 2.7, Questions. Before moving on to the next activity, invite any questions or comments on greening.

Activity 2.2 Initial Assessment

(30 minutes)

Slide # 2.8, Several Aspects. Point out that the first step in greening organizational operations is to take stock of how your organization is doing right now and briefly explain each of the five key aspects of an initial assessment. Ask if anyone has any other key aspects, then paraphrase and repeat.

Slide # 2.9, Baseline Data. Explain the concept of baseline data and share the first three possible data categories. Ask if anyone has any other categories, then paraphrase and repeat.

Slide # 2.10, Team Exercise. Introduce the team exercise and explain that the next 30 minutes will be devoted to that. Divide the group into teams of 5 – 10 (depending on workshop size) each and provide a flip chart for each group. Read from the Content Paper several of the sample questionnaire questions to start the brainstorming process.

1. *Would you be interested in participating on the "Green Team?"*
2. *Do you know how to print double-sided from your printer?*
3. *Do you know what items or materials can be recycled in this area? Do you know how?*
4. *Do you turn off electrical equipment such as computers or copiers when you leave?*
5. *How far do you commute to work? Do you drive? Would you consider public transportation?*
6. *What are some areas of environmental interest to you?*
7. *How do you think your organization affects the environment? How can this be improved?*
8. *What do you do at home to reduce your environmental impact?*

As a next step, ask the teams to identify their five most important questions. For individual notes during the team discussion, distribute handouts:

- ☐ 10.2.1 Initial Assessment: Headquarters
- ☐ 10.2.2 Initial Assessment: Field Office

With five minutes remaining in the allotted time, halt the discussions and ask a volunteer from each group to share those five most important questions. If possible, ask the groups to tape their questions to the walls during break.

(Note: As facilitator you will check on the progress in each group and go to the next step a few minutes after all groups have started their second page of questions.)

Slide # 2.11, Questions. Invite any questions or comments on the initial assessment. Explain that in later sessions you will look at ways to develop objectives and monitor procedures for greening activities.

Activity 2.3 Benchmarking

(15 minutes)

Slide # 2.12, Benchmarking. Point out that benchmarking is nothing more than looking at the greening activities of other similar organizations to compare with your organization. Ask about 10 participants to name one such organization each.

Slide # 2.13, WWF Greening. Introduce the greening approach at WWF. WWF focuses on three main areas: sustainable procurement policy, building energy conservation, and recycling.

Slide # 2.14, 1250 24th Street. Invite someone from WWF headquarters (if present) to share three minutes of any other details he or she knows about.

Slide # 2.15, WWF Mission. Explain the WWF Mission, as excerpted below and on the slide.

"WWF's mission is the conservation of nature. We work to preserve the diversity and abundance of life on Earth and the health of ecological systems by:

- *Protecting natural areas and wild populations of plants and animals, including endangered species*
- *Promoting sustainable approaches to the use of renewable natural resources*
- *Promoting more efficient use of resources and energy and the maximum reduction of pollution*

We are committed to reversing the degradation of our planet's natural environment and to building a future in which human needs are met in harmony with nature. We recognize the critical relevance of human numbers, poverty and consumption patterns to meeting these goals."

Slide # 2.16, Mercy Corps Greening. As a third example, introduce the greening approach at Mercy Corps, based on the excerpt from informal communication.

Mercy Corps

We do have a green team and this helps push forward carbon footprint mitigation, video conferencing, linking expense claims to carbon costs. The green team "volunteers" find it relatively easy to point to better energy behaviors, which seem to be particularly well adopted when linked to cost savings.

Slide # 2.17, Energy Thoughts. There are several aspects of any building energy system to consider as areas for greening. Ask participants for a few examples:

Conservation: insulation
 Management: thermostat
 Renewables: passive solar, wind
 Sustainability: recycling

Slide #2.18, Energy management: Ask participants to consider energy use, especially in buildings (urban or rural) as an important aspect of greening. In the U.S. as an example, buildings use almost 40% of the total energy use in the country. Through basic energy audit and management techniques, it's feasible to save more than 10% of that amount. Point out that transportation (ground, sea, and air) also uses a substantial portion of the country's energy. Both buildings and transportation are key aspects to consider in any greening program.

Slide # 2.19, Summary. Summarize the key points from the session.

Slide # 2.20, Questions. Invite final questions or comments.

Slide # 2.21, Break. Take a break and remind groups to tape their flip-chart pages to the walls during break (if possible). Take a 30-minute break (less if you need to catch up on time).

Some next steps for initial assessment

- Ask yourself “What are the organization’s current green practices?”
- Catalog current green practices.
- Assess staff knowledge.
- Review monitoring mechanisms, establish performance baselines, and set up a simple monitoring system to get started if necessary.
- Determine and write up the organization’s overarching objectives.
- Find data from other similar organizations to benchmark.

PLAN FOR SESSION 3: GOAL SETTING

SESSION TIME	90 minutes
OBJECTIVES	<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Develop and explain greening goals • Understand SMART indicators • Identify target areas for improvement • Explain three core strategies for greening • Use core strategies to start a prioritized goal list
ESSENTIAL CONTENT	<ul style="list-style-type: none"> • In this session, participants learn about setting appropriate goals and policies for greening by looking at examples from WWF and Mercy Corps.
OUTPUTS	<ul style="list-style-type: none"> • By the end of the session, participants will produce greening goals and target areas listed on flip charts.
PREPARATION	<ul style="list-style-type: none"> • Adapt the PowerPoint slides to the region as needed.
RESOURCES	<ul style="list-style-type: none"> • Data projector and screen • Flip-chart stands, paper, and markers • Module 10 G2O2 Content Paper
HANDOUTS	<ul style="list-style-type: none"> • 10.3.1 Greening Goals • 10.3.2 Prioritization Criteria
FACILITATOR NOTE	<ul style="list-style-type: none"> • If available, consider substituting newer (or other) examples for the Case Study work.

SESSION OVERVIEW

SESSION TIME	ACTIVITY	METHODOLOGY	TRAINER	TIMING
10:30 – 11:00	Developing Goals	Presentation/Brainstorm		30'
11:00 – 11:40	Case study Analysis	Small-Group Work		40'
11:40 – 12:00	Debriefing the Analysis	Group Reports		20'
12:00 – 1:00	Lunch			

Slide # 3.0, Session 3

Activity 3.1 Developing Goals

(30 minutes)

Slide # 3.1, Goal Setting. Introduce the topic of Goal Setting for greening activities within an organizational/ office environment.

(Note: This module is designed to be interactive, through the use of elicitation and questioning techniques and the injection of short exercises during the presentations. Participants will gain more from active discussions than a one-way presentation)

Slide # 3.2, Learning Objectives. Present the session learning objectives.

Slide # 3.3, How Do You... Explain three key aspects of establishing goals, and ask for any others.

Set a **performance goal and time period** for each area identified for improvement so that improvements will be evident as you continue to monitor performance. Many goals will have a **baseline quantity** to work from such as electrical power usage, and will have periodic performance measurements. Others will be brand-new activities, such as creating the first recycling program in your office or purchasing less harmful chemical cleaning products, and will require a deadline for implementation instead.

Slide # 3.4, SMART indicators. Introduce the concept of SMART indicators and invite anyone with experience in the subject to begin explaining each element of SMART; you can interject your comments to complete any description, or you may have to explain them all. As you explain, ask first for ideas from participants about what each term means.

Slide # 3.5, Target Areas. Highlight the UNEP target areas from the Content Paper and ask for any other possibilities.

*Energy efficiency measures
Water efficiency measures
Waste reduction and disposal measures*

Slide # 3.6, Each Goal... Ask participants how they think an organization's culture, institutional integration, financial resources, or other organizational characteristics might impact goals.

Slide # 3.7, Core Strategies. Introduce the three core strategies for greening: organizational policies, operational investments, and workplace behaviors; ask for examples of each and explain that there may not be clear lines of distinction between categories.

Slide # 3.8, Policies. For initial discussion of organizational policies:

Organizational policies are official procedures used to achieve greening goals. Generally, these entail organization-wide goals that affect all relevant departments and employees. An organizational policy formalizes and systematizes greening practices and may require significant staff time for drafting and managing policy components. It demonstrates a commitment to greening and offers the potential for comprehensive planning. Sometimes organizational policies lead to operational behaviors or investments but do not necessitate financial expenditures.

Slide # 3.9, Investments. For initial discussion of operational investments:

Operational investments are financial expenditures that will reduce the organization's environmental impact. These are upfront costs but may also offer a financial return. Examples may include one-time purchases such as an energy-efficient copy machine, ongoing purchases for nontoxic biodegradable cleaning supplies, or the purchase and installation of occupancy sensor light switches.

Slide # 3.10, Behaviors. For initial discussion of workplace behaviors:

Behaviors can be changed to green the workplace. These will be carried out by staff in their daily routines and generally have no cost to implement. Behavioral green practices can be carried out by any organization and have the added advantage of transcending the workplace to influence green practices at home, which in turn brings greater environmental awareness to the workplace. An example of a behavioral green practice would be requiring all staff to turn off electrical equipment at the end of the day or promoting the use of reusable water bottles versus disposable plastic water bottles.

Slide # 3.11, Prioritize. Invite a few suggestions for ways to prioritize greening goals.

Slide # 3.12, Prioritizing. Suggest five possible areas to consider when prioritizing greening goals; note that the next exercise will help expand on these thoughts; suggest that any criteria should grow organically from organizational discussions, and that emphasizing one criterion over another without discussion may limit individual buy-in of corporate decisions. LCA is a possible criterion.

Life Cycle Assessment (LCA) – *The LCA refers to the idea that all the moments in the “life” of a product should be considered when assessing environmental impacts. The natural environment has survived for billions of years because of the intrasystem recycling dynamic that relieves it from the need to receive new inputs and permanently dispose of wastes. With this in mind, the most sustainable products and processes will not require “new” inputs from the natural environment and will not create any waste that cannot be reincorporated as inputs for the next product. In the LCA, one considers the choices of and extraction methods for raw materials; any environmental changes that result; the processing of extracted materials, their transport, their packaging, and their disposal; and the final destination of the molecules that they consist of.*

The LCA concept applies to everything, including products such as food and resources such as gasoline or ethanol, buildings, published materials, etc. The term “post-consumer recycled content” is related to the LCA concept and has become especially popular in considering paper products. Post-consumer recycled paper is made of materials that have already passed through the entire life cycle of the previous paper product. That product's disposal leads to the material's use as an input for new paper and eliminates the need to fell additional trees. In addition, alternative methods of paper processing reduce the production of wastes and pollution during the product's creation.

Slide # 3.13, Questions. Ask for any questions or comments on developing goals.

Slide # 3.14, Approaches. As background for the exercise, introduce the three examples (found in the Content Paper) from the United Nations Environment Programme (UNEP) that cover the core strategies. Introduce each of the next three slides, using the basic items listed here and asking for other suggestions in each area. After the UNEP slides are shown, refer participants to the more complete listing in Annex 2 of the Content Paper.

Slide # 3.15, Policies. UNEP energy-efficiency measures

ENERGY DEMAND	SUGGESTED IMPROVEMENTS
LIGHTING – INTERNAL	Light-emitting diode lighting (reduced wattage)
	Occupancy/movement sensors
	Optimal use of natural lighting
	Have lighting requirements reviewed by experts to determine if lights can be reduced in wattage and number while still meeting desired lighting levels; undertake an assessment of daylight factors

Slide # 3.16, Investments. UNEP water-efficiency measures

WATER DEMAND	SUGGESTED IMPROVEMENTS
TOILETS	Reduce cistern capacity
URINALS	Use single-flush urinals
	Use waterless urinals
HAND WASHING	Install flow regulators

Slide # 3.17, Behaviors. UNEP waste-reduction and disposal measures

WASTE SOURCE	ALTERNATIVE DISPOSAL ROUTES
OFFICE – CARTRIDGES IN PRINTERS, PHOTOCOPIERS	If space allows, these should be stored and returned to the manufacturer. If no space provision, send to landfill.
CARDBOARD – OFFICE AND GENERAL	Cardboard can be bundled, compacted, and sent for recycling in return journeys of provision lorries.
RECORDING	Accurately record the volume of waste being produced, and analyze waste streams.

Refer participants to Section 6, Action Items, in the content paper as well as to the more complete listing in Annex 2 of the UNEP examples.

Slide # 3.18, Comprehensive Greening and LEED. Suggest that organizations like WWF and others have put together comprehensive greening packages, such as is demonstrated in their Washington, D.C., headquarters building. Invite any participant from WWF to say more about the building and its operations, and say a few words about LEED.

LEED is an internationally recognized green building certification system, providing third-party verification that a building or community was designed and built using strategies aimed at improving performance across all the metrics that matter most: energy savings, water efficiency, CO₂ emissions reduction, improved indoor environmental quality, and stewardship of resources and sensitivity to their impacts.

Activity 3.2 Case Study Analysis

(40 minutes)

Slide # 3.19, Team Exercise. Introduce the team exercise and explain that the next 40 minutes will be devoted to that. If practical, groups of 5–10 should be comprised of individuals from the same organization. Otherwise, use the same teams as before and provide a flip chart for each group. Read from the Content Paper the pages for the three UNEP examples in Section 3.3. Go over the tasks for the exercise and ask for any questions. If several organizations are represented, have the team select one as an example. Remind teams to select someone as a volunteer for plenary debriefing; that person should not be the same as the one chosen in the previous session. For individual notes during the team discussion, distribute handouts:

- ☐ 10.3.1 Greening Goals
- ☐ 10.3.2 Prioritization Criteria

(Note: As facilitator you will check on the progress in each group. After half the time has elapsed, encourage all groups to move from brainstorming goals to looking at a prioritization of those goals, reminding them to understand as a group which criteria are being used for prioritization.)

Activity 3.3 Debriefing the Analysis

(20 minutes)

Slide # 3.20, Debriefing. Invite each team to present its goals, following the steps on the slide; give each team at least three minutes and ask that questions be held until all teams have presented. Take questions round-robin (one per team) until about three minutes before lunch.

(Note: Team reporting times will vary with the number of groups.)

Slide # 3.21, Summary. Summarize the key points from the session.

Slide # 3.22, Questions. Invite final questions or comments.

Slide # 3.23, Lunch. Explain the arrangements for lunch and ask groups to tape their flip chart pages to walls during lunch (if possible). Take 60 minutes for lunch (less if you need to catch up on time) and remind everyone when you will start after lunch.

Some Next Steps For Goal Setting

- Think about possible green practice target areas.
- Choose performance targets and time period.
- Create S.M.A.R.T. indicators.
- Use core strategies to formulate a plan for implementation.

PLAN FOR SESSION 4: ENGAGING STAFF AND MONITORING

SESSION TIME	90 minutes
OBJECTIVES	<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Understand the roles and responsibilities needed for greening • Start a green team • Explain options for staff engagement • List several monitoring tools
ESSENTIAL CONTENT	<ul style="list-style-type: none"> • Using WWF experience, identify staff engagement options, monitoring formats, and the adjustment process.
OUTPUTS	<ul style="list-style-type: none"> • By the end of the session, participants will have greening monitoring and reporting options listed on flip charts.
PREPARATION	<ul style="list-style-type: none"> • Adapt the PowerPoint slides to the region as needed.
RESOURCES	<ul style="list-style-type: none"> • Data projector and screen • Flip-chart stands, paper, and markers • Module 10 G2O2 Content Paper
HANDOUTS	<ul style="list-style-type: none"> • 10.4.1 Five Priority Goals • 10.4.2.1 Monitoring: Electrical • 10.4.2.2 Monitoring: Cleaning Supplies • 10.4.2.3 Monitoring: Blank • 10.4.3.1 Reporting: Energy and Water • 10.4.3.2 Reporting: Impacts • 10.4.3.3 Reporting: Blank
FACILITATOR NOTE	<ul style="list-style-type: none"> • Session may be cursory or in depth, depending on participant experience and diversity.

SESSION OVERVIEW

SESSION TIME	ACTIVITY	METHODOLOGY	TRAINER	TIMING
1:00 – 1:30	Options for Engagement	Presentation/Brainstorm		30'
1:30 – 1:45	Tools for Monitoring	Interactive Presentation		15'
1:45 – 2:15	Monitoring/Reporting Formats	Small-Group Work		30'
2:15 – 2:30	Debriefing the Tables	Group Reports		15'

Slide # 4.0, Session 4

Activity 4.1 Options for Engagement**(20 minutes)**

Slide # 4.1, Engaging Staff... Introduce the topic of Engaging Staff and Monitoring for greening activities within an organizational/office environment.

(Note: This module is designed to be interactive, through the use of elicitation and questioning techniques and the injection of short exercises during the presentations. Participants will gain more from active discussions than a one-way presentation)

Slide # 4.2, Learning Objectives. Present the session learning objectives. As a light-hearted transition, show the one-minute online EDS video "Airplane," available at

www.youtube.com/watch?v=L2zqTYgcpfg.

Say that you hope their organizational approach to greening within their organizations will be a bit more organized and timely, and invite any other comments.

Slide # 4.3, Greening... Explain that greening must be both an individual and organizational effort; ask for examples of who provides leadership in their organizations.

Slide # 4.4, Greening... Note that in many organizations and businesses, the facility manager takes on the task, as is the case in the following WWF examples.

Slide # 4.5, WWF Greening. Ask someone to read the excerpt from the official job description for the Facilities Manager at the WWF's United States' headquarters; point out the page in the Content Paper that has additional information about the position; ask how many participants work for organizations that have a facilities manager.

Slide # 4.6, Tasks. Highlight the greening tasks at WWF; if any participants are facilities managers, invite them to share any additional information about their work.

Slide # 4.7, Actions. Explain that the results of greening actions can reduce costs, increase revenues, reduce energy consumption, and/or improve efficiencies; ask for any examples.

Slide # 4.8, SMART Indicators. Remind the group that smart indicators are always a part of greening actions, including for those who coordinate organizational activities; ask what else might be in the job description for a coordinator and/or for other individuals.

Slide # 4.9, Start With... Suggest that there are several ways to engage staff in greening; ask if anyone has other activities they have used and then suggest the creation of a green team.

Slide # 4.10, WWF Example. Introduce one WWF example, a poster to encourage and explain recycling.

Slide # 4.11, Perhaps Rewards. Discuss the idea of "carrots or sticks" for encouraging greening activities; summarize the example of American University's award program as a stimulus to paper and energy conservation; again refer to more details in the Content Paper.

Slide # 4.12, WWF Green Team. Introduce the WWF green team concept (with thanks to Hermione Phillips, the WWF facilities manager).

A green team is a group of office employees who spearhead the implementation and maintenance of greening practices. Green teams can be a highly effective way to engage staff and catalyze or generate enthusiasm for greening practices. The green team can take many forms and carry out many activities, especially those related to behavioral greening strategies or monitoring. A green team can be responsible for carrying out all of the steps of G2O2. Or for focusing on the implementation of green practices. It can also be a vehicle for communication, creativity, generating new green practices, identifying new areas to target, creating institutional memory, or encouraging green practices in the personal lives of employees. Depending on your approach, green teams can be formal, with meetings, agendas, and successive goals, or they can consist of volunteers who coordinate greening above and beyond their normal duties.

Slide # 4.13, Dream Green Team. Explain that the WWF green team is the “voice of green” for WWF headquarters office and that all members are volunteers.

Slide # 4.14, How to Get Started. Outline the three basic steps taken to organize the WWF green team; ask for any other suggested first steps based on anyone’s similar experience.

Slide # 4.15, Talk To... Ask someone to read the list of whom to talk to in an organization about greening, then ask if anyone can suggest others (facility manager, CEO, CFO, building engineer, etc.).

Slide # 4.16, Communication. Explain the five approaches to organizational communication adopted by the WWF green team; again ask for experience from anyone else as you move to the next slide.

Slide #4.17, Other Approaches? Open the floor to suggestions, opinions, experiences...

Activity 4.2 Tools for Monitoring

(15 minutes)

Slide # 4.18, Monitoring. Move on to a discussion of tools for monitoring, starting by defining monitoring.

Slide # 4.19, Think About Goals. Ask individuals to consider the goals their team developed and suggest how progress toward a particular goal might be monitored.

Slide # 4.20, Templates. Referring to the Content Paper, suggest that spreadsheets (or tables) are useful tools for data collection and monitoring in many areas, such as building energy, office equipment, office supplies, transportation, water.

Slide # 4.21, Electric Consumption. Explain the simple table for monitoring electric consumption in a building; if tracking use by floor is needed, there should be submetering by floor.

Slide # 4.22, Cleaning Supplies. Explain another table for monitoring cleaning supplies in a building.

Slide # 4.23, Reporting Tables. Then explain that data collected on monitoring tables can be put into reporting tables for sharing results.

Slide # 4.24, Achievements. Referring to the Content Paper, go through the achievements demonstrated in the table.

Slide # 4.25, Achievements. Again referring to the Content Paper, go through the achievements demonstrated on that table; ask if there are any questions about monitoring and indicate that participants are about to start another exercise about monitoring.

Activity 4.3 Monitoring and Reporting Formats

(30 minutes)

Slide # 4.26. Introduce the team exercise and explain that the next 30 minutes will be devoted to that. If practical, teams of 5–10 should be comprised of individuals from the same organization. Otherwise, use the same teams as before and provide a flip chart for each group. Go over the tasks for the exercise and ask for any questions. Remind them to select someone as a rapporteur for plenary debriefing; that person cannot be the one chosen in the previous session. For individual notes during the team discussion, distribute the following handouts:

- ☐ 10.4.1 Five Priority Goals
- ☐ 10.4.2.1 Monitoring: Electrical
- ☐ 10.4.2.2 Monitoring: Cleaning Supplies
- ☐ 10.4.2.3 Monitoring: Blank (use five per team)
- ☐ 10.4.3.1 Reporting: Energy and Water
- ☐ 10.4.3.2 Reporting: Impacts
- ☐ 10.4.3.3 Reporting: Blank (use five per team)

*(Note: As facilitator you will check on the progress in each group. They will start by selecting **five** priority goals from their previous exercise, and will then prepare monitoring tables for those goals. Handouts include samples for two areas of goals (electrical and cleaning supplies) and use five blank sheets for the team's goals. After half the time has elapsed, encourage all teams to move from monitoring to reporting tables. Again, there are two samples of reporting tables (achievements and impacts), and five blank sheets for the team's goals. Remind them that they will select one table for monitoring and one for reporting, and will put those two in final form on their flip charts.)*

Activity 4.4 Debriefing the Tables

(30 minutes)

Slide # 4.27, Debriefing. Invite each team to present its two selected tables, following the steps on the slide; give each team at least three minutes and ask that questions be held until all teams have presented. Take questions round-robin (one per team) until about five minutes before break.

(Note: Team reporting times will vary with the number of groups.)

Slide # 4.28, Monitoring. Point out that the targets may be moving and adjusted as the kinks of a new GREENING program are worked out. Note that modifications should be made with input from all people involved in the program, not arbitrarily and without consultation.

Slide # 4.29, WWF Example. As an example of the use of monitoring results, explain that WWF monitors the

environmental impact of the paper used for its annual report and then shares that with all stakeholders; suggest that this may be of interest for the next and last workshop session.

Slide # 4.30, Questions. Ask for questions or comments specifically on **Monitoring**.

Slide # 4.31, Summary. Summarize the key points from the session.

Slide # 4.32, Session questions. Invite final questions or comments about the session.

Slide # 4.33, Break. Take a break and remind groups to tape their flip chart pages to the walls during break (if possible). Take a 30-minute break (less if you need to catch up on time).

Some next steps for engaging staff and monitoring

- Set up monitoring system for each SMART indicator.
- Report periodically and analyze results.
- Adjust goals and targets.

PLAN FOR SESSION 5: ACTION AND PUBLIC RELATIONS

SESSION TIME	90 minutes
OBJECTIVES	<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Initiate action plans for greening • Identify actions within three or four basic areas • Understand public relations opportunities • Explain options for corporate responsibility
ESSENTIAL CONTENT	<ul style="list-style-type: none"> • Using WWF experience, identify possible action items within three core areas for greening, along with opportunities for public relations and corporate social responsibility.
OUTPUTS	<ul style="list-style-type: none"> • By the end of the session, participants will produce a set of flip charts with possible greening action items.
PREPARATION	<ul style="list-style-type: none"> • If necessary, adapt PowerPoint photos to the region or country where the workshop is being held.
RESOURCES	<ul style="list-style-type: none"> • Data projector and screen • Flip-chart stands, paper, and markers • Module 10 G2O2 Content Paper
HANDOUTS	<ul style="list-style-type: none"> • 10.5.1 Action Areas List • 10.5.2 Action Items List
FACILITATOR NOTE	<ul style="list-style-type: none"> • Session may be cursory or in depth, depending on participant experience and diversity.

SESSION PLAN OVERVIEW

SESSION TIME	ACTIVITY	METHODOLOGY	TRAINER	TIMING
3:00 – 3:30	Action Plans	Presentation/Brainstorm		30'
3:30 – 4:20	Action Items	Small-Group Work		50'
4:20 – 4:30	Public Relations	Interactive Presentation		10'

Slide # 5.0, Session 5

Activity 5.1 Action Plans

(30 minutes)

Slide # 5.1, Session Intro. Introduce the topics of Action and Public Relations for greening activities within an organizational/office environment.

(Note: This module is designed to be interactive, through the use of elicitation and questioning techniques and the injection of short exercises during the presentations. Participants will gain more from active discussions than a one-way presentation)

Slide # 5.2, Learning Objectives. Present the session learning objectives.

Slide # 5.3, WWF Approach. As an example of actions for greening, share the WWF approach as laid out in the Content Paper: Start with four basic areas, remember the three strategies, and showcase results as part of proactive public relations.

Slide # 5.4, Basic Areas. For WWF, there were four basic areas for greening: energy, paper, operations, and production; ask if there might be others from other organizations.

Slide # 5.5, Travel. Share the WWF greening tips for travel as one **action item**.

Slide # 5.6, Energy. Explain the three basic fuel sources for the energy area; ask for other possibilities (wood, bio-fuel, etc.).

Slide # 5.7, Temperatures. Share the WWF greening **action items** for managing building temperatures.

Slide # 5.8, Hot Water. Share the WWF greening **action items** for managing domestic water temperatures.

Slide # 5.9, Paper. Move on to a second WWF area for greening actions: paper; again, ask for other possible pieces of that area.

Slide # 5.10, Paper. Share some WWF greening **action items** for paper use; another organization saved over \$10,000 in one year's cost of ink by changing their default printer font from Arial to a less ink-intensive font.

Slide # 5.11, Operations. Move on to a third WWF area for greening actions: operations. Again, ask for other possible opportunities in that area.

Slide # 5.12, Information Technology. Share a few WWF greening **action items** for greening in information technology.

Slide # 5.13, Food. Share some WWF greening **action items** for greening in food.

Slide # 5.14, Production. Close with the fourth WWF area for greening actions: production; again, ask for other possible elements of that area.

Slide # 5.15, Actions and Strategies. Remind everyone to remember that each action can also be related to one (or more) of the three key greening strategies; explain that the small groups will now be asked to come up with their own action items.

Activity 5.2 Action Items

(50 minutes)

Slide # 5.16, Team Exercise. Introduce the team exercise and explain that the next 50 minutes will be devoted to it. Use the same teams as before and provide a flip chart for each group. Go over the tasks for the exercise and ask for any questions. Assign one action area to each team: energy, paper, operations, and production. Point out the pages in the module Content Paper (Section 6) that contain WWF action items for greening. Remind groups to select someone as a volunteer for plenary debriefing; again, that person cannot be the same as the one chosen during the previous session. For individual notes during the team discussion, distribute Handouts:

- ☐ 10.5.1 Action Areas List
- ☐ 10.5.2 Action Items List

(Note: Depending on the number of groups, there may be duplicate areas, which is OK. If one group wants to use a completely new area, that is also fine. As facilitator you will check on the progress in each group, and after half the time has elapsed encourage all groups to move from brainstorming action items to prioritizing items for ease of implementation, and writing that list on their flip charts.)

With 10 minutes remaining in the allotted time, halt the writing and ask the volunteer from each group to stand by each flip chart.

Slide # 5.17, Debriefing. Invite each team to present the two top priority action items, following the steps on the slide; give each team at least three minutes and ask that questions be held until all teams have presented.

Slide # 5.18, Questions. Invite any final questions on action items for greening, and mention that the final part of the workshop will close with a brief look at the public relations implications of successful greening activities.

Activity 5.3 Public Relations

(10 minutes)

Slide # 5.19, Public Relations. Introduce the idea of proactive public relations.

Slide # 5.20, End Results. Explain possible end results of greening activities; ask for any other examples of impacts from greening.

Slide # 5.21, Your Interpretations. Ask participants for their interpretations of "corporate social responsibility" in their own organization or others.

Slide # 5.22, Advantages. Explain a few advantages of greening and the concept of becoming a "vector" for change, in the medical or public health sense of the word.

Slide # 5.23, Questions. Invite any questions or comments on public relations.

Slide # 5.24, Session Summary. Summarize the key points from the session.

Slide # 5.25, Final Workshop Questions. Invite any questions or comments about the entire Workshop before moving to the final closing session.

Some next steps for action and public relations

- Ask yourself “what are the organization’s current public relations practices?”
- What is our view of corporate social responsibility?

PLAN FOR SESSION 6: EVALUATIONS AND CLOSING

SESSION TIME	45 minutes (and possibly beyond)
OBJECTIVES	<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Evaluate the workshop • Consider next steps (possible collaboration) • Close the workshop
ESSENTIAL CONTENT	<ul style="list-style-type: none"> • Closing
OUTPUTS	<ul style="list-style-type: none"> • By the end of the session, participants will produce completed participant evaluations.
PREPARATION	<ul style="list-style-type: none"> • Prepare Workshop Certificates of Participation and Participant Rosters.
RESOURCES	<ul style="list-style-type: none"> • Data projector and screen • Certificates of Participation • Participant Rosters • Workshop evaluation forms
HANDOUTS	<ul style="list-style-type: none"> • 10.6.1 Personal Learning Evaluation • 10.6.2 Answer Key: Personal Learning Evaluation • Workshop evaluation
FACILITATOR NOTE	<ul style="list-style-type: none"> • For those who want to explore future collaboration, the session remains open ended.

SESSION PLAN OVERVIEW

SESSION TIME	ACTIVITY	METHODOLOGY	TRAINER	TIMING
4:30 – 4:45	Evaluations	Participants Complete Evaluations		15'
4:45 – 5:00	Next Steps	Participant Roundtable		15'
5:00 – 5:15	Closing Thoughts	Participants and Leaders		15'
5:15 – ??:??	Follow-up Plans	Participants and Leaders		??'

Slide # 6.0, Session 6

Activity 6.1 Evaluation

(15 minutes)

Slide # 6.1, Closing Session. Explain that the closing session may be open ended for those who wish to stay to explore further collaboration, but that the basic closing will be only 30–40 minutes (depending on the number of participants). Say that you have extra forms if needed.

- ☐ Workshop Evaluation Forms

Slide # 6.2, Evaluations. Ask participants to complete the workshop evaluation forms and hand in or drop in a box provided.

Slides # 6.3 and # 6.4, Course Objectives. As an option, you can show these slides of initial workshop objectives while evaluations are being written. When all evaluations are handed in, go to the next activity.

(Note: Depending on the number of participants and/or protocol certificates can be laid out in alphabetical order to be retrieved by each participant, or there may be a formal ceremony.)

Activity 6.2 Next Steps

(15 minutes)

Slide # 6.5. Invite participants to share any ideas about the next steps they will take in initiating or improving greening activities in their office (or home). Take about 10 ideas and then move on.

Activity 6.3 Closing

(15 minutes)

Slide # 6.6. Ask each participant to share his or her one most important take-away from this workshop. Add any personal thanks or acknowledgements based on the actual workshop venue, sponsor, assistants, etc. Close by thanking all participants and inviting anyone interested to stay and informally continue.

Activity 6.4 Follow-up Plans

(?? minutes)

Slide # 6.7. Invite anyone who would like to talk more about greening or establish possible collaboration with colleagues to stay and discuss one-on-one.

Slide # 6.8: Thanks to everyone!

(Note: As an option, you can distribute the Personal Learning Evaluation sheet (with answer key on the back) and suggest that participants can use those questions to measure their own learning or perhaps as a pretest to measure the knowledge of those in their own organization who might be involved in the greening process.)

- ☐ 10.6.1 Personal Learning Evaluation
- ☐ 10.6.2 Answer Key: Personal Learning Evaluation