ECO-LEADERSHIP
FOR YOUNG WORKERS

GUIDE FOR ORGANIZATIONS WISHING TO IMPLEMENT THIS PROGRAM

The Organizational Guide to Implementing an *Eco-leadership for Young Workers* Program has been produced under the coordination of the Biosphère, Environnement Museum, part of Environment Canada, in collaboration with RCE-Montréal.

It is available on line on the following sites:

WWW. ec.gc.ca/biophere
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INTRODUCTION

The *Eco-Leadership for Young Workers* program is an initiative of the Biosphère, Environment Museum, under the coordination of André Champoux, Manager, Regional Centre of Expertise on Education for Sustainable Development, and Thérèse Drapeau, Advisor, sustainable development. It was implemented with some RCE-Montréal partners[1]. It aims to strengthen the eco-citizenship skills and behaviours of young workers who do not necessarily work in the areas of the environment or sustainable development, but who are committed to doing their part for the well-being of their community or workplace.

It is a training and support program tailored to candidates and their projects. By offering this program or supporting its implementation, communities increase their chances of becoming sustainable or environmentally friendly communities that contribute to the well-being of all their citizens.

The success of this type of initiative is based on a participatory process involving young workers, public-sector organizations, businesses, community and academic partners, funding agencies and the project coordination team. The first cohort participated in a pilot project in Montreal from spring 2009 to winter 2010[2]. From the spring to the fall of 2010, a second cohort was established in Sutton, a rural tourism area whose unique concerns led to changes in how the program is implemented.

In response to the interest shown in training young eco-citizens in other parts of Canada and in Quebec, the Biosphère[3] offers this guide to help implement the *Eco-Leadership for Young Workers* program. It provides specific examples and recommendations for organizations interested in sponsoring or implementing this type of program. The Biosphère encourages the use of this guide and the program name, provided that authorship is clearly indicated. An agreement form for sponsoring organizations is provided in the appendices.

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[1] The Montreal Regional Centre of Expertise on Education for Sustainable Development (RCE-Montréal) was established by the Biosphere, Environment Museum, ICI Environnement (group of Quebec universities that offers environment courses) and the City of Montréal as part of *Montréal's Strategic Plan for Sustainable Development* (SPSD). RCE-Montréal is part of a network of 74 RCEs designated worldwide by the United Nations University in the Decade of Education for Sustainable Development (2005–2014).

[2] The pilot project was headed by Michel Provost and Louise Levac, the coordinator and assistant coordinator, respectively. Some of the sources used to prepare the Guide were documents written as part of this project by Nicholas Teasdale-Boivin, Louise Levac and Michel Provost.

[3] The Biosphère is a museum dedicated to the environment and part of Environment Canada. This institution also has a national mandate to educate Canadians on the environment and encourage them to become involved in environmental issues.

1. PROGRAM OBJECTIVES AND SCOPE

The *Eco-Leadership for Young Workers* program was designed for a clientele that was often overlooked by the various sustainable development education initiatives. The Biosphère conducted a review of several Eco-Leadership programs offered by various public and private academic institutions, which revealed that young workers who did not work in the areas of the environment or sustainable development, but wanted to get involved were not among the usual target groups.

The program therefore seeks to:

▍encourage, stimulate and equip actively employed young adults aged 18 to 30 to prompt them to become involved in sustainable development initiatives in one of the communities to which they belong;

▍support a sustainable development project, which they have decided to implement, by providing appropriate training and supervision;

▍encourage young ecoleaders to set an example and possibly mentor other young people;

▍and finally, create a network of young ecoleaders in various environments.

This program is for young workers. Unlike students, for whom there are several programs, practicums and other types of training that foster commitment to the environment and community involvement, young workers sometimes lack the support and information needed to implement these types of projects. Most 18 to 30 year-olds have been aware of environmental and community issues since high school and can easily become ecoleaders and agents of change who are aware of the importance of action.

The program is designed to increase ecoleaders' knowledge of sustainable development and improve their skills and abilities through appropriate, personalized training. It puts them in touch with organizations or institutions working in the areas of the environment and sustainable development, as well as with other young people facing similar challenges. We hope that all ecoleaders develop and implement a project in one of their environments[4] while potentially encouraging other people around them to become involved in sustainable development.

ECO-CITIZENSHIP PROJECTS

The program encourages the emergence of eco-citizenship projects in line with the skills and interests of the candidates and the resources they might find within their environments.

Here are a few examples of eco-citizenship projects:

awareness campaigns (3Rs, wood heating, etc.);

writing and submitting papers to various political bodies;

creating intergenerational community gardens;

various measures that promote ethical and fair trade;

greening operations, energy efficiency and sustainable transportation;

promoting sustainable tourism;

etc.

[4] Workplace, community, cultural and political communities, cooperatives or associations, etc.

2. CANDIDATE PROFILE

Success implementation of an *Eco-Leadership for Young Workers*[5] program depends on recruiting truly motivated candidates who commit to volunteering a significant amount of their time, especially evenings and weekends. Some criteria must be considered in order to establish successful cohorts.

AGE AND OCCUPATIONAL STATUS

The program is aimed at young full-time or part-time workers aged 18 to 30 who are employed in the private, public or community sector or are self-employed. Young workers attending school part time may be accepted, although they will find the additional workload challenging.

It is strongly recommended that candidates have the formal or explicit support of the employer, regardless of whether the project takes place in the workplace, given the skills and expertise that the *Eco-Leadership for Young Workers* program will enable participants to acquire. Where possible, training funds may be obtained for employers who promote professional development measures.

ECO-CITIZEN MINDSET

Candidates with the best chances of implementing a project and benefiting from this program set themselves apart with a eco-citizen mindset and, ideally, a track record of commitment. Cohort members should have some eco-citizenship values in common: altruism, mutual respect, willingness to learn, etc.

Commitment to eco-citizenship must satisfy three basic requirements:

awareness of the sustainable development opportunities opened up by commitment to eco-citizenship;

the ability to influence one's environment, which can be measured by the number and quality of the initiatives already implemented within one's environment;

a willingness to get involved and a desire to take action to promote sustainable development in various settings (work, school, neighbourhood, family, recreation, NGO, media, political parties, etc.).

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[5] The Biosphère has also initiated a similar program outside the classroom for youth aged 13 to 17.

LEVEL OF KNOWLEDGE

In general, young workers are likely to have acquired more solid theoretical and practical knowledge of sustainable development through their academic and professional experience than youth who are still in school. Briefly assessing their level of knowledge of sustainable development will lay the groundwork for providing a training and support program that meets their needs.

DIVERSITY VS. HOMOGENEITY

There are several advantages to establishing homogeneous cohorts, just as there are advantages to establishing cohorts whose members come from different backgrounds. Having a homogeneous group of candidates who have the same types of jobs or similar socio-economic and cultural backgrounds makes it easier to provide programming and support suitable for the entire cohort.

However, diversity better reflects reality; there are many complementary fields of expertise, interests and areas of activity within a community. Therefore, a community's approach to sustainable development is based on understanding others, demonstrating flexibility and negotiating to reach common objectives. For these reasons, we prefer that cohorts with diverse profiles be formed.

GENERATION Y

When this was written, the program targeted candidates in the Generation Y age group. Generation Yers share values and characteristics that must be considered in order to fully respond to their needs, keep them motivated, provide them with the best possible training, and help them become green citizens.

According to Wikipedia, the youth of this generation, the digital natives or net generation as they are referred to by Americans, have grown up in a world in which the personal computer and the Internet are ubiquitous, at least in the West. They also generally know how to use all electronics (cellphones, digital cameras, GPSs, etc.) better than their elders do. They have not experienced the threat of the Cold War and are, at best, indifferent to hard-won social progress (access to the health system, feminism, etc.). Since they were born when ecology was becoming a widespread concern, they have learned about it at school.

Professionally, they can be demanding: there are relatively few of them and they know what they are worth. According to them, authority is not always synonymous with competence. Unlike their parents, they do not put work first, refuse to work on holidays and weekends (with the exception of student jobs) and want time off to relax, because mental and physical health are their priorities. They think short term and are very mobile. They want to advance quickly and require flexible schedules, ongoing training, freedom and independence[6]. Emploi-Québec published a practical, French-only information sheet entitled *Comment apprivoiser la génération Y* [taming Generation Y], which is available at http://emploiquebec.net/publications/Pages-statiques/00_emp-fichegeneration-Y.pdf. It is for SME managers but contains practical information for anyone who wants to establish sound professional relationships with the young people who belong to this generation.

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[6] This information was taken from http://en.wikipedia.org/wiki/Generation_Y, consulted on August 13, 2010.

3. PROGRAM COORDINATION

Regardless of the type of organization that takes the initiative to launch an *Eco-Leadership for Young Workers* program, the program must be implemented within a predetermined period of a few months and be coordinated by a small team of professionals who will get together specifically and on a regular basis for this project.

The program will assume the scope desired by the organization sponsoring the cohort in terms of the resources to be allocated to it. This will depend on the funds it has available for creating a modest or more ambitious program. In any case, the terms and conditions remain the same and the program will depend on voluntary contributions from resource persons and organizations that will be asked to share their experience and expertise with the young ecoleaders. Program coordinators may come from the organization sponsoring the cohort or be contracted to fulfil this mandate.

3.1 ROLES AND RESPONSIBILITIES OF THE COORDINATION TEAM

It is recommended that a team of two to four people, made up of a coordinator, a senior advisor, an assistant and a research intern, be formed to manage and coordinate the program. If there are not enough resources available to form a four-member team, the tasks can be shared.

COORDINATOR

Coordinators oversee the projects and budget management, and ensure that deadlines are met. They apply the approved candidate selection criteria[7], determine candidate training and support needs, and help candidates clarify their expectations and their projects, taking into account the constraints of each environment and each person's knowledge and skills. Ideally, they will live in same area as the cohort members and be thoroughly familiar with the local sustainable development issues.

Coordinators have training skills and should be familiar with university, community and institutional networks in the fields of the environment and sustainable development. They must be open to new teaching initiatives and information technologies: distance training, resource sharing, teamwork, social networks, audio-visual tools, etc. They may also assume other responsibilities if the size of the team is reduced.

[7] See the criteria proposed in item 4.1.1.

SENIOR ADVISOR

Senior advisors work closely with the coordinators. They have previously helped implement these types of initiatives and are able to assess the young ecoleaders' training and support needs, are familiar with Generation Y values and understand the basic concepts and principles of sustainable development and eco-citizenship. Senior advisors facilitate cooperation among all project stakeholders. They also assume the assistant's responsibilities if an assistant cannot be hired as a result of budget constraints.

ASSISTANT

Assistants perform weekly follow-ups with every cohort member and resource person. They should be familiar with the associations and communities in the cohort's region and the organizations and NGOs that focus on sustainable development. It is recommended that assistants be about the same age as the cohort members to avoid generation gaps and facilitate discussions with the young ecoleaders.

RESEARCH INTERN

It may be helpful to recruit a research intern to identify useful references for the candidates regarding sustainable development, eco-citizenship and environmental education, and to produce documents, maintain a shared blog, etc.

MONTRÉAL PILOT PROJECT COORDINATION TEAM[8]

The team comprised a coordinator and an assistant coordinator, assisted by a research intern. The team members' main responsibilities were as follows:

Coordinator:

Establish and monitor the work schedule.

Maintain administrative ties with the cohort's sponsoring organization (the Biosphère) and comply with the budget framework.

Prepare and facilitate information sessions and support training sessions.

Hire and supervise the assistant coordinator and the research assistant and define their respective mandates and schedules.

Assistant coordinator:

Assist the coordinator and help facilitate training sessions.

Maintain contact with the resource persons and candidates and monitor their needs.

Develop networks between candidates and resource persons.

Research intern:

Perform documentary research on sustainable development and eco-citizenship.

Identify key concepts.

Write easy-to-read reference documents and present them to cohort members at the general information session.

[8] The text boxes present some of the highlights and lessons learned during the 2009– 2010 Montréal pilot project and the Sutton project. They illustrate various steps in the program implementation process.

3.2 RESOURCE PERSONS

Many people (representatives of organizations or associations, exemplary leaders, experts, etc.) can help recruit candidates and implement the program. They make up a relatively unofficial network of individuals who share the same values and interests with regard to the project. Numerous (telephone, e-mail or other) discussions and one-on-one meetings must be scheduled to discuss the program objectives and the needs and expectations of the ecoleaders.

REPRESENTATIVES OF ORGANIZATIONS OR ASSOCIATIONS

These people are from the public, private, academic or community sectors. Their involvement can be attributed to their availability, their desire to meet young people and their interest in sustainable development. They can be called upon to help recruit candidates, promote the program or participate in ecoleader training and support sessions, where they can provide expertise or share their experiences.

EXEMPLARY LEADERS

Exemplary leaders have distinguished themselves by the excellence of the environmental and sustainable development projects they have implemented. They can be business leaders, innovative entrepreneurs or well-known people. A source of inspiration for ecoleaders, particularly if they share the same field of interest and are acting in the region where the cohort is formed, they will be invited to share their experiences and concrete practices.

EXPERTS

Experts are well-known communicators or consultants with specific expertise that can be shared in a field of interest to the cohort members. The coordinator should try to invite people who enjoy stimulating and motivating the eco-leaders through dynamic, interactive presentations.

MENTORS

Mentors are people recognized in their respective areas for their skills and expertise in sustainable development. They can be slightly older than the cohort members, as long as they inspire trust and respect. Mentoring can play an important role for those who choose it.

3.3 BUDGET PLANNING

An overview of existing eco-citizenship development and community involvement programs reveals a wide variety of implementation methods and major budget differences. Any organization that decides to sponsor a cohort under the *Eco-Leadership for Young Workers* program will have to draw up a budget and, if necessary, put together a funding package with various partners. There is only one stipulation: there must be no registration fee for program participants.

The budget will include various expenses related to training and support activities, room rentals, accommodation and travel expenses, fees and micro-grants to facilitate the start-up of certain ecoleader projects as needed and, possibly, recognition grants, etc.

REMUNERATION AND TRAVEL EXPENSES

In principle, the program relies on volunteer resource people. However, fees may have to be paid if the desired expertise is not otherwise available, but these types of decisions must be transparent and based on specific criteria (scarce or unique expertise, exchange of services, etc.). The resource persons' travel expenses may be reimbursed, if applicable.

MICRO-GRANTS

Micro-grant needs must be assessed at the outset by consulting with each ecoleader individually. This measure can lay the groundwork for launching a project and generating more support. However, a sustainable development project, which by definition is perennial, must not be compromised by a halt in funding. Projects must have strong community support to succeed. This should be discussed openly at the first information session, where the difference between a start-up micro-grant and the funding required for project implementation can be explained.

MERIT AND RECOGNITION GRANTS

Should the ecoleaders who have shown the most enthusiasm and developed the best projects be rewarded? If rewards really motivate candidates, it could be appropriate to establish merit criteria, choose what form this recognition should take (certificate, special event or formal ceremony) and include the related expenses in the budget. This measure was not used for the Montréal pilot project and has not been required for the Sutton cohort to date.

4. PROGRAM IMPLEMENTATION

The *Eco-Leadership for Young Workers* program involves three phases:

Candidate recruitment and selection.

Development and delivery of the training and support program.

And finally, personalized support for the ecoleaders' projects.

These three phases enable ecoleaders to gradually integrate into the program and should be implemented quickly enough to keep the participants motivated. For example, phases I and II could be implemented over a period of two months each. Phase III could be spread out over three or four months to allow time for project monitoring, at least during the start-up phase, assuming that the projects will eventually become perennial in the community or environment in which they are developed.

IMPACT OF SCHEDULE DELAYS

The Montreal pilot project was implemented over a 15-month period with too much time between each phase. Some candidates had to withdraw, having committed to other projects. Consequently, the coordination team decided to recruit new candidates after the general information session, which resulted in the formation of a cohort whose members had different levels of preparedness.

The general information session and recruitment for the Sutton cohort took place in the spring of 2010, while the training and support program took place in the fall. The summer break caused some of the candidates to become less enthusiastic, which had an impact on the progress of their projects and attendance at program activities.

4.1 PHASE I: CANDIDATE RECRUITMENT AND SELECTION

Phase I involves promoting the program to networks that may be able to reach suitable candidates, and recruiting and selecting the people who will make up the cohort. At this time, meeting with the candidates could take place at their workplace, in the presence of their employers, particularly if the project they intend to implement is related to their work.

Specific objectives of Phase I

▍ Promote and advertise the *Eco-Leadership for Young Workers* program in order to recruit the best candidates.

▍ Select candidates aged 18 to 30 based on approved criteria and determine their needs in order to help them take action on sustainable development.

▍ Ensure that every participant is aware of the issue of sustainable development and willing to become involved through an individual or group initiative.

4.1.1 PROGRAM PROMOTION AND CANDIDATE RECRUITMENT

After the scope of the project has been defined, and expectations about cohort size and make-up have been specified, an information and promotion document will be prepared and sent to targeted networks to recruit potential candidates.

Distribution lists should not be limited to organizations that focus on the environment and sustainable development in order to reach a wide range of young workers. The mailing list could include: professional associations, community organizations, unions, political parties at all levels, etc.
A letter signed by the project coordinator will be attached to the promotional document, requesting a meeting with someone who will circulate the information within their environment.

It is suggested to keep a record which will include: contact information for organizations and contact persons, a brief description of the reasons for dealing with these organizations or people, the steps taken, outcomes, etc.

The candidates will complete an individual registration form[9], in which they will describe their past achievements, the project they have in mind, and their motivations, needs and expectations. The forms can be completed during an interview with the program coordinator, who will use them to perform summary candidate assessments. This will provide a better idea of the candidates' availability to participate in every phase of the program, how they want to become involved, what incentives would encourage them to complete the program and what resources they already have to start their project. Afterwords, the coordinator will complete the form by assessing the extent to which the candidates meet selection criteria.

[9] See an example in Appendix E.

Selection Criterias

▌ Is between the age of 18 and 30.

▌ Is working full-time or part-time.

▌ Shows initiative and leadership in one of their environments.

▌ Already have a good idea of the project that the *Eco-Leadership for Young Workers* program will help them implement.

▌ Is available and willing to devote the time needed to participate diligently in the training and support program.

▌ Can count on his/her employer's support, if needed.

▌ Have or is able to find the resources available to implement his or her project (support of the community in which he/she wants to implement his/her project, funding opportunities, if required).

▌ Agrees to sign the letter of commitment to the program.

These criteria may of course be tailored to the needs of the organization sponsoring the program. An ideal cohort should consist of a maximum of 12 to 25 people.

Reviewing all the information in the candidates' forms will enable you to identify shared expectations and needs, and suggest a program with appropriate training, support, resource persons and timelines.

TRAINING THE MONTRÉAL COHORT

The coordination team selected young workers to participate in the pilot project. Some of them were still studying at university. About 20 people participated in the first information session and eight candidates completed the program. These young people worked in the private, public and community sectors or were self-employed. They had already shown initiative and leadership at school, at work, in their neighbourhoods or within their families. They had thought about the actions, initiatives or measures needed to improve various situations and practices in the workplace or elsewhere, in terms sustainable development. The coordinator focused the recruitment efforts on networks likely to be interested in this type of program such as young professional associations, Junior Chambers of Commerce, young civil servant networks, etc.

4.1.2 FORMAL COMMITMENT

The contractual aspects of the *Eco-Leadership for Young Workers* program must not be underestimated. It is important to specify the young ecoleaders' commitment at the outset and confirm everything in writing. The terms and conditions of the commitment can be set out in a letter signed by both parties, which will encourage attendance at training and support sessions and participation in all phases of the program[10]. It may be useful to formally obtain the employer's support, if applicable.

It is important that candidates be aware of the quality of the program which is offered to them free of charge (human resources, networking and business contacts, support for funding searches, support, online discussion forum and assurance of constant coordination), and honour their commitment, another hallmark of good eco-citizenship.

4.1.3 PRELIMINARY INFORMATION MEETING

Once selected, the candidates are invited to an initial information meeting. Participants will be consulted regarding their expectations, the session format and the schedule, and an outline of the program will be presented. The initial meeting will address the principles and basic concepts of sustainable development. All the potential ecoleaders will introduce themselves and tell the group about the project they wish to implement. At this time, small teams may be created around a unifying project. At the end of the meeting, participants who want to confirm their registration in the program make a shared collective commitment to completing the program.

STARTING UP THE MONTRÉAL PROJECT

After 20 or so potential candidates had been recruited, an information meeting was held in March 2009 to inform them about the *Eco-Leadership for Young Workers* program, and provide them with an opportunity to tell us about their motivations and interests. They were also given the document entitled *Sustainable development and co-citizenship: concepts of eco-citizenship and sustainable development*[11] to read on their own time. The purpose of this document was to get them thinking about certain key concepts of sustainable development, eco-citizenship, environmental education and education for sustainable development.

While waiting for the training program to be implemented, a group visit to the Complexe environnemental Saint-Michel (http://www.tohu.ca/en/CESM) was organized in the following weeks. This visit gave rise to interesting discussions and increased solidarity between the eco- leaders.

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[10] See an example of the letter of commitment in Appendix G.

[11] See this document in Appendix H.

4.2 PHASE II: TRAINING AND SUPPORT PROGRAM

After the cohort has been formally established, the appropriate training and support program is finalized. It may include site visits relating to the ecoleaders' projects to strengthen their sense of belonging and increase their knowledge of specific issues.

Specific objectives of Phase II

Provide participants with the means to develop their skills and abilities in order to take a proactive approach to sustainable development in one of their environments;

Support the initiatives of these youth through training and appropriate support so that they can complete a project of their choice and set an example;

Create a network of young eco-leaders.

TRAINING PROGRAM[12]

The program will include a series of training sessions on issues and themes that the members of the cohort consider important. The purpose of the sessions is to inform, stimulate, motivate and encourage the ecoleaders as they implement their projects. It is helpful to consult with people who have already designed and delivered this type of training before finalizing the program, particularly in cases where the coordination team lacks experience in this area.

It would appear that training spread out over three evening sessions (three hours each), followed by a six-hour session (one full day, such as Saturday) works best for most people.

The program can also include various fun teaching activities and a core curriculum that will enable participants to:

Improve their knowledge of sustainable development.

Develop skills (leadership, communication, etc.). and

Learn how to design and implement a project that promotes sustainable development.

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[12] View summaries of the Sutton and Montréal projects in Appendix F.

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A few hours may be spent presenting specific issues or concepts that interest most of the participants (e.g. recycling and recovery, energy efficiency or fair trade, social responsibility, etc.). This may involve best-practice demonstrations, brief presentations by experts and resource persons, screening documentaries, videoconferences, simulations or case studies.

COMPLEMENTARY THEMES AND ISSUES

In the case of the Montréal pilot project, the issues developed during the training sessions were waste management, sustainable urban transportation, as well as nutrition and fair trade. Four training sessions were designed and developed to meet these objectives. The first pertained to eco-citizenship and sustainable development; the second, leadership and communication; the third, three topical issues; and the fourth, a few success stories, a theatre presentation simulating the constraints of implementing sustainable development in the workplace and a workshop in small groups on the ecoleaders' projects.

Issues differ from one cohort to another. They are based on the participant's needs and the nature of their projects.

While designing and organizing the meetings, the following steps must be taken into consideration:

Design the program based on the time available and the topics to be covered.

Identify the resource persons who are able and available to deal with the selected topics and issues; establish the terms and conditions for collaborating and monitoring.

Consult with the appropriate networks to obtain current, relevant reference materials.

Establish the schedules and duration of the sessions including the question periods.

Organize the session logistics (choice of location and accessibility, available services, reception, refreshment breaks, audio-visual equipment and Internet access, etc.).

Plan the budget (fees, travel expenses, refreshments, etc.).

MONTRÉAL PROJECT LOGISTICS

A number of choices were made for the Montréal pilot project regarding finances, content and logistics:

▌ No remuneration for stakeholders or experts.

▌ Choice of appropriate locations for informal meetings and networking.

▌ Time for open discussion at the end of each session.

PEDAGOGICAL CONSIDERATIONS

The training program has to be substantial but will not involve a series of lectures. Each session includes various activities and presentations by good speakers and a question period after each presentation. These meetings also enable each participant to become acquainted with people facing similar challenges and lessen the sense of isolation some of them may feel. The refreshment breaks will provide them with a valuable opportunity to establish informal contacts.

At the beginning of the first session, the coordinator presents the training objectives and those of that particular session. From the second session onward, he must provide a quick recap before presenting the objectives of the session. At the end of each meeting, he announces what is coming up and distributes a short evaluation form, which is also used to track attendance.

Although it is preferable to have local resource persons, we may have to a call upon a resource person from another region, if required. Videoconferences can also be set up when the equipment is available. The key is to carefully select motivated, committed resource persons, whose experience and expertise are recognized, and tell them exactly what is expected of them.

ASSESSMENT OF THE PILOT PROJECT TRAINING PROGRAM

The training sessions were very well received. The ecoleaders were constantly motivated, even though their numbers varied from session to session. The quality of presentations was appreciated by all. The climate of sharing and discussion attested to the eco-leaders' interest. Note that absenteeism disrupts continuity from one session to the next. Therefore, it is important to emphasize that ecoleaders should attend every session. Many background documents and checklists were distributed at each session.

4.3 PHASE III: PERSONALIZED PROJECT MONITORING

The final phase is as important as the first two because it provides coordinators with an opportunity to monitor each ecoleader's project.

Specific objectives of Phase III

Monitor each ecoleader's learning;

Help them reformulate their projects and support them if they wish, for a maximum three- or four-month period.

4.3.1 PROJECT IMPLEMENTATION

During or following the training program, the ecoleaders implement the projects they had planned initially, adapting them based on what they have learned. They must plan every phase and the specific tasks, consult with any mentors who have been assigned, if applicable, draw up a budget, etc.

One or more meetings between the coordinator and the ecoleaders must be scheduled to discuss project progress and determine material needs or other needs. Various approaches to project monitoring, which take into account individual constraints, may be provided for up to three or four months.

Mentoring is optional and support may also be more informal. Some ecoleaders do not want to become involved in mentoring and would rather have the program leader refer them to people who can give them specific advice.

Networking procedures also depend on the needs expressed by the ecoleaders during and after training. Networking may involve a group meeting for sharing progress updates on various projects or setting up an online sharing site where senior workers can share their knowledge with recruits from other cohorts.

OVERVIEW OF THE SUTTON COHORT PROJECTS

▎ Replaced annuals with perennials in a commercial flower bed to reduce the environmental footprint and lead by example;

▎ Introduced various energy-efficient and socially responsible measures at a restaurant inn;

▎ Produced a BioKit[13] to identify the problems and determine the actions required to preserve local biodiversity;

▎ Performed nature conservation and slope reforestation work at the Sutton ski resort;

▎ Opened a location at the Maison des Jeunes to promote the processing of various items collected through donations (e.g. residential furniture).

4.3.2 PROGRAM TERMINATION AND COMPLETION OF THE ECOLEADERS' PROJECTS

At the end of the program, according to a mutually agreed upon schedule, the ecoleaders submit a written report a few pages long describing what they have learned, the objectives and status of their project or other initiatives that the entire *Eco-Leadership for Young Workers* program enabled them to undertake (career changes, joining a community group, professional development, etc.). A sample template is presented in the appendices.

It may be appropriate to publicize the results of some projects initiated by the ecoleaders to local elected officials, regional or specialized media and the stakeholders who contributed to the projects' development or success. The coordination team may also decide to acknowledge the excellence of some projects through a recognition ceremony and a press release or issue every ecoleader with a program participation certificate indicating the extent of their success, if applicable.

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[13] See the BioKits Web site: http://www.ec.gc.ca/biotrousses-biokits/default.asp?lang=En&n=C0269262-1

OVERVIEW OF THE REPORTS AND RESULTS OF THE MONTRÉAL PILOT PROJECT COHORT

The eco-leaders who completed the program in Montréal submitted very different reports. Some reported well-defined projects and systematic approaches. Several did not fully implement or complete their projects, and others were still in the process of building their projects at the time this guide was written.

In some cases, the ecoleaders implemented their projects by teaming up with other people who were not part of the cohort. Others formed partnerships with institutions that could provide them with organizational support, such as entrepreneurship training at HEC Montréal.

Some left the cohort for various reasons. Building on their experience with cohort members and motivated by their projects, they discovered new opportunities related to the *Eco-Leadership for Young Workers* program.

For example, one ecoleader came across an opportunity to implement a tree planting project in Niger, and another found a job in a municipality. Some are continuing their project as part of their regular employment. A few decided to work alone, without any help. Although they appreciated the training sessions in which they actively participated, they decided to pursue their projects without a mentor.

Obviously, the results are difficult to compare. They differ in terms of project type and implementation method. However, we found that regardless of how the projects were implemented, all the ecoleaders confirmed that they had benefited from the program. It enabled them to assert their leadership alone or with others, locally, overseas or within various institutions.

5. IMPLEMENTATION RECOMMENDATIONS

Certain findings from the Montréal and Sutton pilot projects may be useful to future cohorts. These findings are summarized below.

TIME AND SCHEDULE CONSTRAINTS

To align the program schedules with those of young workers, it is suggested to meet with the candidates at work and provide evening and/or weekend training sessions. Young workers find a full weekend of training quite onerous. They would rather spend weekends with their families or on leisure pursuits. Long periods of time between each phase should also be avoided. A certain amount of flexibility will enable the ecoleaders to implement their projects based on their availability and the opportunities that arise.

GENERATION Y AND POTENTIAL ECOLEADERS

The target candidates belong to the Generation Y age group. Being familiar with this group's socio-cultural characteristics is an asset in that it helps better meet their needs.

SENSE OF SOLIDARITY

To maintain a sense of solidarity within the cohort, a structured approach may be combined with fun activities (group outings, theatre presentations, role playing, etc.). Sharing the enjoyment of working together to develop sustainable communities will help foster a eco-citizenship mindset.

ECO-LEADERSHIP AND PROJECT IMPLEMENTATION

The *Eco-Leadership for Young Workers* program cannot be limited to implementing sustainable development projects. It would be inaccurate to measure the program's success by the number of projects realized. Its aim is above all to encourage and develop sustainable leadership qualities in each participant.

STAKEHOLDERS AND ECOLEADERS

Stakeholders' personal qualities are just as important as their professional skills. Remuneration, even a token amount, should not be the main reason that stakeholders participate in training and support activities.

BUDGET PLANNING

From the outset, it is important that needs be properly assessed and a budget established to help get certain projects started. Also encourage the ecoleaders to engage in canvassing activities; they can often tap into other resources at their workplace or within their community.

COMMUNICATION AND NETWORKING

It has been noticed how important it was to stay in touch with the ecoleaders by e-mail, during interviews or more formal meetings to keep them all motivated. Coordinators are encouraged to become familiar with the social networks so important to Generation Y and it is recommended that there be an interactive portal (blog) for all ecoleaders who have participated in the program in Montréal, Sutton, and other areas of Quebec and Canada.

CONCLUSION

The pilot project conducted in Montréal, followed by the establishment of a cohort in the Sutton area (Eastern Townships) and the subsequent evaluation indicated that this type of program was useful to young workers and to society in all the environments in which they were involved.

The program aims to provide young people with the knowledge and skills they need if they want to get involved in society on a long-term basis and help them implement projects under optimal conditions. We hope that Eco-Leadership will snowball in a variety of life and work environments across the country. This will help shrink the ecological footprint of Montrealers, Quebecers and Canadians sustainably, while improving the socio-economic conditions of people around the world.

APPENDIX

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APPENDIX A

AGREEMENT FORM
FOR ORGANIZATIONS WISHING TO IMPLEMENT
THE *ECO-LEADERSHIP FOR YOUNG WORKERS* PROGRAM

BACKGROUND

To promote eco-citizenship and develop a network of young ecoleaders interested in sustainable development in Quebec, Canada and other parts of the world, the Biosphère, Environment Museum, in collaboration with its RCE-Montréal partners, developed an *Eco-Leadership for Young Workers* program, under which a pilot project was started in an urban environment (Montréal) and from which another rural cohort, in Sutton, Quebec, benefited in 2009 and 2010. Given the success of this initiative and the interest it generated among partners in other parts of Canada and within the sustainable development education network, the Biosphère is pleased to make this ***Organizational Guide to Implementing an Eco-Leadership for Young Workers Program*** available to organizations interested in sponsoring a cohort under the program.

Therefore, the Biosphère, in accordance with principles similar to those of the *Creative Commons Licence, Some Rights Reserved* , gives permission to the undersigned to use this guide to implement an *Eco-Leadership for Young Workers*[1] program under the following conditions:

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IN WITNESS WHEREOF, THE PARTIES SIGNED ON (DATE)

SIGNATURE AND NAME (PLEASE PRINT)

SIGNATURE AND NAME OF PROGRAM SPONSOR (PLEASE PRINT)

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Canada

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APPENDIX **B**

EXAMPLES OF TRAINING AND SUPPORT SESSIONS

1. MONTRÉAL PILOT PROJECT (2009–2010)

Session 1: Eco-citizenship and Sustainable Development (3 hours)

- Presentation of the *Eco-Leadership for Young Workers* program, future sessions and proposed support
- Account of a sustainable development leader
- Presentation on eco-citizenship and sustainable development

Session 2: Leadership and communication (3 hours)

- Ideas for staying in touch with other young ecoleaders
- Account of a sustainable development leader
- Leadership in communication

Session 3: Three topical issues (3 hours)

- Facts and ideas to grasp
- Account of a sustainable development leader
- Waste management and life-cycle analysis (LCA)
- Sustainable urban transportation

Session 4: Designing and implementing projects that promote sustainable development (6 hours)

- Putting knowledge into practice
- Accounts by sustainable development practitioners
- Managing green projects
- Dinner theatre: *"Vous avez dit un éco-projet !"* ["Did you say green project?"] theatre presentation
- Workshops: chances of success and risks of failure, available resources, planned timelines and review of support

2. SUTTON COHORT (2010)

Session 1: Eco-citizenship and sustainable development (3 hours)

- City's approach to sustainable development
- Presentation of the *Eco-Leadership for Young Workers* program, future sessions and proposed support
- Account of a local personality, landscape architect
- Interactive animation on the environmental footprint, which every ecoleader must assess and the inventory they must perform
- Sustainable development: from Rio to Sutton, from global to local
- Project analysis tool for SD within communities

Session 2: Leadership and communication (3 hours)

- Introduction to project management
- Communications and social networks

Session 3: Topical issues (3 hours)

- Tourism in the making: being leaders and doing things differently
- Account of a local tourism personality

Session 4: Designing and implementing projects that promote sustainable development (2 hours)

- Leadership in sustainable development: Life-cycle analysis (LCA) and green design

Session 5 (3 hours)

- Project management support
- Blog and project monitoring tools
- Conclusion and recommendations

PROPOSED SCHEDULE

Phase I (2 months)

Program development and adaptation based on the *Organizational Guide to Implementing an Eco-Leadership for Young Workers Program*

Production and distribution of promotional tools for recruiting candidates

Identification of potential ecoleaders and establishment of a preliminary cohort

Meeting with ecoleaders to complete registration forms and specify the projects

Preliminary version of the training program and identification of the resource persons

Information session for the successful candidates

Formation of the cohort and signature of the letters of commitment

Phase II (2 months)

Final development, coordination and delivery of the training and support program

Identification of human and financial resources to support projects as needed

Personalized monitoring of ecoleaders and resource persons

Phase III (3 to 4 months)

Implementation of ecoleaders' projects

Personalized monitoring of projects by coordinators, resource persons or mentors

Ecoleaders' portal and possibly awards or a recognition event

Results of each project and final program report.

ECOLEADER CANDIDATE APPLICATION FORM

NAME	FIRST NAME	TELEPHONE AND E-MAIL
MEETING DATE	MEETING LOCATION	LENGTH OF DISCUSSION
CANDIDATE PROPOSED BY	ORGANIZATION	TELEPHONE

OCCUPATIONAL STATUS AND JOB SUMMARY:

COMMUNITY OR VOLUNTEER PROJECTS IMPLEMENTED (IN THE COMMUNITY, SCHOOL, WORKPLACE OR RECREATIONAL SETTING, ETC.)		YEAR AND LENGTH OF PROJECT

ECO-LEADERSHIP PROJECT IN SUSTAINABLE DEVELOPMENT THAT YOU WOULD LIKE TO IMPLEMENT	WHY?	HOW?

NEEDS: TRAINING, CONTACTS, MICRO-GRANT, ETC.

APPENDIX E

CANDIDATE EVALUATION BY THE COORDINATOR BASED ON PROGRAM CRITERIA

CANDIDATE'S AGE (18–30)		(AGE OR BIRTHDAY)	
WORKER	FULL-TIME	PART-TIME	NON-WORKER
INITIATIVES AND LEADERSHIP SHOWN	HIGH LEVEL	AVERAGE LEVEL	LOW LEVEL
SD PROJECT UNDER CONSIDERATION	YES	NO	TO FOLLOW
AVAILABILITY	HIGH	AVERAGE	LOW
EMPLOYER SUPPORT	YES	NO	N/A
AVAILABLE RESOURCES	SIGNIFICANT	AVERAGE	FEW
SIGNATURE OF THE LETTER OF COMMITMENT	YES	NO	N/A

COORDINATOR COMMENTS:

_____

_____

_____

_____

EVALUATION FORM FOR TRAINING AND SUPPORT SESSIONS
(TO BE COMPLETED BEFORE LEAVING EACH TRAINING SESSION)

DATE OF TRAINING OR ACTIVITY

	VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED
ACCOUNT OF (NAME OF RESOURCE PERSON)				
PRESENTATION #1 (NAME OF PRESENTER)				
PRESENTATION #2 (NAME OF PRESENTER)				
PRESENTATION #3 (NAME OF PRESENTER)				
WORKSHOP DISCUSSION				
SESSION ACTIVITIES IN GENERAL				
QUESTION PERIOD				

	YES, STRONGLY AGREE	SOMEWHAT AGREE, WITH RESERVATIONS	SOMEWHAT DISAGREE	NO, STRONGLY DISAGREE
THE TOPICS COVERED ARE INTERESTING				
THIS EVENING/DAY HELPED ME DEFINE MY PROJECT				
THE INFORMATION DISTRIBUTED WAS RELEVANT				

COMMENTS AND SUGGESTIONS

TEMPLATE FOR ECOLEADERS' FINAL REPORT

NAME	FIRST NAME	TELEPHONE AND E-MAIL
NAME OF COHORT	PROGRAM START AND END DATES	ECOLEADER'S PROJECT START DATE (AND END DATE, IF APPLICABLE)

OCCUPATIONAL STATUS AND JOB SUMMARY

PROJECT NAME

PARTNERS

PROJECT OBJECTIVES

PROJECT STATUS AND RESULTS

SUMMARY OF INCOME (IF APPLICABLE) AND EXPENSES

OTHER BENEFITS OF THE *ECO-LEADERSHIP FOR YOUNG WORKERS PROGRAM* (CAREER CHANGE, JOINING A COMMUNITY GROUP, PROFESSIONAL DEVELOPMENT, ETC.)

SUGGESTIONS AND RECOMMENDATIONS FOR IMPROVING THE *ECO-LEADERSHIP FOR YOUNG WORKERS* PROGRAM

TEMPLATE FOR PROGRAM CANDIDATE LETTER OF COMMITMENT

Eco-Leadership for Young Workers program; _____ cohort

I, the undersigned _____ declare and warrant that I have read
and accepted the general terms and conditions of the program:

| Be available to participate in the planned activities throughout the program;

| Implement a sustainable development project in one of my environments;

| Set learning objectives for myself and take measures to achieve them;

| Participate actively in the *Eco-Leadership for young workers* community;

| Act in a professional manner at all times, both during the training and support program
  and during the project that I have chosen to implement:
  - punctuality;
  - availability;
  - respect for others;

| Promote opportunities for discussion and debate between the ecoleaders in my cohort, the program
  coordination team and the resource persons participating in the program.

The *Eco-Leadership for Young Workers* program agrees to:

| Guide the ecoleaders in the various procedures relating to the project they have chosen to implement
  in one of their environments and help them think and act about sustainable development;

| Provide the ecoleaders with support to meet their training needs;

| Provide the ecoleaders with support to help them develop skills, broaden their networks and increase
  their civic engagement to help them achieve their sustainable development and environmental protection
  objectives within their environment.

IN WITNESS WHEREOF, THE PARTIES SIGNED ON (DATE)

SIGNATURE AND NAME (PLEASE PRINT)
SPONSORING ORGANIZATION

ECOLEADER'S SIGNATURE AND NAME (PLEASE PRINT)

ECO-CITIZENSHIP AND SUSTAINABLE DEVELOPMENT CONCEPTS

INTRODUCTION

Eco-Leadership for Young Workers is a program initiated by the Biosphère, Environmental Museum under the coordination of André Champoux, Manager, National Centre of Excellence for Environmental Education and Commitment, and Thérèse Drapeau, Advisor, Sustainable Development. It was implemented with some RCE-Montreal partners[1] and is the result of the concerted effort of partners of Montréal's *Strategic Plan for Sustainable Development* (SPSD)[2], the Biosphère and ICI Environnement.

The *Eco-Leadership for Young Workers* program aims to develop the sustainable development skills of young leaders across Canada. These individuals are selected from all action areas and levels of society based on their ability to implement projects or influence the actions of their peers. They will help us make social and economic progress, and improve the quality of our environment. They will be ecoleaders.

The program aims to give these ecoleaders the tools to act decisively within their various environments. Through training, networking activities, idea sharing and technical and financial support, as required, these young ecoleaders will have everything they need to successfully implement projects that will have a ripple effect and spearhead further development.

In order to be effective and make sound decisions, ecoleaders must be well informed and have a coherent overall vision. This vision must be based not only on sound principles, but also on an understanding of the concepts that help focus every project on a clearly defined objective: sustainable development. Ecoleaders must be able to understand their role, what is expected of them and the attitudes and skills required for their projects to succeed. They must also be aware of the broader objective of influencing other citizens. We thought it would be helpful to provide some background on the issue to clarify these two aspects.

This document was written by Nicholas Teasdale Boivin in March 2009, under the direction of Michel Provost and Louise Levac, and was revised by Thérèse Drapeau (Environment Canada) and Natacha Beauchesne (City of Montréal) in October 2009. It was updated by Thérèse Drapeau in February 2011 and incorporated into the Organizational Guide to Implementing an *Eco-Leadership for Young Workers* Program.

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[1] The Montreal Regional Centre of Expertise on Education for Sustainable Development (RCE Montréal) was created by the Biosphère, Environment Museum, part of Environment Canada, ICI Environnement (group of Quebec universities that offers environment courses) and the City of Montréal as part of Montréal's First *Strategic Plan for Sustainable Development* (SPSD). RCE-Montreal is part of a network of 74 RCEs designated worldwide by the United Nations University in the Decade of Education for Sustainable Development (2005–2014).

[2] To bolster and highlight sustainable solutions for improving residents' quality of life, the City's partners committed to working to create Montreal's own RCE-UNU in the 2007–2009 action plan of MFSPSD. The SPSD therefore laid the groundwork for the first RCE-UNU in Quebec. In April 2005, Montreal adopted its first *Strategic Plan for Sustainable Development* (SPSD), which spanned five years. Run by the City of Montréal, the plan includes two phases: start-up (2005–2006) and consolidation (2007–2009). The second phase started in 2010–2015.

PART I – SUSTAINABLE DEVELOPMENT

A DEFINITION OF SUSTAINABLE DEVELOPMENT TO GUIDE DECISION-MAKERS

Over the past few years, many people have observed that the concept of sustainable development has lost its meaning as a result of being used inappropriately[3].

As hard to pinpoint as it may be, the concept of sustainable development has become a key part of public debate. Social projects and new developments are evaluated in terms of sustainable development. Some even go as far as to say that new societal consensuses are being built around this concept.

This has resulted in a plethora of actions, designed in differing and sometimes conflicting ways, supposedly taken in the interests of sustainable development. We believe that the definition of sustainable development should be as simple as possible. We must adopt a common language and concepts, because the commitments and solutions, and the projects on which they are based are developed according to specific criteria that must be measured.

THE CHANGING CONCEPT OF SUSTAINABLE DEVELOPMENT

Built on ideas defended by the Club of Rome, notably in its 1972 report entitled *The Limits to Growth*, the idea of sustainable development was first defined by the International Union for Conservation of Nature (IUCN) in a 1980 document entitled *World Conservation Strategy.*

The term "sustainable development" was first used in a neo-Malthusian sense of natural conservation. Like this precursor to demography, the authors of the *World Conservation Strategy* were concerned about the effects of overpopulation on resources and the survival of the planet, and recommended that population be controlled to a certain extent. However, social equity and the sharing of wealth are the main priorities of this strategy, which primarily emphasizes environmentally responsible social development[4].

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[3] "[Translation] The term "sustainable development" has been recovered, recycled and at times overused. Nowadays, the economic world is using it as an alibi to avoid asking the real question: do we need to forgo economic growth to save the planet? That is the question asked by the Institut d'études économiques et sociale pour la décroissance soutenable [institute of economic and social studies on sustainable decline] in an article entitled "Développement durable. Un concept à géométrie très variable." Website: http://www.decroissance.org/?chemin=presse/politis

[4] International Union for Conservation of Nature and Natural Resources. *World Conservation Strategy: Living Resource Conservation for Sustainable Development*, 1980. Document consulted at the following address: http://data.iucn.org/dbtw-wpd/edocs/WCS-004.pdf

The Brundtland report is named after Gro Harlem Brundtland, the Prime Minister of Norway at the time, who was put in charge of the World Commission on Environment and Development by the UN General Assembly. Her work laid the groundwork for conceptualizing sustainable development. The central idea of the report *Our Common Future* is the need to ensure equitable development for future generations. It was the first time economic development was analyzed from an ecological standpoint and ecology was analyzed from a development standpoint. The Commission found that development and wealth creation were desirable, provided they did not jeopardize future generations' access to the resources that drove this development. According to this initial definition, sustainable development is therefore the equitable fulfilment of the needs of the present while respecting those of the future.

Sustainable development means a development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable development is based on a long-term vision which takes into account the inextricable nature of the environmental, social and economic aspects of development activities[5].

LEGAL FRAMEWORK

Quebec adopted the *Sustainable Development Act* in 2006. The purpose of the Act was to introduce a new government action framework focused on sustainable development. The Act defined a few principles and provided a legal definition of sustainable development:

This Act first applies to Quebec's public administration and, subsequently, with their consent, to municipal organizations and education, health and social services networks. With the global trend toward urbanization on the rise, cities must play an ever greater role in ensuring sustainable urban development in their area.

Adopted in 2005, Montréal's *First Strategic Plan for Sustainable Development* (2005–2009) reflects the widespread drive to integrate sustainable development principles within Quebec and Canadian government institutions. The orientations that guide the plan address current urban issues such as improving air quality and reducing greenhouse gas emissions, ensuring the quality of residential environments, practicing responsible resource management, encouraging businesses, industries and institutions to adopt solid sustainable development practices, and protecting biodiversity, natural environments and green spaces. The plan's distinguishing feature is the collective commitment of partner organizations—including the municipal administration—to making sustainable development a foundation upon which to build Montréal. It will carry forward from 2010 to 2015 with new orientations adopted

5 Sustainable Development Act. R.S.Q., chapter D-8.1.1. s. 2

in collaboration with the partners. The increasing number of organizations[6] involved in implementing the actions of Montréal's *First Strategic Plan for Sustainable Development* shows the growing interest and willingness of socio-economic players to support a collaborative approach to sustainable urban development.

The federal government created the Commissioner of the Environment and Sustainable Development position by amending Canada's *Auditor General Act* in 1995. Since 1997, the Act has required that ministers table sustainable development strategies in Parliament every three years. This requirement applies to more than 30 federal agencies and departments, which must clearly state their sustainable development objectives, measures and actions and cover the three main components: the environmental, social and economic aspects. The fourth round of sustainable development strategies covered the 2007–2009 period.

In June 2008, the federal legislation was strengthened to create a Federal *Sustainable Development Strategy* that included shared sustainable development objectives and targets in Canada. The legislation also provided for the creation of a Sustainable Development Office responsible for developing and maintaining systems and procedures for monitoring progress in implementing the Federal *Sustainable Development Strategy*, and the tabling of a report at least once every three years on the progress made by the Government of Canada.

The Act also provided for the creation of a Sustainable Development Advisory Council, made up of one representative from each province and territory and three representatives from each of the following groups: Aboriginal peoples, environmental nongovernmental organizations (ENGOs), business and labour organizations. Consultations were held on the Federal Sustainable Development Strategy in the spring and summer of 2010, and the strategy was made public in the fall of 2010.

The Government of Canada subscribes to the basic principle that sustainable development is based on the ecologically reasonable use of natural, social and economic resources and acknowledges that it needs to take into account environmental, economic and social factors in all its decisions.

The strategy will shape government action in the area of sustainable development and provide a legal framework and an overall direction within society.

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[6] In September 2009, 175 partners were actively involved in and committed to *Montréal's First Strategic Plan for Sustainable Development*.

FUNCTIONAL DEFINITION

Sustainable development is development that takes into account the ability of future generations to meet their needs; it is achieved by maintaining environmental integrity, economic viability and social equity.

This definition seems very simple. So why is there so much confusion? The confusion lies in the hierarchical organization of the three fields of action on sustainable development. According to the Government of Quebec, these three aspects are "inextricable." Therefore, according to Quebec, all three fields contain positive solutions that transcend the conflicts between social equity and economic prosperity, and between the population's needs and choices and informed environmental protection.

Civil society generally believes that there is tension between these conflicting aspects of development. Therefore, prioritization becomes essential. Should we try to make as much profit as possible while making sure not to jeopardize the survival of the human race? Or should we ensure that we maintain the biodiversity and integrity of ecosystems while feeding populations and meeting basic needs? These are two fairly different perspectives on what the focus of sustainable development should be.

In fact, economic players and civil society do not view needs the same way. The Brundtland Commission's report anticipated this issue, pointing out that needs were a social construct that varied with the level of development. The report also took into account the fact that the world's populations had legitimate aspirations to an improved standard of living[7].

---

7 *Brundtland Report.* **Notre avenir à tous** *[French translation of* **Our Common Future***], Éditions du Fleuve, Quebec City, 1989. Chapter 2.*

The relationships between these three elements can be viewed as separate strata, but some authors insist on combining them in a whole that represents an area that may be either local or global[8].

The three aspects of sustainable development are often contradictory[9]. Many authors, including Corinne Gendron and Jean-Pierre Revéret, have tried to conceptualize the relationships between the components of sustainable development:

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It rests on three elements that form the base, body and apex of a pyramid—the environment, the economy and society—in which the quality of the environment is a condition, the economy a means and social and individual development a purpose, while equity is the condition, means and purpose of sustainable development. [Translation]

8 *Gauthier, Benoît. "*__Guide pour la mise en oeuvre du développement durable : perspectives théoriques__*" in Guay, Louis . . . et al. Les enjeux et les défis du développement durable: Connaître, décider, agir. Les Presses de l'Université Laval, Quebec City, 2004. p.105*

9 *Gendron, Corinne.* **Vous avez dit développement durable?** *Presses Internationales Polytechnique, Canada, 2007. p. 77.*

WHO SHOULD BE INVOLVED IN SUSTAINABLE DEVELOPMENT?

CIVIL SOCIETY AND STAKEHOLDERS

Civil society includes several social groups acting in one or more areas of sustainable development. Some players combine responsibilities in several areas and, increasingly, there is cooperation when individuals or groups find common interests, such as when the climate change findings of IPCC scientists are reproduced by environmental NGOs like Greenpeace[10]. In other cases, however, the collaboration focuses on finding a viable compromise when irreconcilable interests clash. Cases come to mind in which a government regulates or tries to regulate an industry "with" the companies involved rather than "against" them by conducting preliminary consultations and being open to discussions.

Civil society is made up of several groups with different interests and behaviours:

Pressure groups, social movements, NGOs

Scientists, academics

Communities and citizens, in groups or as individuals

Businesses

Scientists play an important role in the debate for two reasons. First, scientific evidence of environmental degradation or of the harmlessness of an economic activity are weighty arguments for the groups concerned. Science-based arguments help validate policy positions and defend interests. As a result, scientific advances also help form consensuses, such as the consensus concerning the need to combat acid rain and counter the depletion of the ozone layer. Over the past few years, environmentalists have used the same strategy in the fight against climate change[11].

Science also plays another very important role in sustainable development. The discovery and refinement of technologies that allow us to continue to prosper while reducing pollution are essential to the pursuit of green economic prosperity. No matter how much pressure overconsumption puts on ecosystems, overproduction of clean, renewable energy is still less damaging to the environment than overproduction of non-renewable energy that emits a large quantity of greenhouse gases[12].

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[10] Greenpeace France. *Climat : le GIEC lance un avertissement sévère aux gouvernements. La conférence de l'ONU à Bali est condamnée à réussir.* http://www.greenpeace.org/france/news/climat-le-giec-lance-un-aver

[11] Steven Guilbeault and Jean-Guy Vaillancourt. "*Les changements climatiques et le rôle des organisations non gouvernementales*" in Gendron, Corinne and Jean-Guy Vaillancourt, *Développement durable et participation publique: de la contestation écologiste aux défis de la gouvernance*, Les Presses de l'Université de Montréal, Montreal, Quebec, 2003. pp. 158–172.

[12] Gendron, Corinne and Jean-Guy Vaillancourt. "*Introduction*" in Gendron, Corinne and Jean-Guy Vaillancourt, *Développement durable et participation publique: de la contestation écologiste aux défis de la gouvernance*, Les Presses de l'Université de Montréal, Montreal, Quebec, 2003. pp. 1–24.

The responsibility for sustainable development is shared between the private sector, the public sector, social economy enterprises and their stakeholders, including decision-making bodies, investors, suppliers, buyers, pressure groups and interest groups.

Citizens are consumers, investors, voters and public debate participants, to different extents. The literature generally makes a distinction between primary and secondary stakeholders: primary stakeholders (investors, suppliers, decision-making bodies) have the resources that business needs, while secondary stakeholders include forces not involved in business production, but likely to work with a stakeholder to further their interests[13].

The relationship between businesses and their stakeholders is complex. Businesses tend to give priority to requests from the stakeholders on which they are dependent. However, businesses sometimes engage in operational dialogue with NGOs or pressure groups that cannot otherwise claim to exercise power over businesses. This situation can be explained in part by the fact that these movements are potential nuisances that become difficult to control[14] because they can mobilize public opinion through the media or demonstrations.

In addition, it has been shown that environmental or social NGOs generally target firms with a strong brand image and highly polluting activities, within an industry that is also targeted. Examples include: Shell in the petroleum industry, Monsanto in agribusiness. NGOs are also more lenient toward organizations that show that they are open to discussion[15].

Finally, when we consider the (very) diffuse power of the entire population, as voters and the main driving force of demand[16], it is impossible to hide its responsibility in terms of sustainable development, hence the need to develop ecoleaders in as many spheres of society as possible.

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[13] Sharma, Sanjay and Mark Starik. "Stakeholders, the environment and society: Multiple perspectives, emerging consensus" in Sharma, Sanjay and Mark Starik. *Stakeholders, the Environment and Society: New Perspectives in Research on Corporate Sustainability*, Edward Elgar Publishing, Cheltenham, Great Britain, 2004. pp. 1–22.

[14] Hendry, Jamie R. "*Influential environmental stakeholders: A grounded model of processes for effecting change*" in Sharma, Sanjay and Mark Starik, Stakeholders, the Environment and Society, pp. 62–92.

[15] Ibid.

[16] Dentchev, Nikolay A. and Aimé Heene. "*Toward stakeholder responsibility and stakeholder motivation: Systemic and holistic perspectives on corporate sustainability*" in Sharma, Sanjay and Mark Starik, Stakeholders, the Environment and Society, pp. 117–139.

PRIVATE ENTERPRISE

In our economy, private businesses play a key role in the development and prosperity of our communities. However, in addition to this contribution to society, businesses also play a part in environmental degradation. Not only do they provide polluting products and services, they are also responsible for the externalities of this production, which are the most evident and damaging sources of pollution. As a result of this direct responsibility, businesses are the social group most often targeted by environmentalists. Despite public opinion, businesses can also effectively drive change, not only through their ability to reduce pollution, but because of the production and investment capacity in the hands of private enterprise.

When asked about the topic, Quebec business managers were all aware of the importance of sustainable development. They defined it in several different ways, from the sustainability of businesses based on responsible management principles to a balance between the economy and the environment. Much less often, they provided official definitions: resource development based on intergenerational equity or the taking into account of the social, environmental and economic aspects of development[17].

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[17] Gendron, Corinne. *Vous avez dit développement durable ?* Presses Internationales Polytechnique, Canada, 2007.

GOVERNMENT

Government arbitrates conflicts arising from the differing views on sustainable development throughout society. Through its coercive power, it can impose a solution on all players including businesses and citizens' movements. When sustainable development is perceived as a hierarchical balance between economic development, social equity and the preservation of environmental integrity, in which the various social players have diverging and conflicting ambitions and interests, the government's role is crucial. In this respect, the example of the first wind-power projects is telling. Obvious sustainable development and clean energy production interests were up against resistance to change and fear of social iniquity in the villages chosen for the wind projects. The government had to arbitrate the conflict. The solution, in which social acceptance played a key role, was to have Hydro-Québec solicit bids for kilowatts of wind electricity[18]. While acting as arbitrator, the government can also act as a leader by making a firm commitment to sustainable development and actively promoting it.

The government also has other roles to play. Through its regulatory power, it can force businesses to adopt more environmentally friendly behaviours and ensure that natural resources are properly managed and their integrity maintained[19].

Through its taxation power, it can encourage or discourage both citizens and businesses from engaging in certain behaviours[20]. Finally, through its leading role as an investor and service provider, government influences markets and can promote green technologies and environmentally friendly products and services[21].

[18] Lagacé, Patrick. "*Le vent de la zizanie.*" La Presse, August 31, 2007. The summary of a series of articles is available at the following address: http://blogues.cyberpresse.ca/lagace/?p=70720327

[19] Goodstein, Eban S. "*An overview of environmental legislation*" in Economics and the Environment. 4th ed. John Wiley & Sons, Inc., 2005. pp. 250–269.

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[21] Consult the *Supply Manual*, Acquisitions Branch, Public Works and Government Services Canada, Government of Canada (http://www.tpsgc-pwgsc.gc.ca/app-acq/ga-sm/index-eng.html).

PART II – LEADERSHIP AND CHANGE

WHAT IS LEADERSHIP AND WHAT KIND OF LEADERSHIP IS NEEDED?

Leadership is a multi-faceted concept with many definitions. There are many books, courses and seminars on personal leadership that define its characteristics, often from the perspective of improving the skills of a potential leader. From Weber's ideal type to management theories, views on leadership have changed significantly over time. In summary, discussions on leadership have gone from studying the personalities of major historic figures to an overall understanding of leadership as an interaction between individuals, groups of people and situations that influence each other.

DEFINITION OF LEADERSHIP

Generally, leadership consists of an individual's ability to mobilize other individuals. Some authors define it as a leader's ability to get followers to change a behaviour in the desired manner. Author Joseph Nye was the first to define "soft power" in the field of international relations. This concept was also adopted in other fields of study and nowadays is often associated with non-coercive leadership. Nye presents an interesting definition of a leader:

> "Someone who helps a group create and achieve shared goals."[22]

According to Nye, these goals are important because they can easily be defined by the situation, which requires a significant change, or by the individuals who may eventually be led by the leader. True leadership is still exercised when the goals are subject to consensus. The leader nevertheless defines a direction and a strategy for achieving the desired goal and must inspire and motivate the group to prevent group members from becoming discouraged when faced with challenges.

Therefore, leadership differs from power through its vision, which can basically be defined as the ability to force other players to adopt a behaviour generally considered to be contrary to their preferences[23]. Leadership often requires power, but it goes beyond power in that it involves rallying around a goal that becomes the goal of both the person in power and the person over whom the power is exercised.

The difference between leadership and management is subject to debate. Some think that a distinction must be made between the two, while others think that there is some overlap between leadership and management. Generally, leadership results in change, as opposed to management, which handles complications[24].

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[22] Nye Jr., Joseph S. *The Powers to Lead*, Oxford University Press, New York, 2008, p. 18.

[23] Bélanger, André J. and Vincent Lemieux. *Introduction à l'analyse politique*, Presses de l'Université de Montréal. 1997.

[24] Kotter, John P. "*Qu'est-ce que le leadership ?*" in *Le Leadership*, Harvard Business Review, Éditions d'Organisation. Foreword by Franck Riboud. France, 1999.

TYPES OF LEADERS

The leader is generally considered to be a person who is passionate and energetic, and has a communicative vision and motivational skills inspired by a high degree of emotional intelligence[25]. However, leadership has many faces.

Several types of leaders have been defined by various authors. According to Nye, for example, there are only two types of leaders: transactional leaders and transformational leaders. The first adopt a negotiation and management approach and the second, an emotional approach that seeks to inspire. This distinction is centred on the foundations of leadership and the leader's vision. Other authors include classic leadership, based on the power of coercion or the prestige that accompanies a position of authority, and "organic" leadership, which emerges naturally in a group that makes a joint decision on the vision to be adopted[26]. Nye distinguishes between leaders by the manner in which they exercise their power and concludes that the most effective leaders use a combination of "soft power" and "hard power," referred to as "smart power," which involves using the appropriate type of power at the right time.

Cameron and Greene developed five leader archetypes based on theory and Anglo-Saxon leaders. The result is rather interesting. The archetypes—"edgy catalyst," "visionary motivator," "measured connector," "tenacious implementer" and "thoughtful architect"—centre on typical skills and behaviours, as well as their strengths and weaknesses in various situations[27].

Daniel Goleman describes six leadership styles, which must all be used frequently by leaders to achieve results, since there is generally an effective leadership approach for any given situation.

Leadership styles[28]

Coercive: demands immediate compliance

Authoritative: inspires and mobilizes people toward a vision, which is the author's preferred approach

Affiliative: seeks to create bonds with and between subordinates

Democratic: forges consensus and requires that everyone participate in finding solutions

Pacesetting: requires independence and speed, helps already successful teams excel

Supportive: develops future leaders and employees[29].

[25] Goleman, Daniel. "*What Makes a Leader?*" in *What Makes a Leader*. Harvard Business Review, Harvard Business Review Paperback Series, Harvard Business School Press, Boston, 2001, pp. 1–25.

[26] Avery, Gayle C. *Understanding Leadership*, Sage Publications, London, Great Britain, 2004. p. 19.

[27] Cameron, Esther and Mike Green. *Making Sense of Leadership: Exploring the Five Key Roles Used by Effective Leaders*, Kogan Page, London and Philadelphia, 2003.

[28] Goleman, Daniel. "*Leadership that gets results*" in *What Makes a Leader. Harvard Business Review*. Harvard Business Review Paperback Series. Harvard Business School Press. Boston, United States, 2001, pp. 53–85.

LEADERSHIP AT ALL LEVELS OF SOCIETY

Leadership was once considered to be the privilege of the prominent people of the world, from heads of large companies to heads of state and government. However, leadership has adapted to new realities, particularly in the workplace. For example, workers in the knowledge-based economy expect a diffuse hierarchical structure that places a great deal of emphasis on their decision-making skills. The way we see leadership has clearly changed.

Like most authors, we must conclude that leadership is practiced at all levels of society, in all spheres and on all scales. "Leadership" can refer to group or individual leadership[30], but it boils down to the ability to lead a group to achieve a common goal. Therefore, it can be one-time, on a project scale, or more institutionalized, in the case of an elective position.

MAKING A DIFFERENCE: ACTION LEADERS AND OPINION LEADERS

As we have seen, the purpose of leadership is to bring about change. No matter which way leaders set about to accomplish this, change occurs in one of two ways: leaders either bring about the change themselves (or with their team) or influence the players who can make the desired change occur. These are two key aspects of leadership that require different qualities. Action leadership must be combined with managerial qualities, while opinion leadership is more focused on influence and must be combined with strategic qualities.

ACTION LEADERS

Action leaders, who seek to implement projects geared toward sustainable development, are first and foremost drivers of sustainable development. Through their projects, they contribute directly to reducing social inequalities, creating sustainable wealth, protecting ecosystems or reducing polluting emissions.

One of a leader's most important roles is to set an example in order to mobilize people and bring about change. The best way to achieve this is to be successful in an inspiring business. The most recent presidential race in the United States showed the potential scale of this example for the individuals concerned. With his "Yes We Can" and "Change We Can Believe In" slogans that perfectly reflect the inspirational aspect of success, Barack Obama succeeded in mobilizing fringe groups generally on the margins of society (i.e. African-Americans and the most progressive Americans).

As we know, change increases in scale when the groups to be mobilized are encouraged by success, like that of the Iowa primary election in the previous example. Similarly, media coverage of the success of businesses working to promote respect for the environment and fair trade has encouraged other businesses to enter the field[31].

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30 Nye, op. cit. p. 34.

31 Naaman, Rouba. *La grande distribution s'empare du commerce équitable*. Novethic.fr. Posted online November 21, 2008.
  Address: http://www.novethic.fr/novethic/entreprise/pratiques_commerciales/produits/la_grande_distribution_s_empare_commerce_equitable.jsp

OPINION LEADERS

Citizens have tremendous power; they have the power to influence product demand as well as "political demand." When the decision-makers of the business world process information showing that consumers are developing stricter environmental requirements, which they consider very important and influence their consumption habits, decision-makers tend to adapt quickly and adopt much greener behaviours[32].

Similarly, when polls show that voters take into account the environmental views of the various parties and candidates when they are in the voting booth, political representatives focus on these issues and develop increasingly concrete programs that ultimately encourage society to practice more sustainable development.

Conversely, the absence of these motivations inhibits change because of the significant costs that businesses and political parties must incur to bring about these changes.

Opinion leaders are important in that they encourage citizens to show concern for social, environmental and economic issues in a sustainable development context. We also found that opinion leaders, or awareness developers, can influence government and business decision-makers.

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[32] Polonsky, Michael et al. "*Consumers and community*" in Staib, Robert, *Environmental Management and Decision Making for Business*, Palgrave MacMillan, New York, 2005. pp. 75–86.

CONCLUSION – ECO-LEADERSHIP AND ECO-CITIZENSHIP

The purpose of the *Eco-Leadership for Young Workers* program is to develop young ecoleaders—informed, active citizens who lead others along the path of sustainable development.

Environment Canada describes ecoleaders as follows:[33]

Are influential as ecoleaders in their spheres and set an example for others;

Have a project and are able to describe it;

Have already shown their potential;

Are already involved and can have a influence within one of their environments;

Want to make a difference;

Are passionate.

Ecoleaders are active people who demonstrate an ability to inspire people and encourage their peers to meet a sustainable development objective, while being aware of the global vision required for leadership and sustainable development. They are not concerned solely with their own objectives, but also with the direction of the society to which they belong. They can tie their projects to their community's more comprehensive, sustainable development project, regardless of its scope.

To this end, ecoleaders must above all be ecoleaders in order to lead by example and convey humanist values. A green citizen is defined as an individual who belongs to a community and participates in this public debate by expressing an opinion that promotes sustainable development. Ecoleaders also put a sustainable development vision into practice as voters, investors or consumers.

Further to this statement of context, there is an urgent need to educate and promote the development of young ecoleaders who are confident in their ability to progress, day after day and project after project, toward the ideal of a green, equitable and efficient society.

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