



An Impact Evaluation by Oxford Brookes University Business School of the Climate Change Coaches' "Green Transition Coach" Programme

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About Oxford Brookes University

Oxford Brookes University is ranked 6th in the UK for teaching (Times Higher Education Young University Rankings 2022) and is among the world elite in 19 individual subjects (QS, 2023). As a signatory of UNPRME (UN Principles of Responsible Management Education), it is educating young people to become active leaders of the green transition.

About the Researcher

Dr Karen Cripps is Senior Lecturer in Leadership in the Business School and a Senior Fellow of the Higher Education Academy. As a committed educator of Responsible Management and Leadership, she is the Committee Secretary to the United Nations PRME UK and Ireland Chapter, and an ambassador for the PRME Global Sustainability Mindset Working Group.

About the Climate Change Coaches

The Climate Change Coaches are a certified B Corporation, accelerating the green transition through the power of coaching. The company empowers sustainability leaders and their teams with coaching and training in coaching skills that enable them to create faster change with more collaboration and ownership. The team pioneered the field of climate change coaching in the coaching industry and wrote the first book on the subject for Open University Press.

Executive Summary

This impact report details an observation of the **Climate Change Coaches' online live training programme 'Green Transition Coach' by Oxford Brookes University. The impact evaluation was designed to identify the perceived value of the programme to participants and to drive understanding of learning impact across differing programme components.**

Dr. Karen Cripps observed the Green Transition Coach Programme to support the assessment of its impact as part of the ongoing development of this learning programme. The purpose of the project was to gather data on the (self-rated) learning impact of participants to evaluate its value to past and future participants and to provide some non-partial assurance of the value of learning through direct observation of sessions.

Organisational climate leadership depends upon adaptability to an often-turbulent business environment, in which the urgency of the climate crisis, is juxtaposed with pressing and often conflicting priorities. Alongside technical skills, organisational responses require softer skills for a 'Just and Green Transition' that enable behavioural change through navigating relationships and conversations.

Climate Change Coaches' 'Green Transition Coach' programme provides the skills and tools for anyone in climate-related work, regardless of any prior coaching experience, to communicate with, influence and support others to enable organisational change.

Observation of the programme alongside analysis of participant survey data concludes that it increases participants' mindset, resilience, and capability to support others in climate action.

Participants are provided with a firm foundation of understanding of how to influence others through recognising and responding to multiple perspectives of what is required for climate action and leadership. Each week, skills and tools are systematically layered so that participants communicate from a deepened sense of self-awareness with increased capacity to make connections and bring everyone 'onto the pitch.' By individual empowerment of self and others, organisational green transition goals can be better progressed.

There is conclusive evidence that the module learning outcomes are met, so that whatever the individual starting point, participants are better equipped to coach others towards a green transition. Participants take into personal and professional lives an enhanced approach to the effectiveness and wellbeing both of self and others.

The programme signifies critical work in developing workforce ability to:

- **Influence others about the green agenda:** recognising psychological reasons that stop someone from taking action, help overcome feelings of overwhelm and scarcity, and talk about compelling reasons to care in a way that engages others.
- **Identify why someone thinks differently:** recognising when someone needs advice and when someone needs empowering, empathise with doubts without feelings of hopelessness, and recognise and overcome feelings of threat and fear.
- **Connect at a deeper level to colleagues to enlarge support networks:** create ownership in others, feel confident to speak up in service of the green transition, support others in setting meaningful goals, and help others to find a new perspective.
- **Let it go when something doesn't work out, without blame (of self and others):** hearing someone's misgivings without assuming responsibility for their feelings, hold a charged conversation without feeling depleted, and not assume responsibility for having all the answers but rather empower others.

The evaluation demonstrates clear evidence of participants' individual learning, and their perceived value of the programme to personal and professional contexts. The coaching skills covered have been seen to increase capacity to align with participants' own and others' values, and thereby a deeper motivation to (continue to) act. Clear evidence is given through survey poll data of increased individual

capacity to coach others to overcome feelings such as overwhelm, resource scarcity and burn-out. While it cannot be known that this will lead to broader organisational and system change, it is conclusive in enabling individuals to speak with more confidence on climate issues and instil in others ownership for meaningful action for the green transition.

¹The 'Green Transition' - shifting to an economy that is based on low-carbon solutions, including circular and regenerative business practices so as to enable a 'just' and liveable planet. The focus of this study is particularly on the transition required to meet climate commitments. We use the term 'Green Transition' to refer to a sustainable, fair, and inclusive practices.

About the Green Transition Coach Programme



The Climate Change Coaches designed this programme to respond to the exponential growth in the 'green jobs market' (LinkedIn 2022, Gov.uk 2021), by addressing the soft skills that are needed for the Green Transition. This work extends beyond technical aspects of green jobs to broad workforce engagement, enablement and empowerment, in developing the green skills talent pipeline. Indeed, Deloitte and IEMA (2023: 22) highlight that because all jobs require green skills, organisations must develop an "environmentally sustainable mindset as the norm for everyone". "Personal motivation and enthusiasm" are valued among workers in seeking to incorporate green skills into non-specialist roles as a way to develop "more meaningful employment" (Deloitte and IEMA 2023: 16). Yet paradoxically, the growth in the green job market accompanies increasing 'eco-anxiety' and as Long (2021) warns, the "low morale and burnout that can come from pursuing ambitious, tedious long-term projects".

The 'Green Transition Coach' programme addresses these challenges head-on, to retain the sense of motivation and enthusiasm that is so vitally important in maintaining the talent pipeline that is needed.

Structure of the programme

The 6-week programme is delivered in 2-hour sessions and is designed to equip 'climate leaders' with applied climate change coaching skills so that they can overcome psychological barriers to implementing change. 'Climate leaders' are defined as sustainability and environmental professionals, as well as activists and influencers who are involved in galvanising change in service of the environment.

The programme content aligns with the book 'Climate Change Coaching: the power of connection to create climate action' (Cox and Flynn, Open University Press, 2022) co-authored by the founder of Climate Change Coaches and one of their team. This provides a sense of confidence in the expertise of the content design, and a tool to deepen participant learning over the programme.

The observed programme took place over 6 consecutive weeks November - December 2023, with a total of 14 participants, including two sustainability leads from local authorities, sustainability leads from medium-sized enterprises, leaders from thinktanks and sector membership bodies, several activists and influencers and one journalist, and managers from the not-for-profit sector, working on community climate transition.

The programme is divided into six modules that each address specific problems that these professionals face when discussing this topic with others and seek to give them the skills to build other people's sense of belief and belonging in the world they seek to build. The programme also seeks to teach participants to adopt a coaching mindset, which includes compassion, openness to influence, and encouraging ownership within the other person.

The mindset aspect is aimed at developing the resilience and well-being of participants, as it seeks to address the high levels of burnout in the sustainability sector, due in part to professionals taking responsibility for too much within their organisations and reporting problems in creating ownership in others. Coaching skills have long been taught to managers to address this problem of ownership, and climate change coaching specifically is taught here to offer a tool to both build ownership and to manage feelings of despair and scarcity related to the climate crisis itself.

Specifically, the programme features the following modules:

Module 1
Climate Change Coaching Essentials



Module 2
Convert Bystanders into Change Agents



Module 3
Make Climate Relevant



Module 4
Shift Limited Mindsets



Module 5
Unblock Resistance to Change



Module 6
Turn Overwhelm into Action Plans



Teaching and learning methodology

The informative contribution begins on registration when participants receive a copy of the founder's book 'Climate Change Coaching: the power of connection to create climate action' (Cox and Flynn, Open University Press, 2022). This demonstrates a researched underpinning to the design of the tools and skills presented during the programme. Participants also received access to an online learning hub that included further recorded materials, worksheets, programme slides and recordings of the live sessions to enable them to watch the session again at their own pace.

An effective balance is provided between the presentation of core concepts and frameworks, and a practical, experiential learning approach. Interactive mechanisms make the most of an online learning environment through inviting participant spoken contributions alongside the 'chat' function. Sessions are frequently inter-dispersed with 'break-out' room activities, which enable experimentation with the tools and skills in focus. A fun and playful atmosphere was nurtured, leading to impactful learning. For example, asking for a volunteer participant to offer up an issue they are personally experiencing so that the facilitator can demonstrate the skills/tools in action, before breaking out into small group work. There are frequent opportunities for participants to engage in conversation with the facilitators to amplify learning.

The design is highly collaborative, drawing on participant insights and experiences to enhance and inform the discussion. The rich perspectives and input of the group are used to magnify the value of learning. The crafting of this community atmosphere is achieved not only through skilful facilitation, but also through demonstration of coaching skills for the green transition 'in action' through building up a positive, affirmative and celebratory atmosphere. Community-building is also enabled through a community group on the online portal, buddying participants up in week 1, and encouraging ongoing group connections at the end of the programme.

The programme provides a clear weekly format and structure, in which there is progression in learning. For example, recognising emotional states in oneself before looking to recognising them in others, and then choosing a suitable approach to trigger attitude and behavioural shifts). A clear lens of individual, organisational and broader systemic change is adopted throughout, in recognising the challenges and opportunities for climate action. Participants can make connections between modules.

The data presented throughout this report through poll responses on learning impact and qualitative insights speak volumes – each week, for each area of learning focus, participants consistently rated a progression in learning (frequently this was significant). This broad trend of satisfaction confirms the perceived value to a diverse group of professionals that met for the first time, in an online environment.

Research Methodology

Participants were asked via a Zoom poll 4 short questions at the beginning (pre) and close (post-session) each week. Each of these questions asked participants to rate themselves on a scale of 1-5 and aligned to session content. Alongside enabling evaluation of the impact of learning, they also served as an introduction/reinforcement of the points of learning from each session. The fourth question of each set was specifically aimed at assessing the mindset and wellbeing of the participants, to understand if they were adopting a coaching approach as well as being able to use coaching skills.

Across all sessions, a standard fifth question asked in the closing poll, addressed the broadly perceived value of the session to participants' work.

Additionally, a set of short questions were asked at the beginning and again at the end of the programme, which related to the desired outcomes of the programme overall.

All poll data is presented graphically below. To interpret the poll data, broadly indicative trends are evaluated, considering limitations such as:

- Participants' responses are influenced by self-perceived biases in the selection of ratings (i.e. some participants might be more predisposed than others to rate themselves positively)

- Data over the 6 weeks can be skewed by participants interpreting the scale in different ways week by week.
- There is some skewing in data whereby differing participants attended sessions, and in some sessions, different participants responded to the pre- and post-questions (arriving late or leaving early).
- The analysis is indicative only in terms of the participants involved, and the limited sample size of 14. Typically, 10 people completed each poll each time.
- Analysis should consider the level of familiarity with the topic area that participants follow in the session. On joining the session, although they may feel confident and/or knowledgeable in the areas of focus, they may not immediately recognise this from the questions alone and the fact that they are not "warmed up" to the session. Clearly however, the positive trend in responses is most important in showing that participants perceive value in their learning.

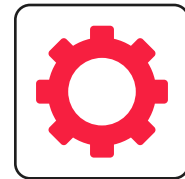
Detailed notes were taken during the session observations of overall group engagement and responses to exercises, which provides rich qualitative insight into the analysis of learning impact. Some qualitative insights were also gathered through end-of-programme questions that followed the poll.

Weekly modules

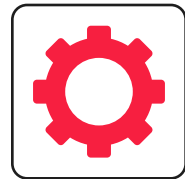
Module 1 – Climate Change Coaching Essentials

This introductory session examines psychological blockers to climate action and how to engage people in change through recognising emotional responses, to encourage a sense of empowerment and belief at both individual and systemic levels.

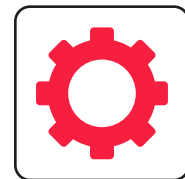
Skills and Tools



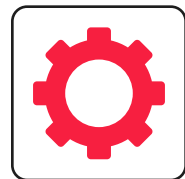
climate coaching mindsets



grow capability



tune into the emotions



acknowledge ability

In the pre and post poll, participants were asked:

1. How able are you to recognise the psychological reasons stopping someone from taking action?
2. How able are you at knowing when someone needs advice and when they need empowering?
3. How able are you to help a colleague to recognise their own abilities when they're feeling incapable?
4. How able are you to hear someone's misgivings about the green transition without assuming responsibility for their feelings?

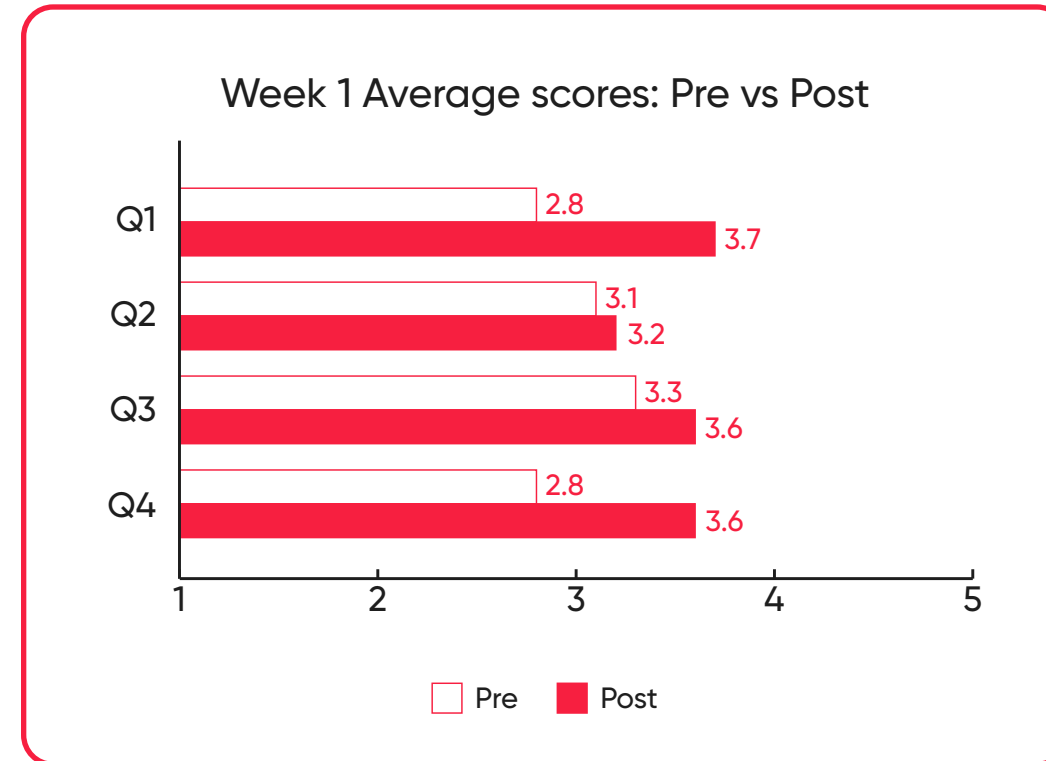


Figure 1: Module 1 Pre-Post poll

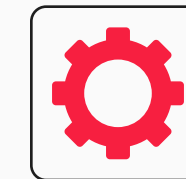
Positive growth in ratings can be seen across all questions. The most significant learning growth is evident in Q1 ('**recognise the psychological reasons stopping someone from taking action**') (0.9 growth) and Q4 ('**hear someone's misgivings about the green transition without assuming responsibility for their feelings**') (0.8 growth).

Weekly modules

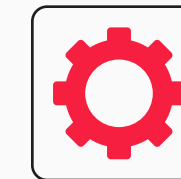
Module 2 – Turning bystanders into change agents

This module discusses how to bring more people 'onto the pitch' through understanding more about what underlies resistance to change. Activities enable participants to notice their own and others' mindsets, to then help people to get (and stay) engaged.

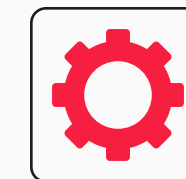
Skills and Tools



hearing radio doubt



challenge to spark creativity



the true and false test

In the pre and post poll, participants were asked:

1. Do you know how to recognise when someone is stalling because they feel disempowered?
2. Do you know how to help a colleague to overcome their self-doubt?
3. Do you know how to ask challenging questions without someone feeling threatened?
4. Do you know how to empathise with a colleague's doubts without feeling hopeless yourself?

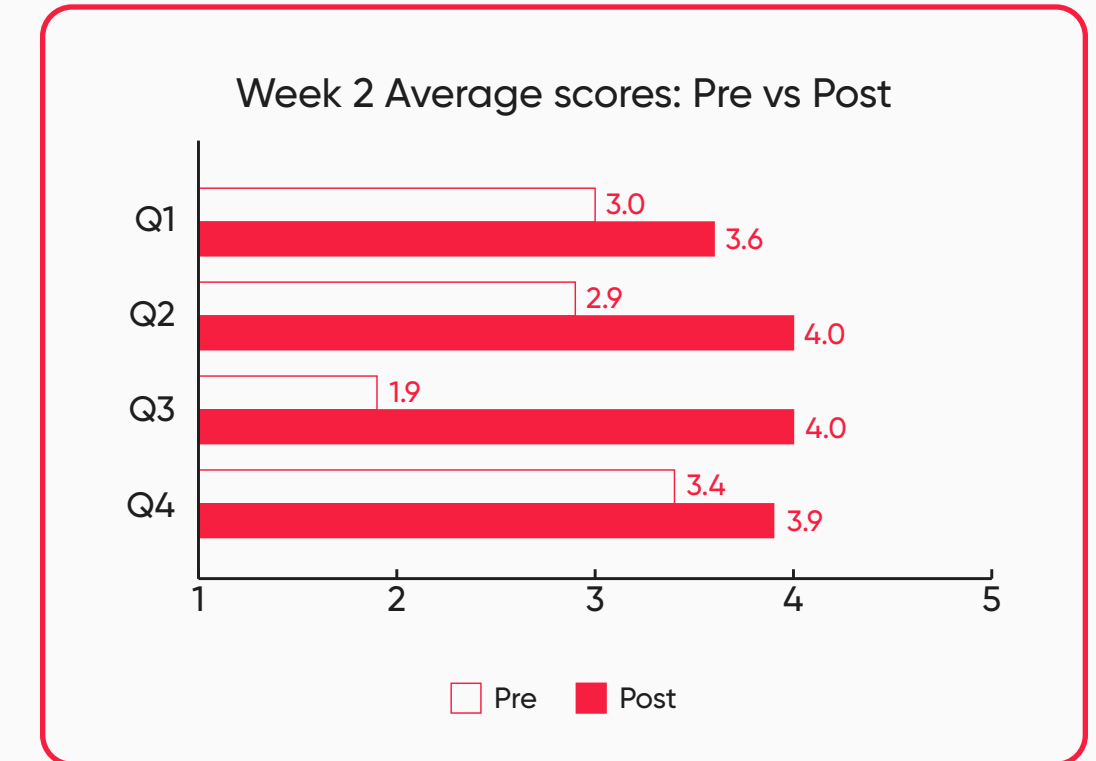


Figure 2: Module 2 Pre-Post Poll

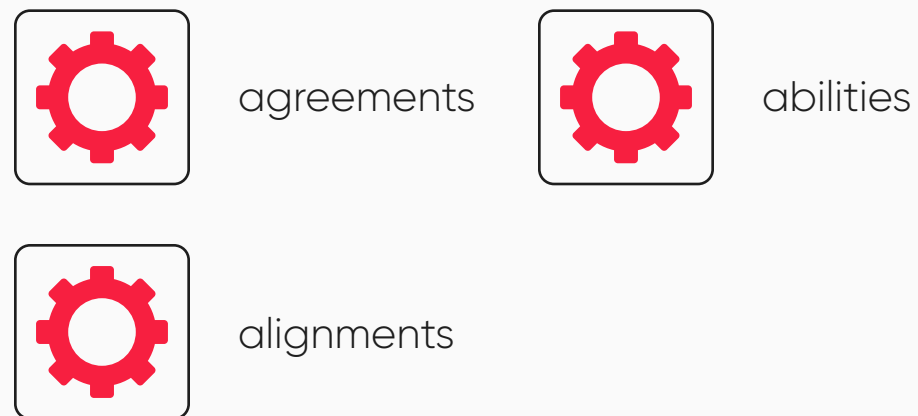
This shows growth in 'post-session' responses for each rating, with the most significant average growth rate related to Q3 ('**how to ask challenging questions without someone feeling threatened**'), followed by Q2 ('**how to help a colleague to overcome their self-doubt**'). This may be because these questions relate to coaching skills that are taught in the module and are more action-oriented than the 'noticing' skills of Q1 and Q4.

Weekly modules

Module 3 – Making Climate Relevant

This session progresses on from the previous module's content that gave tools to support situations in which people feel threatened or powerless, to look at situations in which people consider climate work as not 'relevant' to them and how conditions can be created to boost their motivation to engage. This focuses on tools that enable a shared 'power' in conversations to build permission to discuss this subject, finding ways to align climate action with what individuals personally find meaningful and how to uncover skills that support ownership and engagement in the green transition.

Skills and Tools



In the pre and post poll, participants were asked:

1. Do you know how to ask others for permission to talk about the climate crisis with them?
2. Do you know how to connect an issue someone already cares about to the climate crisis?
3. Do you know how to help someone apply their existing skills and talents to the green transition?
4. Do you know how to talk about your own compelling reasons to care about this issue in a way that engages others?

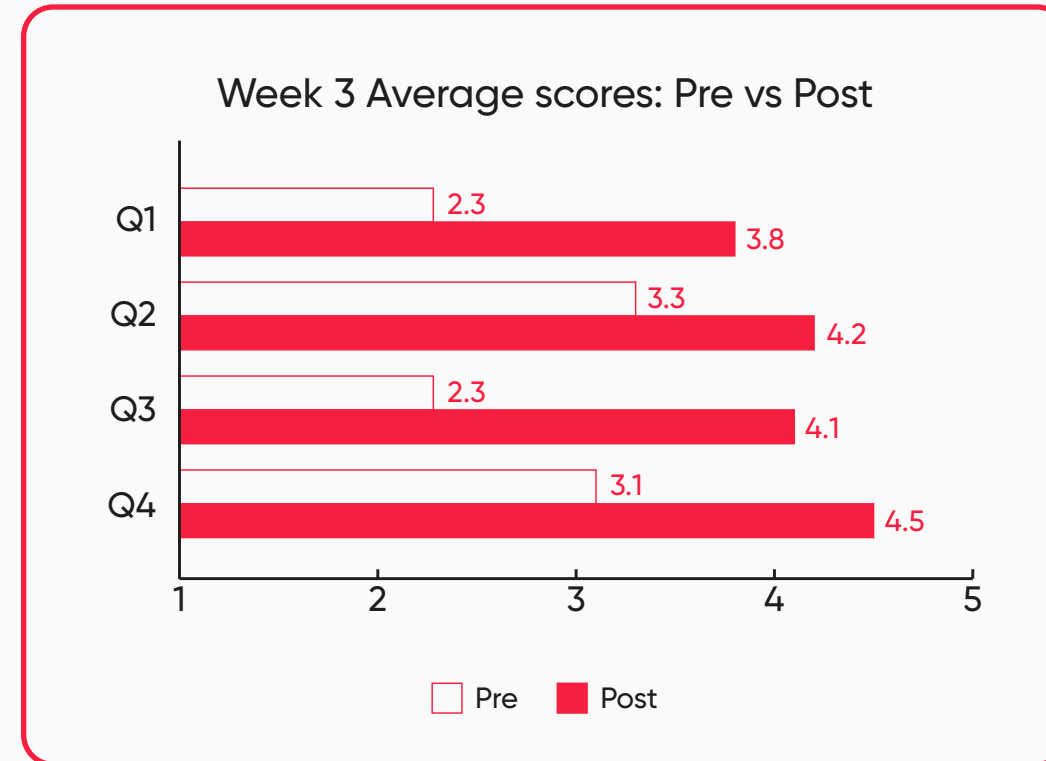


Figure 3: Module 3 Pre-Post Poll

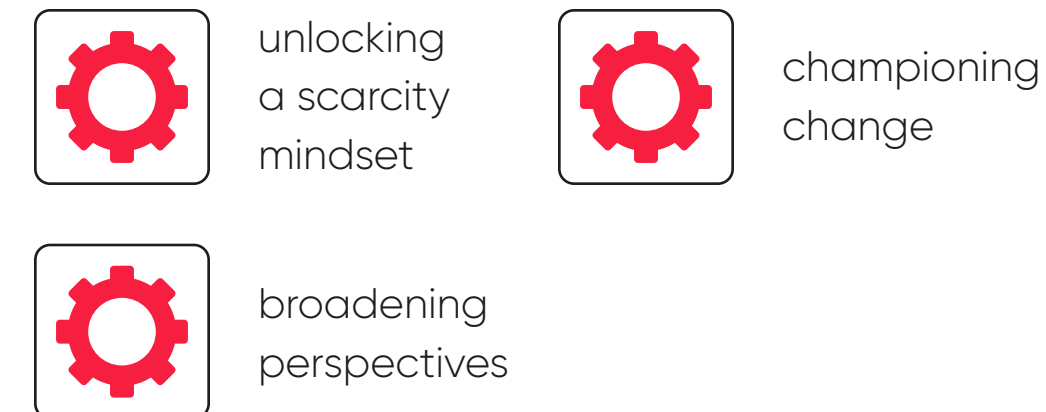
It is apparent that there is a growth in participant confidence across all questions, with the most significant growth in Q3 **"Do you know how to help someone apply their existing skills and talents to the green transition?"** (1.8 growth). This is followed by Q1 **"Do you know how to ask others for permission to talk about the climate crisis with them?"** (1.5 growth) that is very closely aligned with Q4 **"Do you know how to talk about your own compelling reasons to care about this issue in a way that engages others?"** (1.4 growth). The least growth is apparent for Q2 **"Do you know how to connect an issue someone already cares about to the climate crisis?"** (0.9 growth). This may be due to the technical way in which people see this subject, and struggle to think of talents that are non-technical, such as 'convening people' or 'spreading ideas.' The skills related to Q3 teach this broader thinking, releasing participants from a narrow definition of skills.

Weekly modules

Module 4 – Shifting Stuck Mindsets

The session examines typical sources of scarcity that individuals and organisations experience and how to recognise this in conversation to reframe the mindset to one of possibility. Activities support the broadening of perspectives, aligned with tools to champion the ability of both individuals and organisations (as systems) to change.

Skills and Tools



In the pre and post poll, participants were asked:

1. Do you know how to identify when someone is held back by the scarcity of 'there's not enough...'
2. Do you know how to shift people into a growth mindset?
3. Do you know how to help someone find a new perspective when they are caught in scarcity?
4. Do you know how to avoid colluding with stories of how an organisation 'doesn't have enough'?

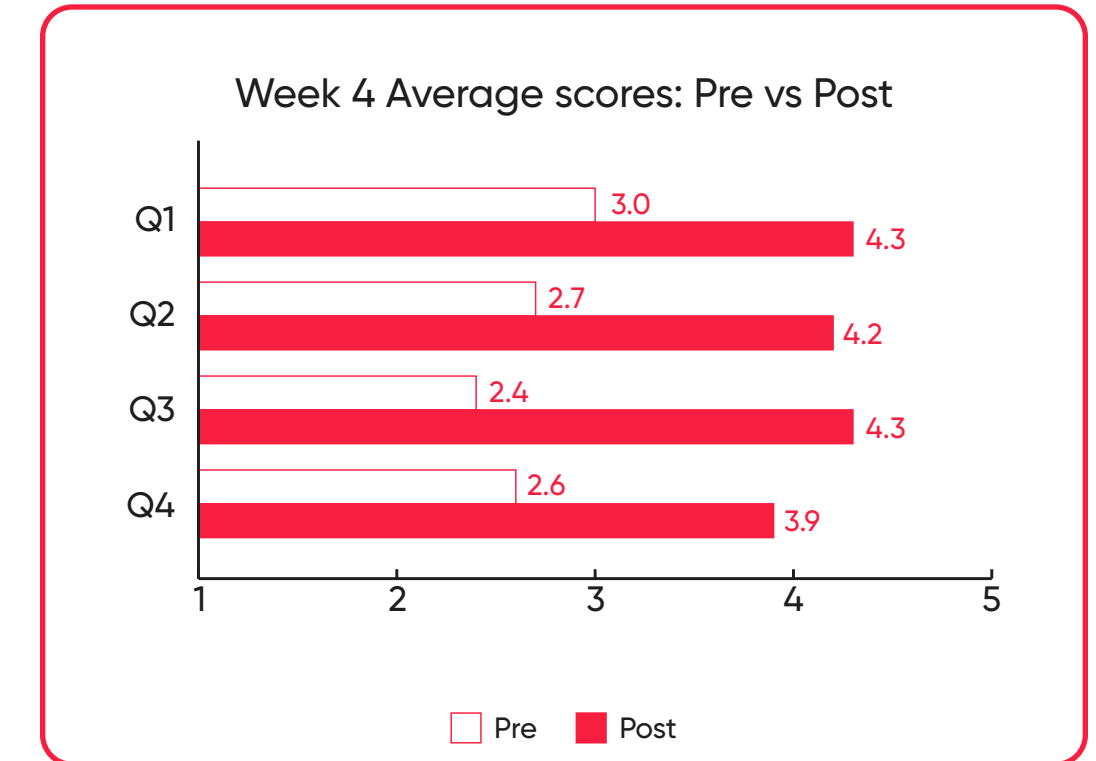


Figure 4: Module 4 Pre-Post Poll

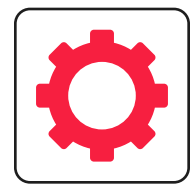
The most significant growth is seen in Q3 **"Do you know how to help someone find a new perspective when they are caught in scarcity?"** (growth of 1.9). This is a significant area of growth for a 'tough' problem, and therefore an impressive outcome for a 2-hour workshop, and was followed by Q2 **"Do you know how to shift people into a growth mindset?"** (growth of 1.5). This is closely followed by two aligned areas of growth (1.3) in Q1 **"Do you know how to identify when someone is held back by the scarcity of 'there's not enough...'"** and Q4 **"Do you know how to avoid colluding with stories of how an organisation 'doesn't have enough'"**. This question links to mental wellbeing, because this is an area in which climate professionals self-censor in service of being agreeable. This is a much harder behaviour to break.

Weekly modules

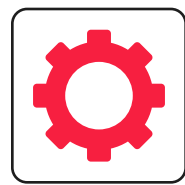
Module 5 – Ending Entrenched Resistance

This session addresses how extreme emotions, which are not necessarily based on facts, can make it harder for people to engage. To address this, tools can include planning for conversations as an exercise in empathy to recognise others' positions, listening for others' values that underline feelings and behaviours, and then building on these values to reach agreement on action.

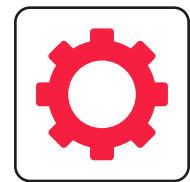
Skills and Tools



planning for the conversation



creating common ground



listening for values

In the pre and post poll, participants were asked:

1. Do you know how to plan effectively for how to approach a conversation with someone who is resistant?
2. Do you know how to identify the values/beliefs that underlie someone's resistance?
3. Do you know how to leverage someone's values to find a shared way forward?
4. Do you know how to have a charged conversation without feeling depleted?

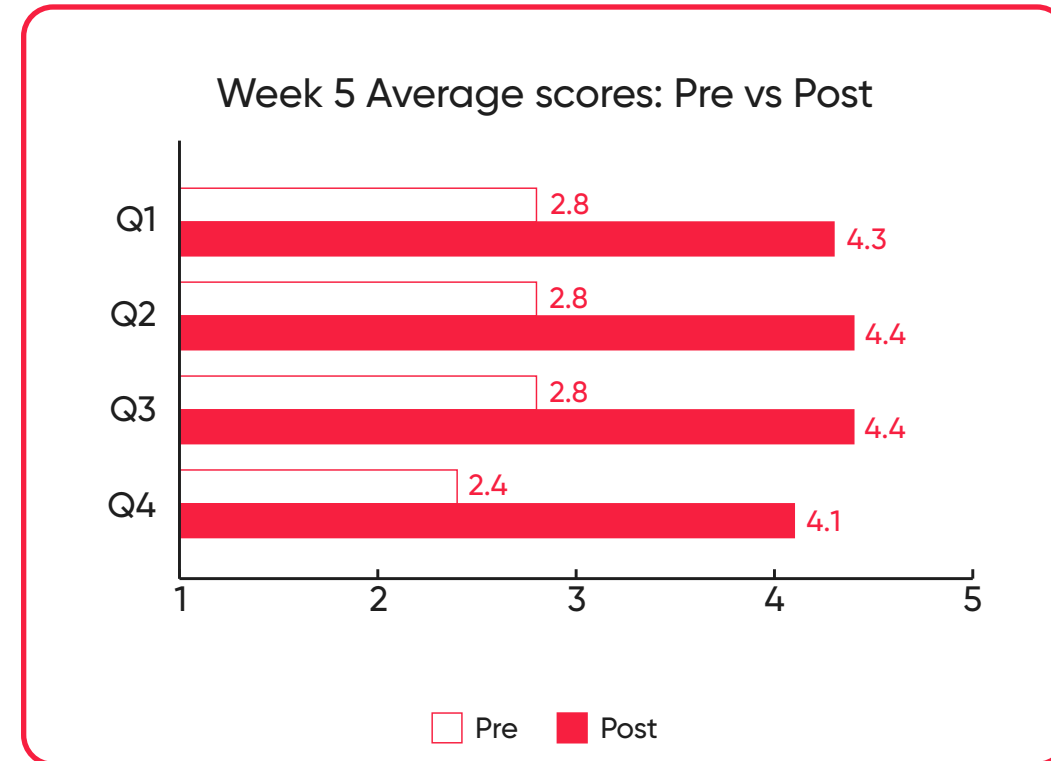


Figure 5: Module 5 Pre-Post Poll

The pre versus post poll comparison shows consistency, and the growth margin was slightly larger on Q4 (growth of 1.7) "**Do you know how to have a charged conversation without feeling depleted**". There was a small and equal margin of growth of 1.6 to Q2 "**Do you know how to identify the values/beliefs that underlie someone's resistance**" and R3 "**Do you know how to leverage someone's values to find a shared way forward?**". Interestingly, as these two questions were also rated most highly in the pre poll, it shows a growth in confidence even where participants set out feeling relatively confident. Finally, Q1 "**Do you know how to plan effectively for how to approach a conversation with someone who is resistant to your ideas?**" showed a growth of 1.5 (reflecting the relative confidence in this question across the pre and post).

These strong results could be an indication of how impactful it was to teach the participants to listen for and use values in their conversations.

During the session, many participants reported being surprised by the power of values-based conversations, and how easily they were able to resolve their own resistance to change, without their thinking partner having to do anything more than ask values-based questions.

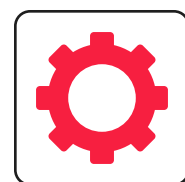
This seemed to particularly land with participants and reinforces the climate coaching mindset that the programme seeks to instil. That may also partly explain the strong scores for Q4, because participants realised that it was possible to have charged conversations that could quickly move past the charge and into a more empowered discussion.

Weekly modules

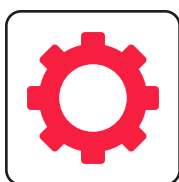
Module 6 – Turning Overwhelm into Action

This session covers the full journey to support others to move from overwhelm through to tangible action plans, by recognising where they are linked to previous module concepts such as feelings of scarcity. Activities demonstrate how to support others to become aware of emotions such as overwhelm and how to overcome these feelings through experimentation with possible actions based on a principle of ‘small enough to manage, big enough to matter.’ A broad and diverse range of questions are considered to support goal setting based on interests, and what brings individual meaning and worth. This enables us to ‘play our part’ by pursuing our dreams, in alignment with the four As (Appealing, Active, Achievable, Adaptable), and in collaboration with others who share the same vision.

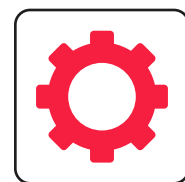
Skills and Tools



pause & permit



playing your part



head, heart, hands

In the pre and post poll, participants were asked:

1. Do you know how to recognise when someone is overwhelmed and make them feel more free?
2. Do you know how to help someone deescalate overwhelm by gaining clarity about what matters most?
3. Do you know how to help someone to set fulfilling goals?
4. Do you know how to help someone who is overwhelmed without becoming overwhelmed yourself?

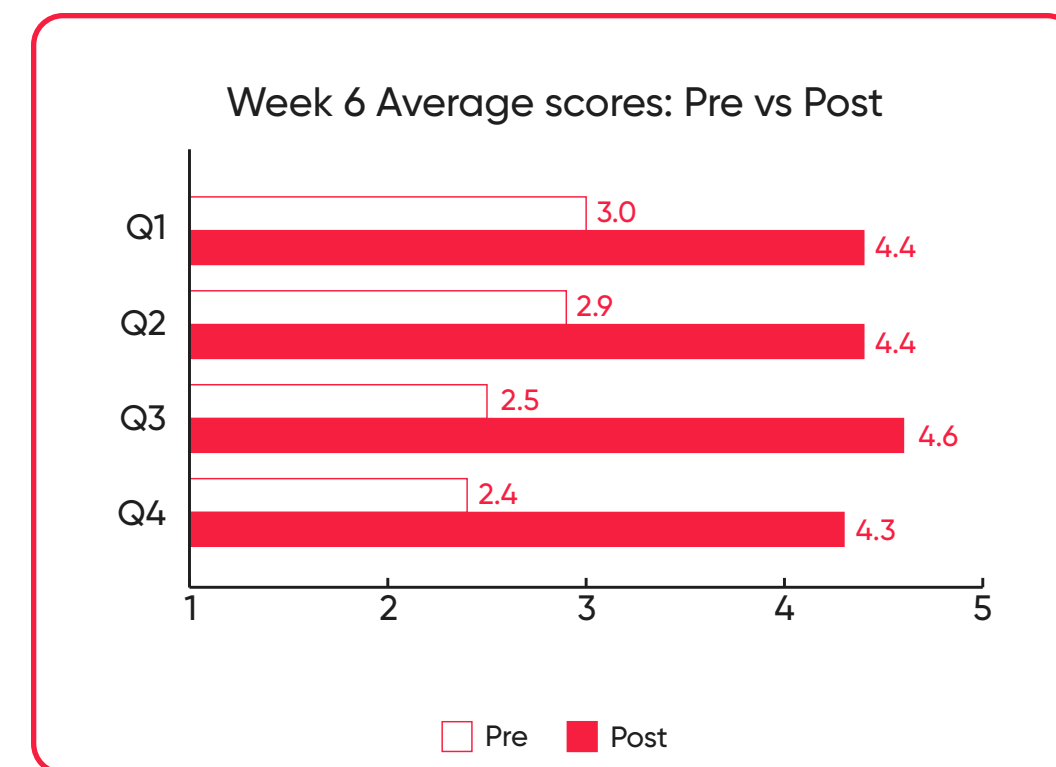


Figure 6: Week 6 Pre-Post Poll

For the final week, there was a consistent growth in self-perceived confidence across all ratings. The most significant growth is evident in Q3 “**Do you know how to help someone to set fulfilling goals?**” (2.1 growth) and Q4 “**Do you know how to help someone who is overwhelmed without becoming overwhelmed yourself**” (1.9 growth).

Growth in confidence was similar across the questions in which participants had rated themselves most highly in the pre poll – Q2 “**Do you know how to help someone deescalate overwhelm by gaining clarity about what matters most**” (1.5 growth), closely followed by Q1 “**Do you know how to recognise when someone is overwhelmed and help them feel more free?**” (1.4 growth).

Broad Influencing Abilities Developed

At the start and close of the programme, participants were asked to rate (on a scale of 1 – not at all able to 5 – fully able) their broad influencing skills according to four questions that are reflective of the programme learning outcomes:

1. Ability to influence others about your green agenda.
2. Ability to identify why someone thinks differently to you.
3. Ability to connect at a deeper level to colleagues to enlarge your support network.
4. Ability to let it go when something doesn't work out, without blaming yourself or others.

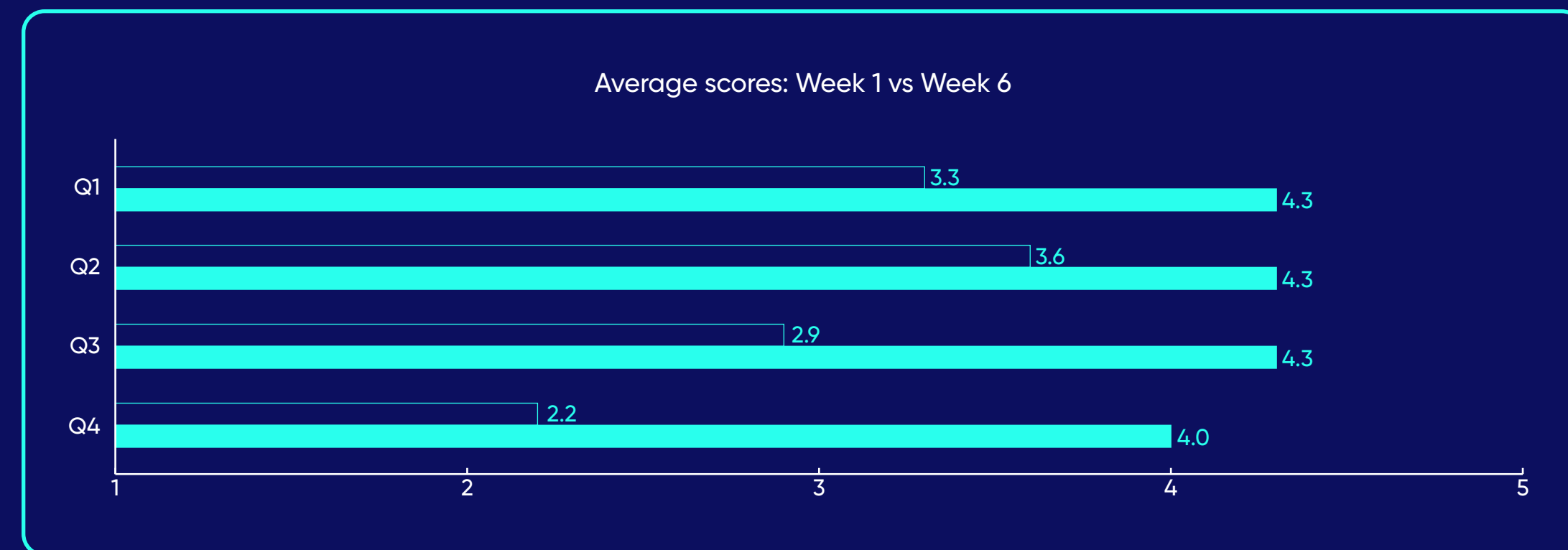


Figure 7: Beginning and End of Programme Poll

Growth in participants' ability is evident across all four questions, with most significant growth in Q4 "How able are you to let it go when something doesn't work out, without blaming yourself or others?" (a growth of 1.8). This is tremendously important in maintaining motivation and avoiding burnout. Next follows Q3 "How able are you to connect at a deeper level to colleagues to enlarge your support network?" (1.4 growth).

Similar growth is seen across Q1 "How able do you feel to influence others about your green agenda?" which showed the highest level of confidence (1.0 growth) and Q2 "How able are you to identify why someone thinks different to you?" (0.7 growth).

See the appendix for a breakdown of the data on module 1 and module 6 scores.

Specific Skills Most Developed

The weekly breakdown of each module demonstrates positive perceived learning across all skills rated on the weekly pre and post polls. Bearing in mind that there was often only a very small margin between

top rated skills, the most learned skills from each week as reported in the measurement between pre- and post-session polls for each module were:

Ability to recognise the psychological blockers to someone taking action

Module 1 (Q1) - How able are you to recognise the psychological reasons stopping someone from taking action?
(0.9 growth)

Ability to ask challenging questions without the other person feeling threatened

Module 2 (Q3) Do you know how to ask challenging questions without someone feeling threatened?
(2.1 growth)

Ability to help someone apply their existing talents to the green transition

Module 3 (Q3) Do you know how to help someone apply their existing skills and talents to the green transition?
(1.8 growth)

Ability to help someone experiencing scarcity to find a new perspective

Module 4 (Q3) Do you know how to help someone find a new perspective when they are caught in scarcity
(1.9 growth)

Ability to have a charged conversation about climate change without feeling depleted

Module 5 (Q4) Do you know how to have a charged conversation without feeling depleted
(1.7 growth)

Ability to help someone to set meaningful (as opposed to logical but dissonant) goals

Module 6 (Q3) Do you know how to help someone to set fulfilling goals?
(2.1 growth)

Perceived value of the programme to participants' work



On a scale of 1-5 (from 1 - not at all valuable to 5 - extremely valuable), participants were asked each module to rate the value of the module to their ability

to do their job. Responses were consistently rated on a scale of 4 and above. Rating scores ranged between 4.1 (module 2) to almost 4.8 (module 5).

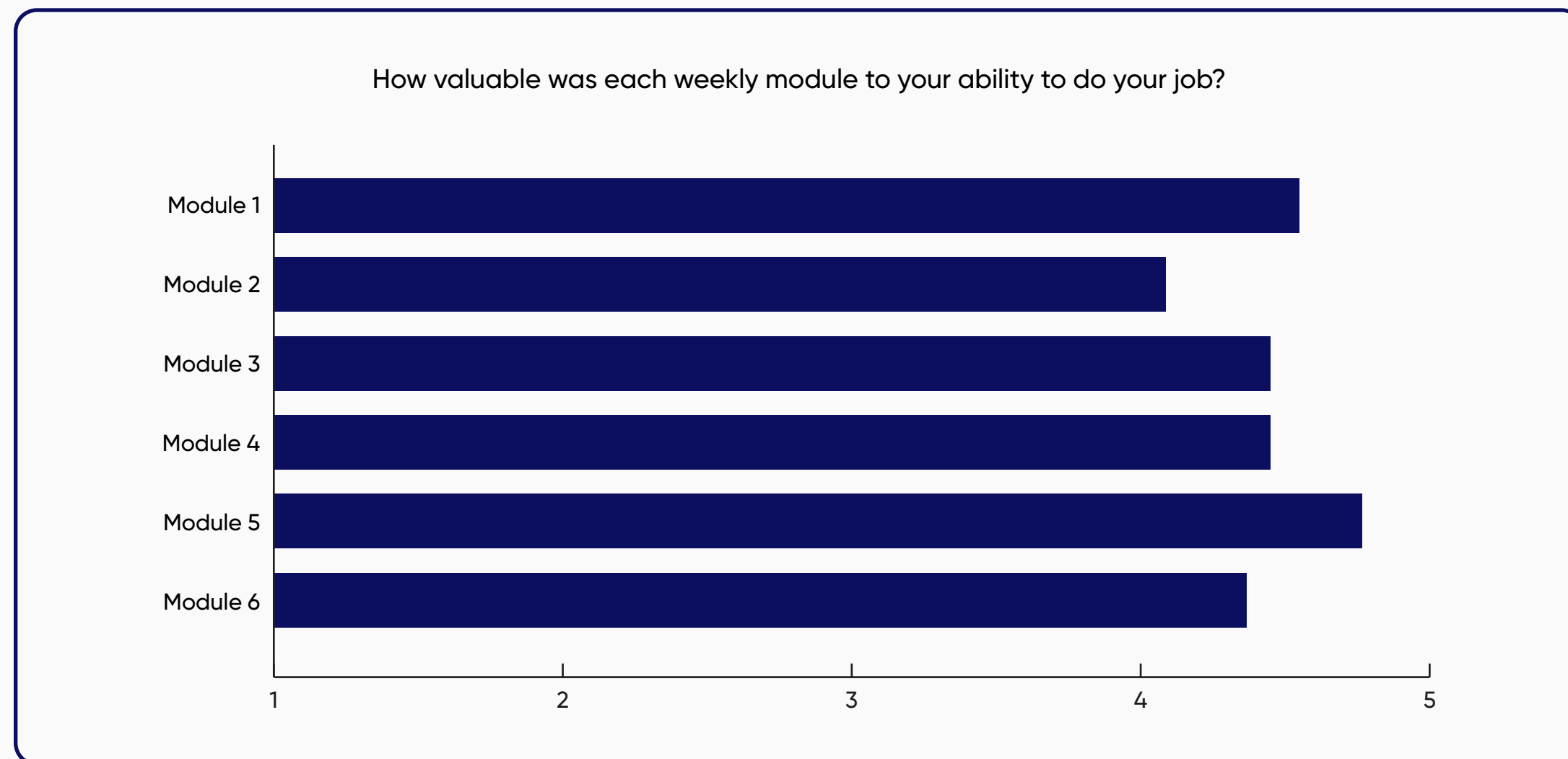


Figure 8: Perceived Value from each module

This demonstrates the conclusive perceived value of learning, further validated by comments gained by participants to the end-of-programme question "What made it worth joining this programme?" as shown below. These highlight the learning

atmosphere created through the facilitators that enabled a community of practice, and the range of skills acquired that are relevant to both personal and professional contexts.

What made it worth joining this programme?



Not only the content but also the community



Charly and Emily [programme facilitators], and the wonderful group of people I met in this programme.



I was struggling to connect with people on Climate Issues and I was overwhelmed. I needed to build these skills.



Learning some key coaching skills to work with others around the company, to support myself, and use in my personal life. Also, great to connect with the other learners - so much knowledge and experience to share.



The beautiful practical examples, the practice with peers, the simple breakdown of skills, the relaxed atmosphere, the talented facilitators.



Learning some unique skills around giving people the power to follow a sustainable agenda/their dreams to have a positive impact.



Learning new skills and meeting like-minded, diverse people who care



That I gained the confidence that my intuition is usually right and that I gained the skills to free up imagination and courage in me and others.



What would you tell other people about this programme?



The stuff about collusion is mind-blowing!



A great way to add to your skillset and to become a more inspiring sustainability professional!



Positive and inspiring both for oneself, and for encouraging/ influencing others around you to be more impactful and positive.



This is such a helpful programme. It allowed me to get my ego out of the way and see where others are coming from.



That it was so great because it teaches the skills that we may not realize we need. That it isn't all about expertise, but so much more about relationships and how that can unlock empowerment and action.



It is great and you should definitely do it!



Join it, it's SO worth it.



That is a perfect combination of simple skills, that you get to practice and add to your toolbox, for more meaningful and action-oriented conversations around sustainability and climate change.



Conclusion

In the analysis of participant comments that related to what they had valued from the learning each week and would take forward into their personal and professional lives, it is evident that benefits are gained by anyone seeking to approach the green transition with greater emotional intelligence. Comments include:

- To ask more powerful questions and explore values underneath what people are saying.
- It's about identifying people's emotions, stepping back, and helping them to bring it out, without feeling responsible, trying not to give solutions
- Discover more about what issues people around me care about, and try to link them to climate change
- Think about how I can pull out these things from my colleagues... what they care about and what they love doing.
- Apply these techniques and questions in various interactions, professional and personal

A natural next step of this study would be to follow-up with participants in a few months, and a year from now, to identify what learning has 'stuck'. As with any programme, the reinforcement of learning is key between delivered/formal sessions. It can be supposed that the most impactful, deepest learning

occurs where participants are focused on 'practising' each week's skills and tools. The learning hub provides rich further learning resources and a 'community space' which provides an excellent opportunity to embed learning and for networking. The programme is best approached by a willingness to dedicate time to reviewing learning, using additional resources, and reading Cox and Flynn's (2022) book.

One of the major benefits of this programme is the opportunity for collaborative learning, both within the sessions and beyond. The opportunity to reflect with like-minded professionals from a diverse range of sectors and global contexts was much appreciated, and there is significant opportunity to build on the strong relationships that can ensue from this highly personalised shared learning experience.

This programme is suitable to anyone who does not have a coaching qualification but is keen to learn coaching skills applied to the context of the green transition. While the focus is on climate action, the skills are transferable across the broader context of sustainability (environmental, social and prosperity perspectives).

Anyone with a formal job requirement for sustainability (which implies a need to engage others) will benefit from this programme. Additionally, people without a formal job requirement for sustainability, but with a desire to enhance communication about sustainability and climate action within personal and professional contexts, will also benefit.

The content is not aligned to any particular sector or size of organisation and as conversations are deeply connected to ourselves and others as individuals, there is no sense of content being more or less relevant to any particular person, organisation or context.

The programme requires a willingness to reflect, and to engage in learning that transcends factual learning towards learning that engages the 'whole person' through emotional connections and openness to new behaviours. It enables the development of individual-level change that in turn can lead to systems-level change.

Participants recognised during the programme that however much they knew (or thought they know) about sustainability, they could nevertheless engage more deeply in understanding both themselves and others to affect the psychological and behaviour changes required for a fair and just green transition.

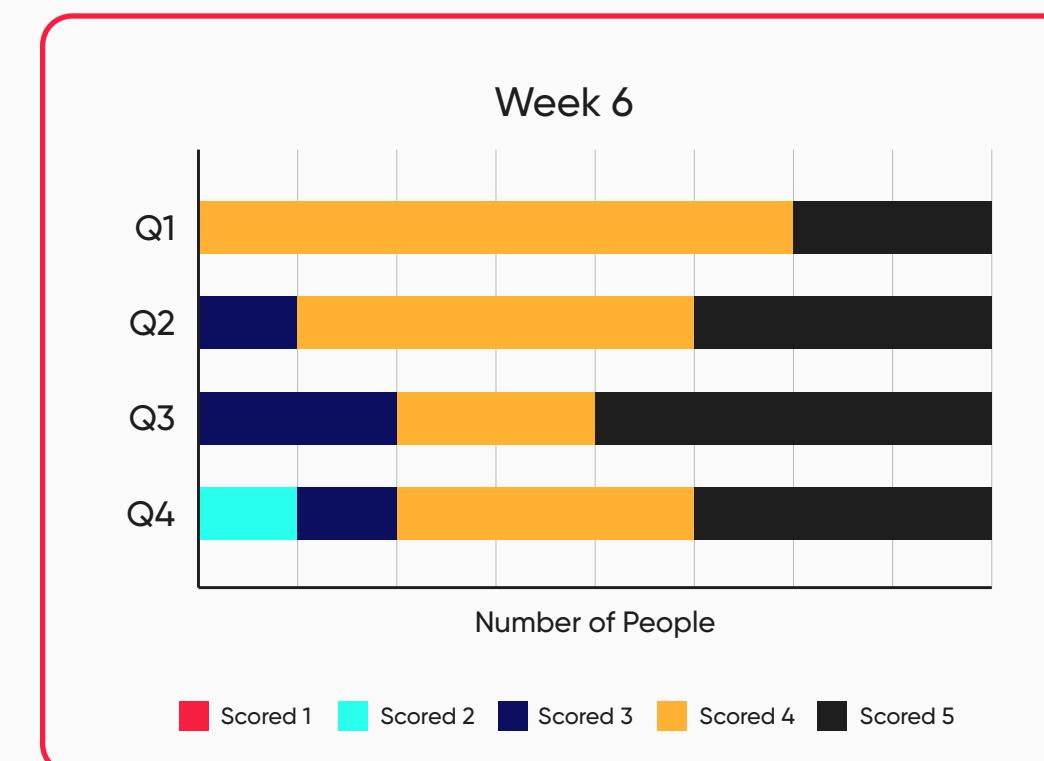
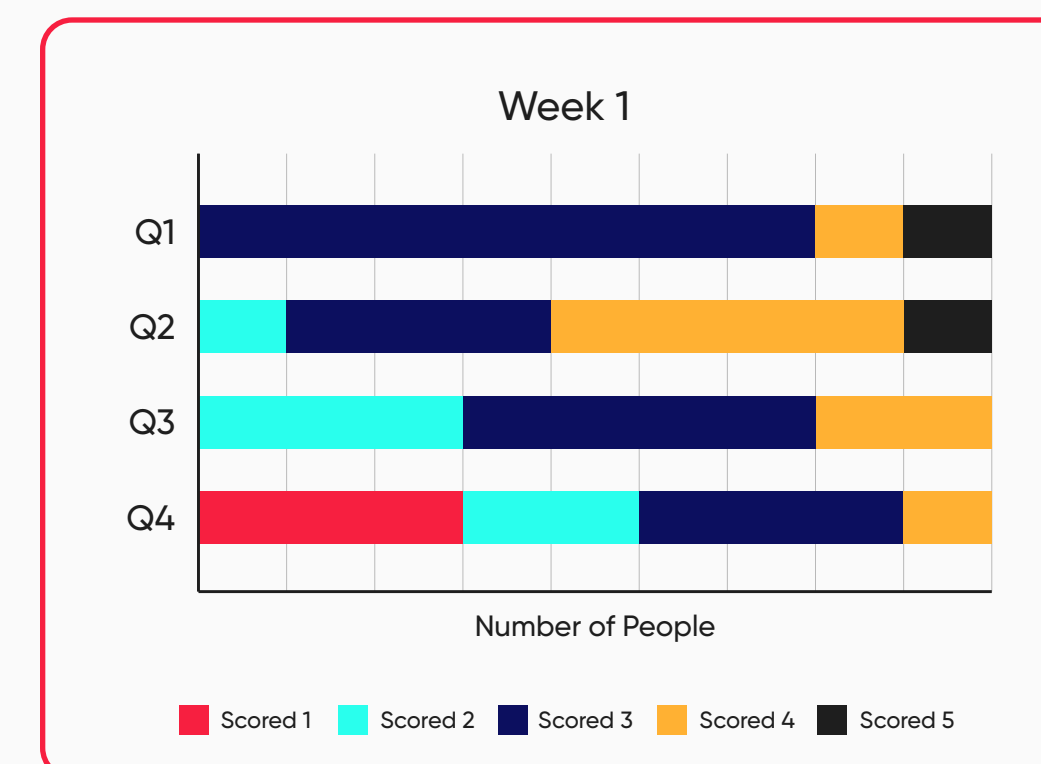
Appendix



Appendix

Pre and Post Programme Poll Questions

9 participants completed the pre programme questions, and 8 completed the post programme questions (and it is to be considered that all 8 are not necessarily the same participants that make up the 9 who completed the pre-questions).



The end of programme poll is largely consistent, which adds confidence to the process. R1 **“How able do you feel to influence others about your green agenda?”** still showed the highest level of confidence (score 5 n=2, score 4 n=6). This is followed by R2 **“How able are you to identify why someone thinks different to you?”** (score 5 n=3, score 4 n=4, score 3 n=1).

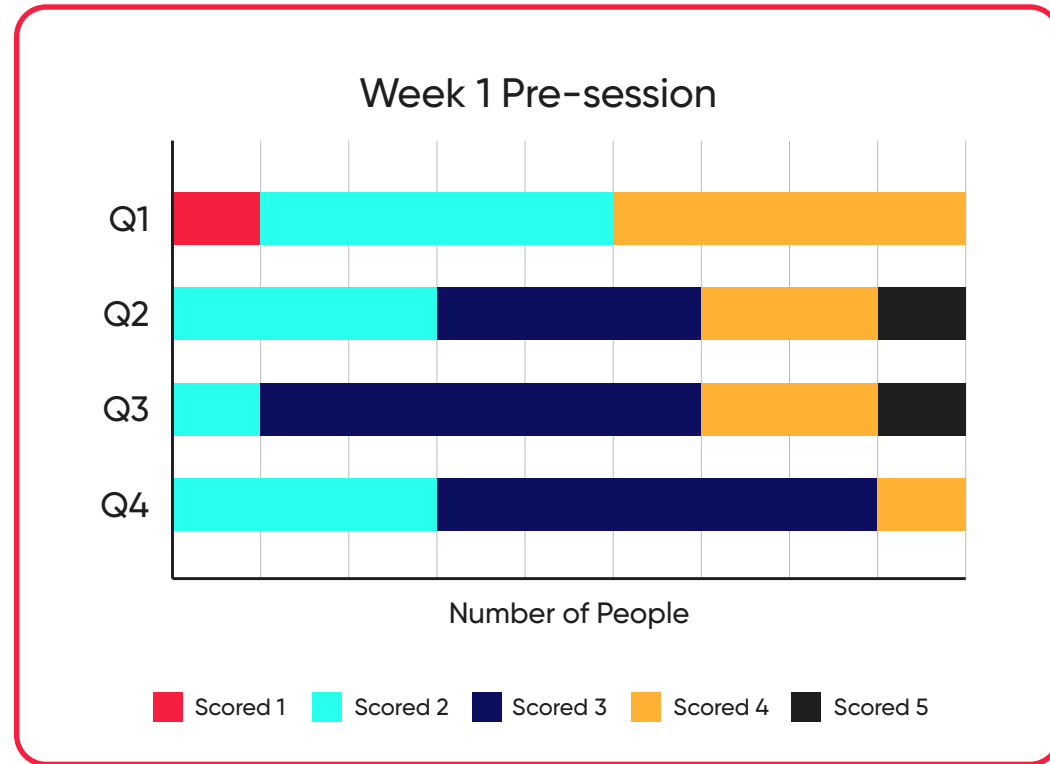
Next follows R3 **“How able are you to connect at a deeper level to colleagues to enlarge your support network?”** (score 5 n=4, score 3 n=2 and score 3 n=2). The rating of least comparative confidence was R4 **“How able are you to let it go when something doesn’t work out, without blaming yourself or others?”**, but even here most responses are at score 4 and 5 (score 5 n=3, score 4 n=3, score 3 n=1 and score 2 n=1).

The pre programme questions showed greatest comparative confidence amongst participants in R1 **“How able do you feel to influence others about your green agenda?”** (score 1 n=1, score 4 n=1 and score 3 n=7). This is followed by R2 **“How able are you to identify why someone thinks different to you?”** (score 5 n=1, score 4 n=4, score 3 n=3 and score 2 n=1).

Next follows R3 **“How able are you to connect at a deeper level to colleagues to enlarge your support network?”** (score 4 n=2, score 3 n=4 and score 2 n=3). The rating of least confidence was R4 **“How able are you to let it go when something doesn’t work out, without blaming yourself or others?”** (score 4 n=3, score 3 n=3, score 2 n=2 and score 1 n=3).

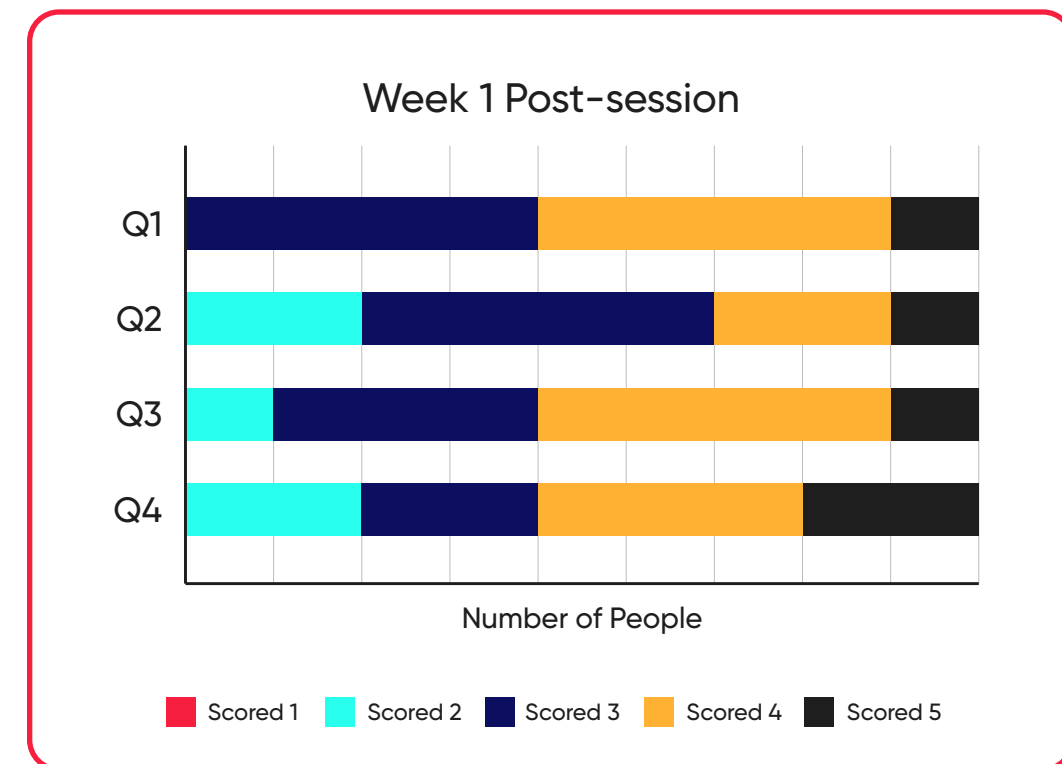
Appendix – Module poll results

Module 1 – Climate Change Coaching Essentials



The lowest comparative scores (in which participants rated themselves at point 3) concerned the ability to ‘**know when someone needs advice and when they need empowering**’ (Q2) and to ‘**hear someone’s misgivings about the green transition without assuming responsibility for their feelings**’ (Q4). The Q2 and Q4 responses are to be expected at the start of the programme, where a coaching mindset is still very new to participants, and where participants are still learning to pay attention to and hear disempowerment in someone’s words. It often takes many weeks for people to truly see the value of not automatically trying to solve problems themselves, as this is ingrained learnt behaviour.

In the pre-session questions, the noticeable area of confidence (with 4 participants rating themselves at point 4), concerned the ability ‘**to recognise the psychological reasons stopping someone from taking action**’ (Q1). After the concept of psychological barriers was explained in the session, and the key skills taught, participants were more able to connect the idea of a psychological barrier to concepts such as ‘overwhelm,’ with which they are familiar. As this was the only response in which a score of 1 was also added, it is likely that this was made in error (the participant perhaps flipping the scale). Interestingly, this was also the highest rated area for an increase in confidence between pre and post data as shown in the pre and post average chart. This might suggest that participants were feeling more confident in naming emotional states after focusing on this through learning.

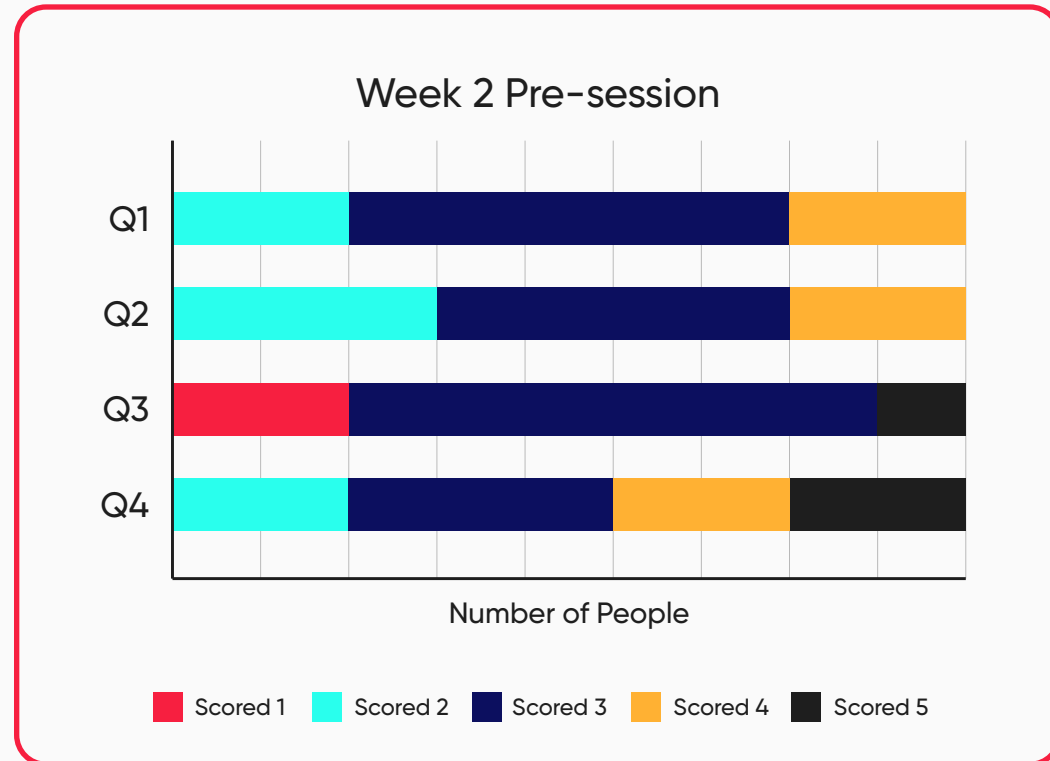


Aligned with the ‘pre and post data’ which showed most significant growth in considered ability related to Q2 and Q4, the post questions show the highest

areas of confidence (in which 5 participants rate themselves at scale 4 or 5) across Q1 (‘**recognise the psychological reasons stopping someone from taking action**’), and Q4 (‘**hear someone’s misgivings about the green transition without assuming responsibility for their feelings**’). Additionally, participants rated high confidence in Q3 (‘**help a colleague recognise their own abilities when they’re feeling incapable**’), and there was incremental improvement in rating (with 2 participants moving from a rating of 3 to 4). This is possibly a sign that the programme cemented skills that they already used but of which participants didn’t recognise the value.

Appendix – Module poll results

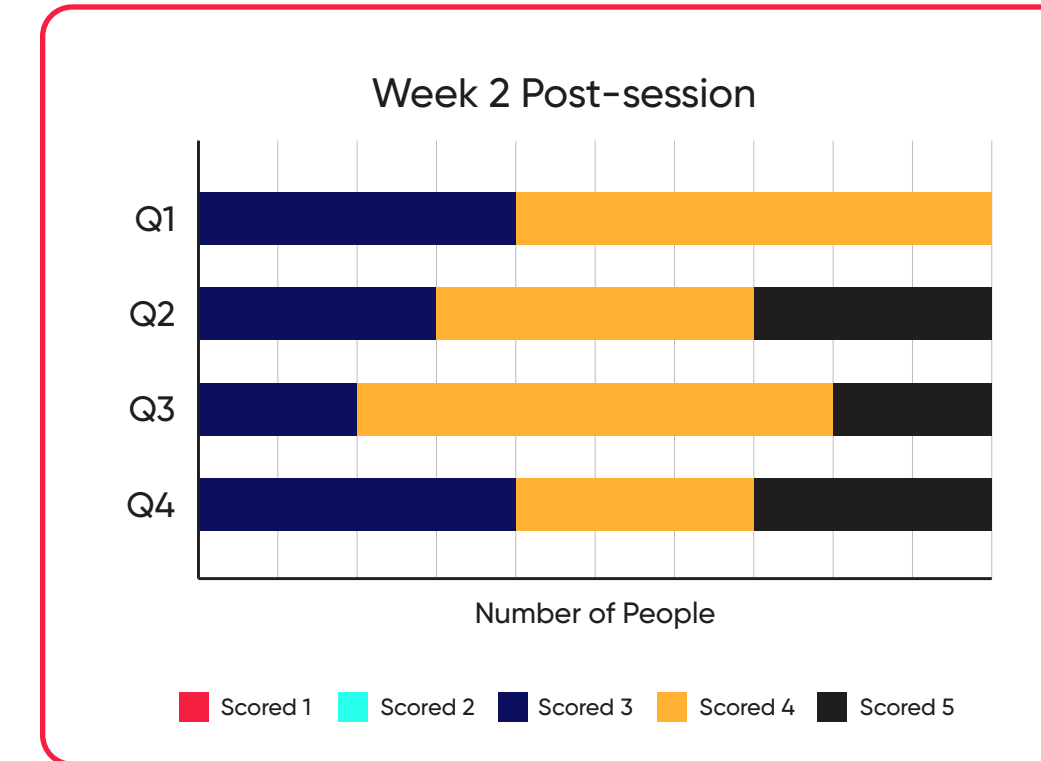
Module 2 – Turning bystanders into change agents



It is immediately apparent in the pre-session responses that participants rate themselves least confidently on Q3 ('**how to ask challenging questions without someone feeling threatened**'). It is the only question in which no participant rated themselves at score 4 or 5. This is also the area of most growth in the post-session rating. This may be because this audience is very aware of their need to influence as opposed to antagonise, in the context of climate activism (which by its very nature is antagonistic). This audience often reports 'self-censoring' rather than being bold, and so they may not have a practical way of being challenging that feels safe.

Participants self-rated equally lower (with 7 participants rating scores 2 or 3) for Q1 ('**know how to recognise when someone is stalling because they feel disempowered**') and Q2 ('**know how to help a colleague to overcome their self-doubt**'). Growth was most significantly shown between pre and post sessions for Q2, and slightly lesser so for Q1. This is likely because the skill that related to Q2 is very practical, whereas noticing is a continual learning process.

Participants self-rated most strongly on Q4 ('**how to empathise with a colleague's doubts without feeling hopeless yourself**') – this was the only rating in which 2 participants rated themselves at score 5. This mindset piece will always be the hardest to adopt in the context of a big systems threat such as climate change. Were the programme teaching 'coaching skills for managers' it is unlikely that people would report feeling hopeless to the same degree when a colleague shared doubts with them.



Post session questions show a demonstrable increase in self-rating across all questions. No participants self-scored at points 1 or 2 for any of the questions, which is an impressive indication of learning impact.

3 participants scored themselves at a rating of the top rating of 5 across all questions other than Q1 ('**do you know how to recognise when someone**

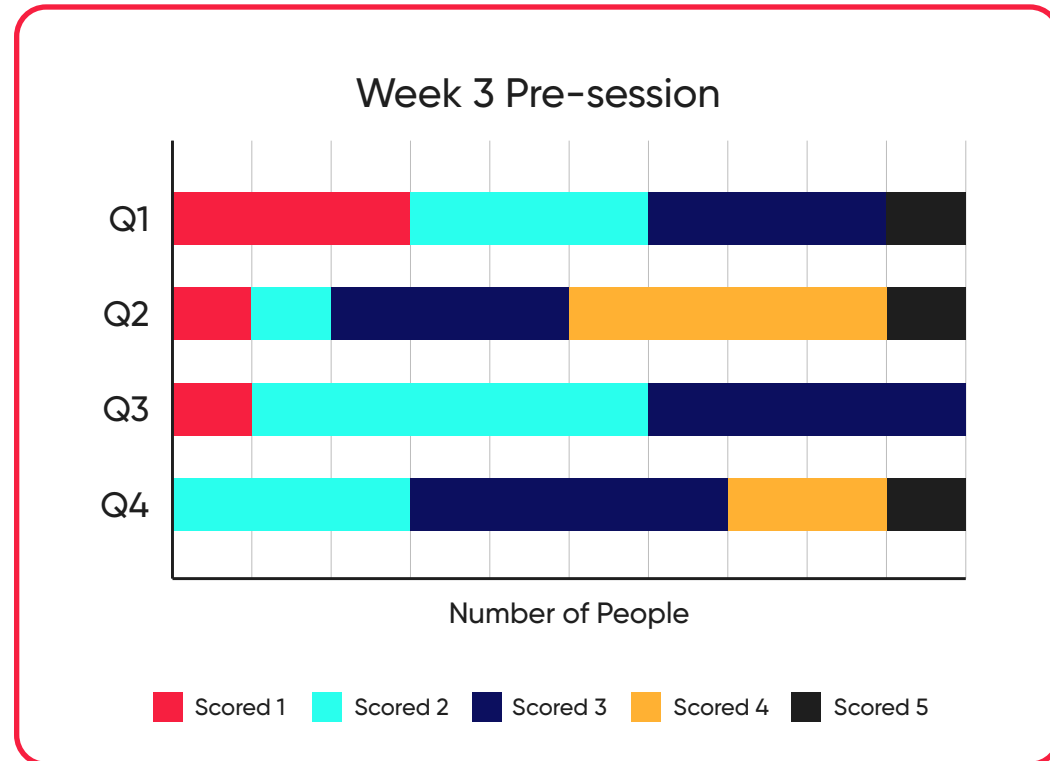
is stalling because they feel disempowered'). This shows that although there was some growth in self-rating through learning, it was not as marked as other areas in respect of self-perceived confidence in this area. Similarly, Q1 and Q4 ('**do you know how to empathise with another colleague's doubts without feeling hopeless yourself**') had the highest number of score 3 (n=4).

The highest self-perceived ratings related to Q3 ('**how to ask challenging questions without someone feeling threatened**') which was the area of biggest growth between pre and post questions, showing particular impactful learning, followed by significant learning growth in Q2 ('**do you know how to help a colleague overcome their self-doubt?**').

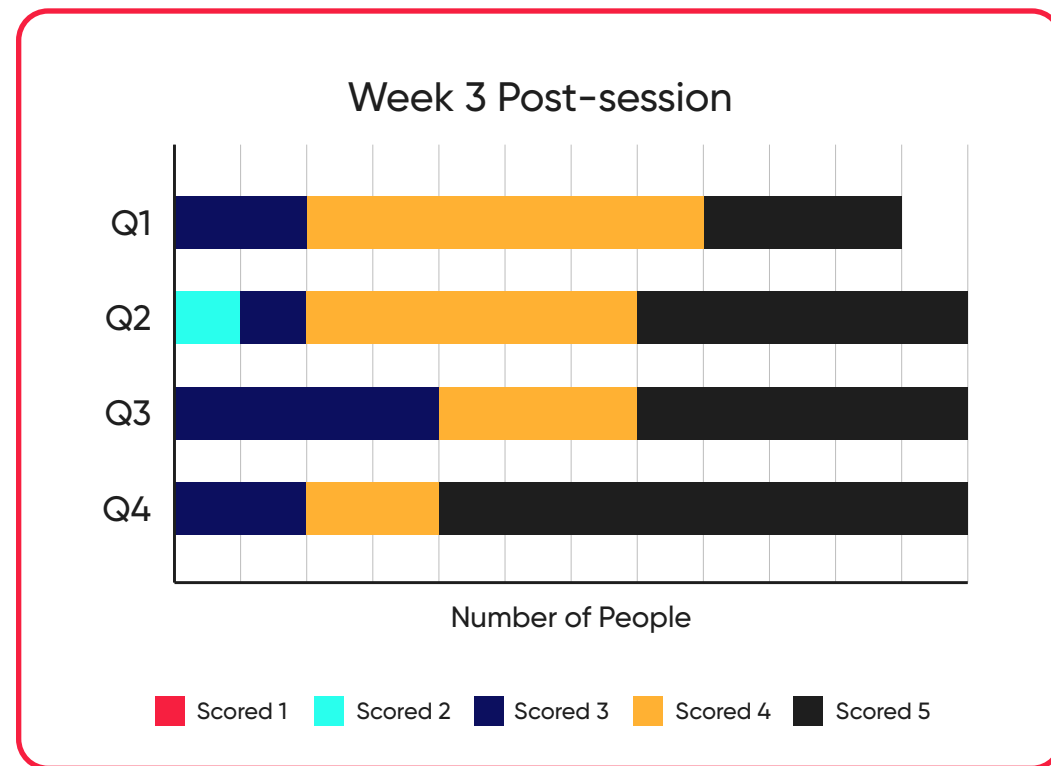
This suggests that participants found it easier to grasp the more practical 'doing' skills and less able to adopt the climate change coaching mindset. This is to be expected for participants who care deeply about the green transition and are therefore more susceptible to feelings of hopelessness.

Appendix - Module poll results

Module 3 – Making Climate Relevant



this is a cohort in which participants have a lot of experience of community or sector mobilisation.

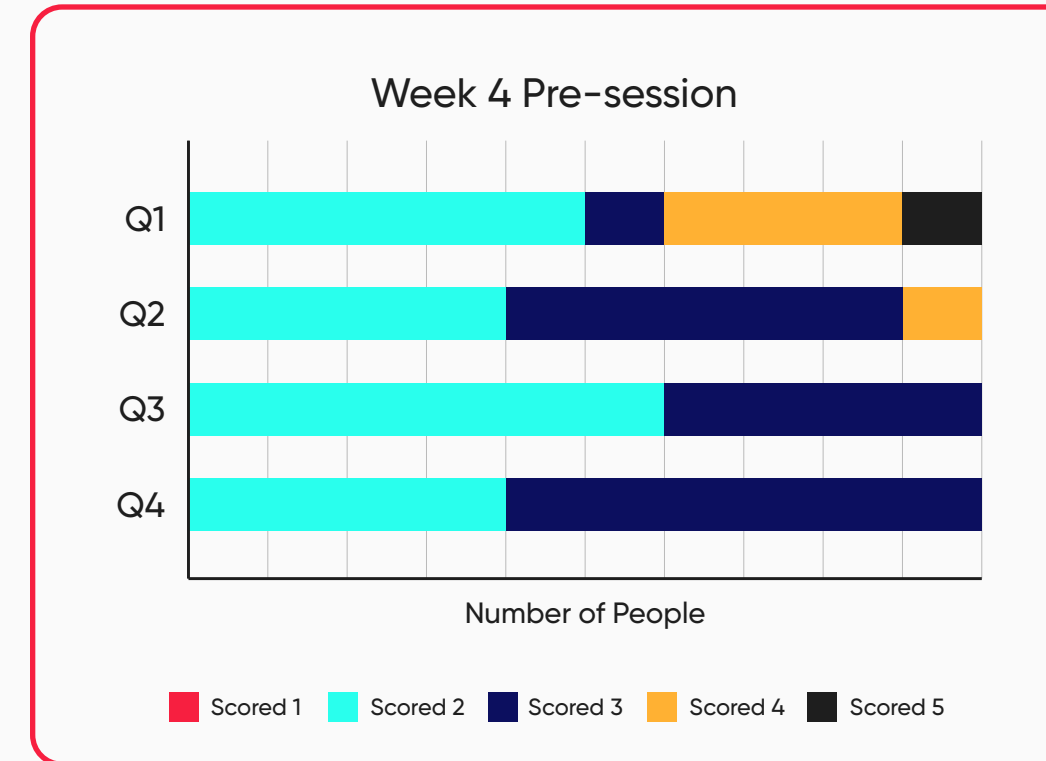


Participants felt comparatively less confident in Q1 **“do you know how to ask others for permission to talk about the climate crisis with them?”** (3 responses at score 1, and 3 responses at score 2). This may be because asking permission to discuss any topic is rare, and in the climate space, people often jump at any perceived interest from another person. Following this, was Q3 **“Do you know how to help someone apply their existing skills and talents to the green transition?”** (1 response at score 1 and 5 responses at score 2), and this was the only question in which no one scored themselves at 5. Conversely, participants felt most confident in Q2 **“do you know how to connect an issue someone already cares about to the climate crisis?”** (4 responses at score 4 and one response at score 5). This may indicate that

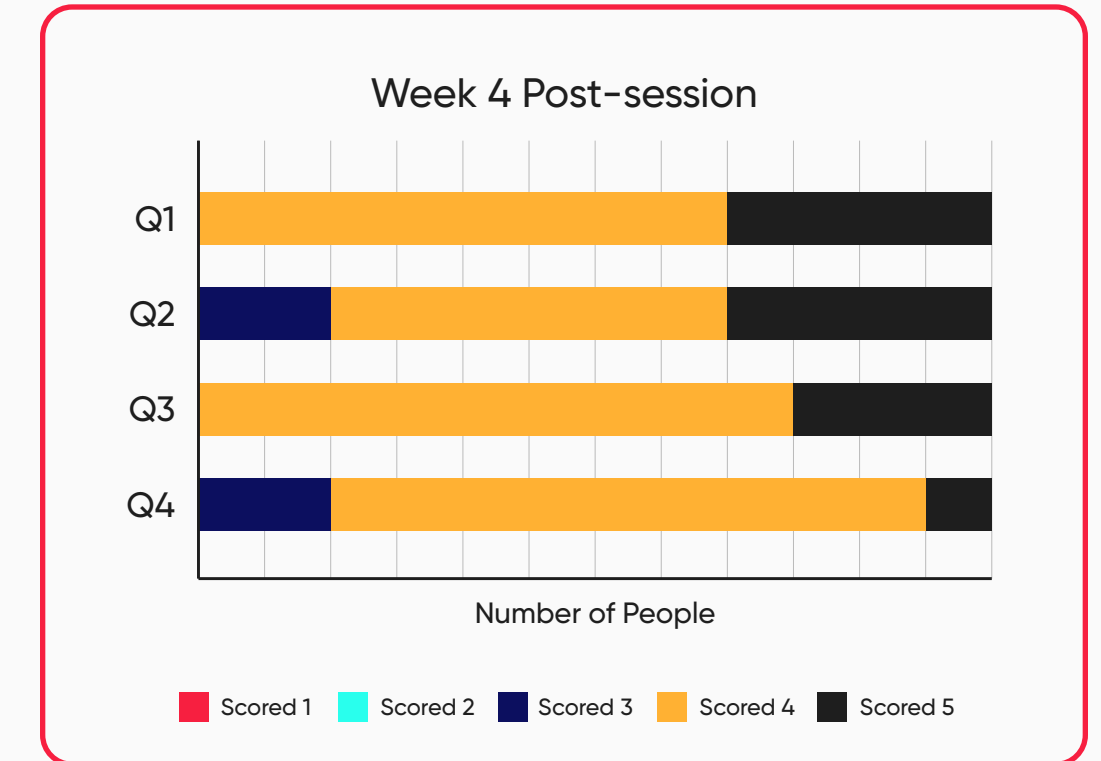
There were 12 participant responses to the post-session poll, and one participant response missing for Q1. It is immediately notable here that there are no scores of 1 and only one score at 2. The significant majority of responses are for score 4 and 5 across all questions. Participants felt more confident with the content of this session, perhaps because it was more positive than previous sessions, which tackled objections. Q4 **“Do you know how to talk about your own compelling reasons to care about this issue in a way that engages others?”** shows a significant shift in participants moving to a high level of confidence (eight participants scoring 5).

Appendix - Module poll results

Module 4 – Shifting Stuck Mindsets



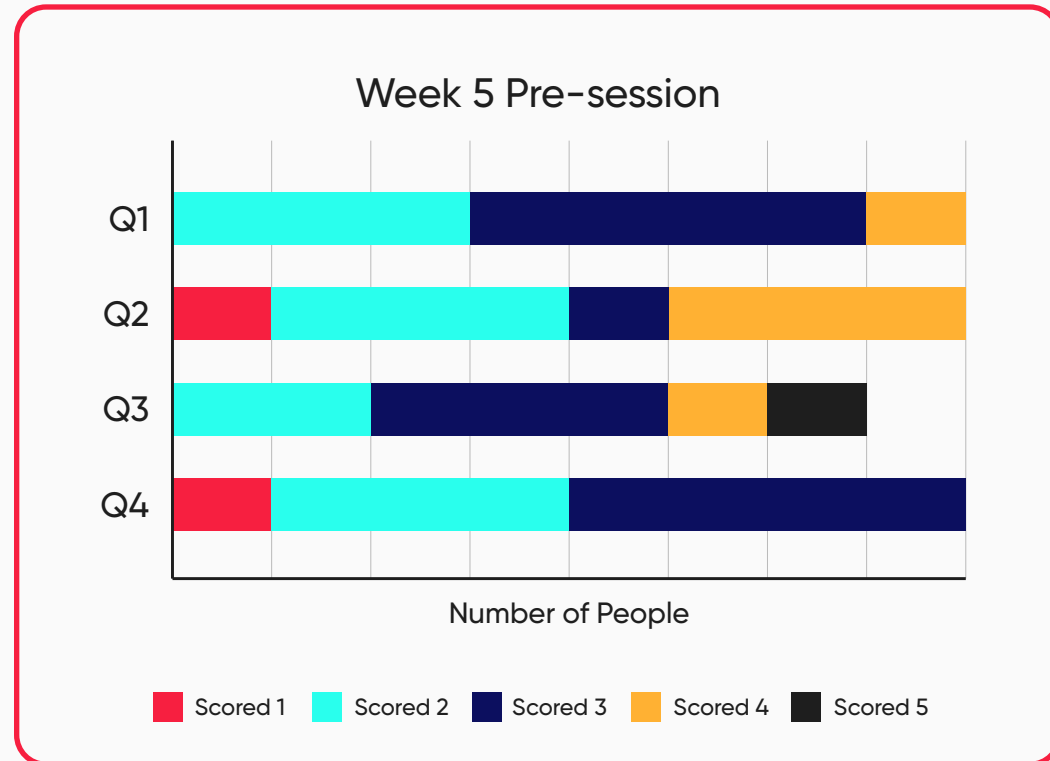
In the pre session poll, the rating that received most confident responses was R1 **“Do you know how to identify when someone is held back by the scarcity of ‘there’s not enough...’”** - this is the only rating where participants selected score 5 (1) and score 4 (3). Only Q2 **“Do you know how to shift people into a growth mindset?”** was responded to with another score 4 (1). The lowest area of confidence relates to Q3 **“Do you know how to help someone find a new perspective when they are caught in scarcity?”** - which links to this becoming the biggest area of growth in confidence in the post poll.



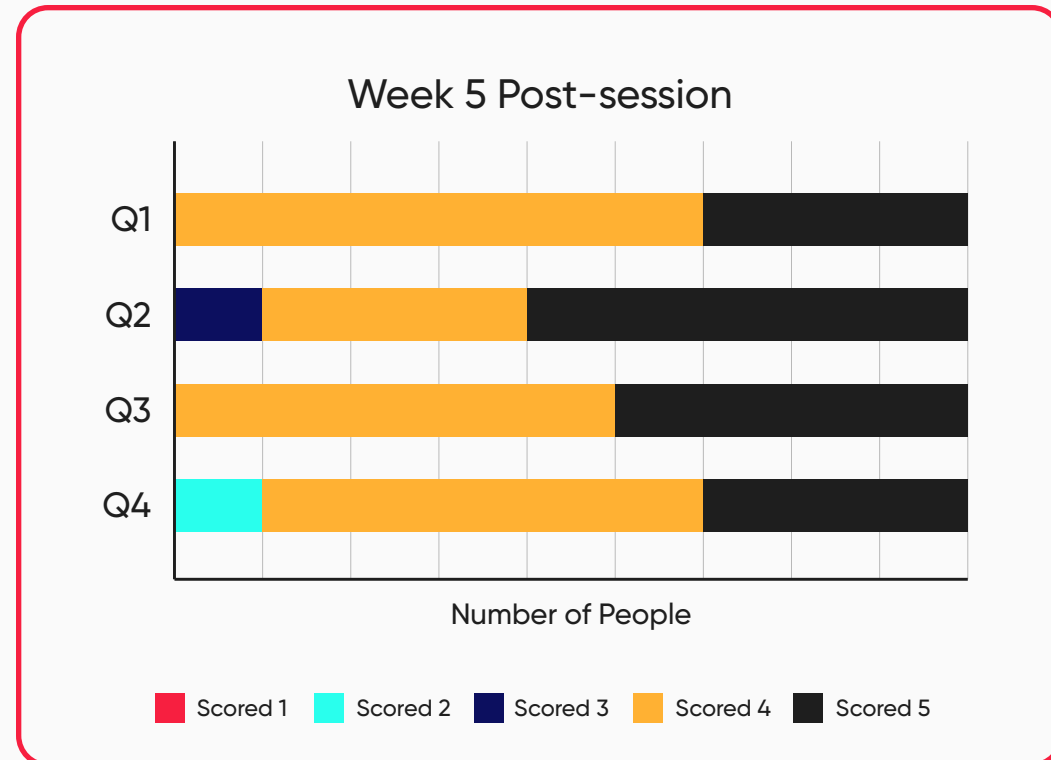
The post-poll questions indicate the greatest overall confidence in Q1 **“Do you know how to identify when someone is held back by the scarcity of ‘there’s not enough...’”** with all participants choosing score 4 (8) or score 5 (4). This could be because the participants strongly recognised this as a specific problem. This is followed by Q3 **“Do you know how to help someone find a new perspective when they are caught in scarcity?”** - which saw the greatest growth in confidence. Only two questions were given score 3 (by 2 participants) for both Q2 **“Do you know how to shift people into a growth mindset?”** and Q4 **“Do you know how to avoid colluding with stories of how an organisation ‘doesn’t have enough’”**.

Appendix – Module poll results

Module 5 – Ending Entrenched Resistance



during it, they do not necessarily know how to hold the conversation in a way that creates mutually agreeable resolution or finds common ground.

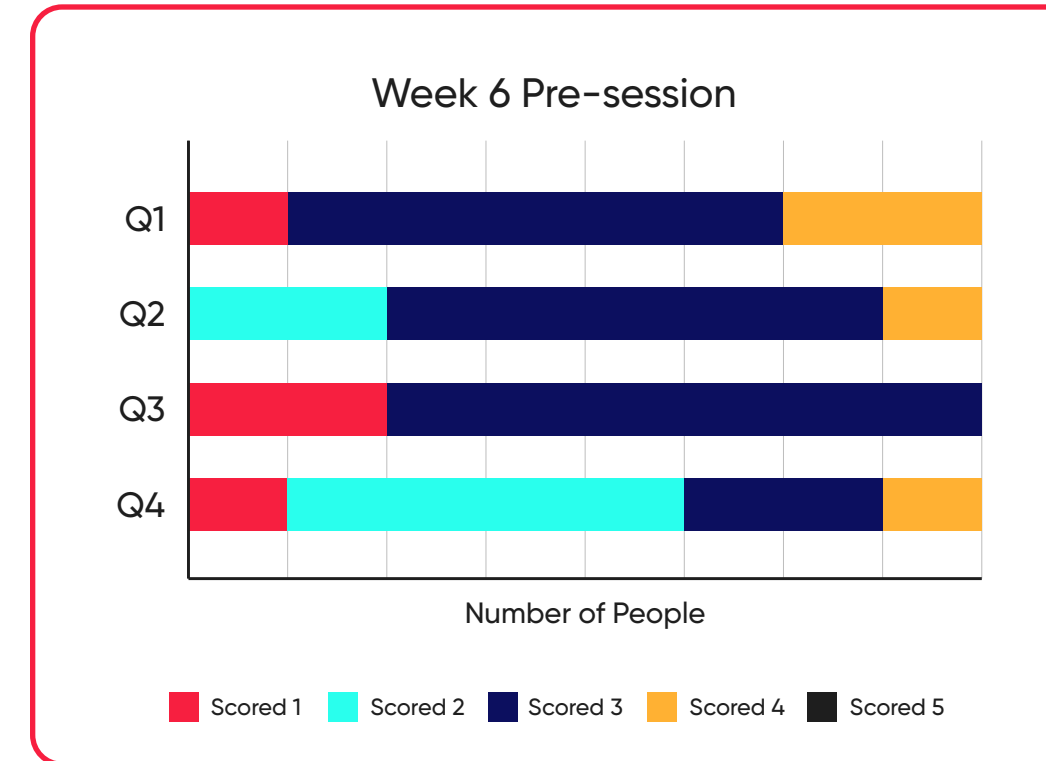


In the pre-session poll, participants felt comparatively more confident on Q2 **“Do you know how to identify the values/beliefs that underlie someone’s resistance”** (n=3 at score 4) and Q3 **“Do you know how to leverage someone’s values to find a shared way forward?”** (n = 1 at score 4 and n = 1 at score 5). However, one participant also rated at score 1 on the same question of Q2, showing that there is a broad range of needs and responses apparent here. One participant also rated at score 1 on Q4 **“Do you know how to have a charged conversation without feeling depleted?”** It was surprising to see how many of the participants rated themselves highly on Q4, because many in this sector report feeling depleted by situations that involve conflict of even moderate amounts. This suggests that these are participants who have developed some ability to have challenging conversations. The other scores on Q2 and Q3 however may suggest that while they know how to mentally prepare for a conversation and protect their wellbeing

In the post session, it is notable that there are no responses of score 1. Consistent with the pre-poll, there was one response to lower ranked scores on Q2 **“Do you know how to identify the values/beliefs that underlie someone’s resistance”** (n = 1 at score 3) and Q4 **“Do you know how to have a charged conversation without feeling depleted”** (n = 1 at score 2). Again, consistent with the pre-poll there was a margin of one response in showing the highest confidence to Q2 (n = 5 at score 5). This consistency can possibly indicate some reliability in how participants are self-ranking in that it carries some meaning rather than randomly selected scoring as the patterns of responses remain consistent. However, it needs to be considered also that participant composition changed between pre and post polls.

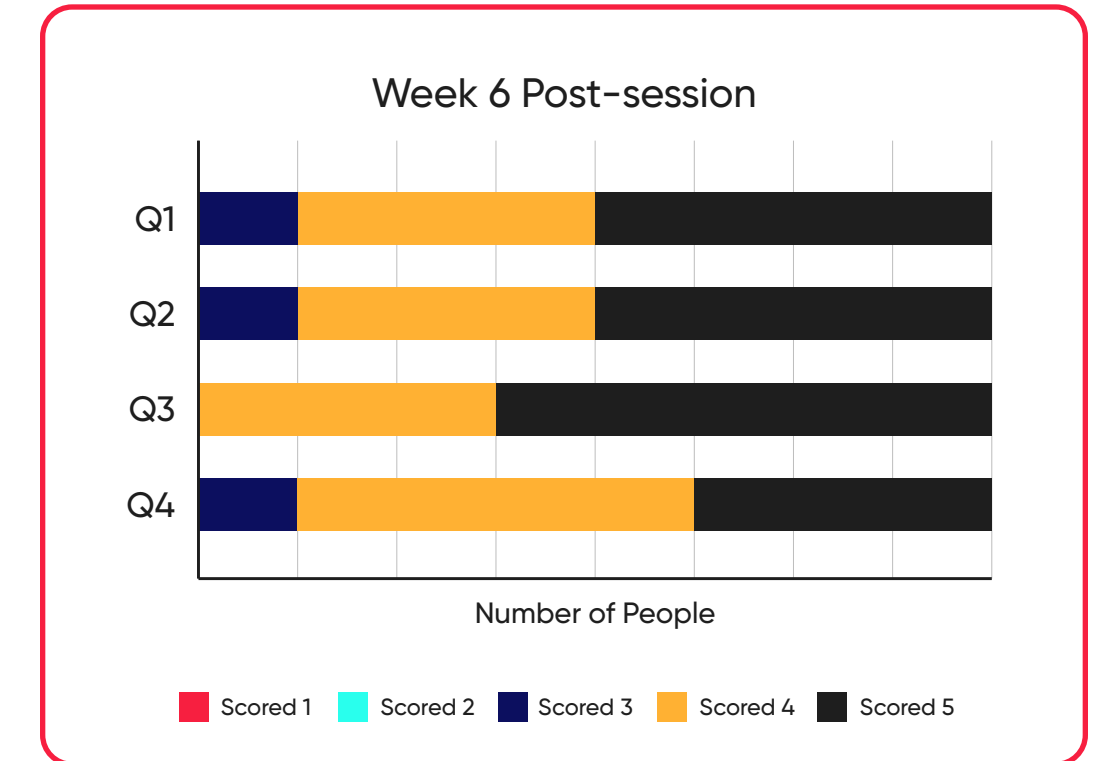
Appendix – Module poll results

Module 6 – Turning Overwhelm into Action



In this session, participants remained consistent over both polls. Pre-session, participants showed most confidence in Q1 **“Do you know how to recognise when someone is overwhelmed and help them feel more free?”** (score 3 n=5 at score 3 and score 4 n=2, closely followed by Q2 **“Do you know how to help someone deescalate overwhelm by gaining clarity about what matters most”** (score 3 n=5 and score 4 n=1).

Next, for Q3 **“Do you know how to help someone to set fulfilling goals?”** responses only included score 1 (n=2) and score 3 (n=3). Comparative least confidence was shown in Q4 **“Do you know how to help someone who is overwhelmed without becoming overwhelmed yourself?”** (n = 1 at score 1 and n = 4 at score 2).



In the post session poll, responses were consistent with the pre poll in showing most comparative confidence, in addition to identical responses across Q1 **“Do you know how to recognise when someone is overwhelmed and help them feel more free?”** and Q2 **“Do you know how to help someone deescalate overwhelm by gaining clarity about what matters most?”** (score 5 n=4, score 4 n=3 and score 3 n=1). The previous rating of least confidence Q4 **“Do you know how to help someone who is overwhelmed without becoming overwhelmed yourself?”** is now also the same. Interestingly, Q3 **“Do you know how to help someone to set fulfilling goals?”** showed the most significant change as the only rating with all scores at 4 (n=3) or 5 (n=5).

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