



# EIANZ Climate Change Skills Training – Manual for Divisions

Environment Institute of  
Australia and New Zealand

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## Table of Contents

### Contents

Background.....	4
1. Overview.....	4
2. Outcomes.....	5
2.1 DCC Agreement.....	5
2.2 EIANZ .....	5
2.3 USC .....	5
3. Key stakeholders.....	5
4. Value proposition to Divisions .....	6
5. Division targets.....	7
6. Training modules.....	8
6.1 Module 1 .....	10
6.1.1 Enrolment.....	10
6.1.2 Module delivery.....	10
6.1.3 Feedback, evaluation and improvement.....	11
6.1.4 Speaker and facilitator engagement .....	11
6.1.5 Workshops.....	12
6.2 Module 2 – the Climate Change Essentials Primer .....	13
6.2.1 Module 2a Climate Change Primer .....	13
6.2.2 Module 2b Practitioner Pathways for Further Professional Development .....	14
6.2.3 Module 2c Linking to Skills Development Training Events.....	14
6.2.4 Module 2 Feedback, evaluation and improvement.....	15
6.2.5 Module 2 Budget .....	15
6.2.6 Module 2 Task Management .....	15

7.	Forum Planning .....	16
8.	Budgeting .....	16
9.	Task Management.....	16
10.	Marketing and Public Relations.....	17
11.	Branding.....	17
12.	Sponsorship and partnering .....	18
13.	Trade Displays .....	18
14.	Satchels .....	19
15.	Venue.....	19
16.	Registration.....	19
17.	Forum delivery .....	20
18.	Climate Change content .....	20
19.	Performance evaluation and improvement.....	20
	19.1 Surveys.....	20
	19.2 Carbon footprint .....	21
	19.3 Feedback .....	21
	19.4 Module improvement .....	21
20.	Networking and thanks.....	21
21.	Next step.....	21

This Manual has been prepared by the Environment Institute of Australia and New Zealand for use by its Chapters and Divisions.

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## Background

In late June 2008 EIANZ was successful in receiving \$150,000 funding from the Federal Department of Climate Change (DCC) to undertake its Climate Change Skills Training (ECCST) program over a 3-year period. In September 2008 the EIANZ Executive accepted a business plan and budget (following on from a policy decision and plan agreed by EIANZ Council in November 2007).

This ECCST process manual describes the ECCST training modules and suggested delivery mechanisms. It is for use by EIANZ's Chapters and Divisions (referred to collectively in this document as Divisions).

## 1. Overview

The manual is a step-by-step guide to assist a Division to set up a Module 1 forum. It consists of a brief introduction to the ECCST program, training modules and examples of forum delivery mechanisms. It's not about Climate Change adaptation or mitigation content except by way of examples in Appendices.

The ECCST program has made commitments to DCC, to EIANZ and its Divisions and to a University Partner. Commitments were signed off in a funding Agreement with DCC, in a business plan with EIANZ and in a Memorandum of Understanding (MoU) with the University of the Sunshine Coast (USC).

Training modules are in two parts:

Module 1 is a forum that has been called a 'Boot Camp' in trial delivery sessions. Module 1 is delivered by the Division who may decide on an appropriate name for its market. **It aims to identify tools and techniques that practitioners will require.** It uses engagement, presentations and workshop scoping to meet this aim.

Module 2 comprises a number of learning tools and is managed by the University partner. **It aims to teach practitioners the basics of Climate Change and then directs practitioners to tools, techniques and courses.** It may be preferable for participants to understand the basics of Climate Change *before* attending Module 1 forum.

This manual provides guidance on delivery mechanisms for Module 1 to assist Divisions. Examples from EIANZ SEQ Division's Boot Camp in held April 2008 are used to illustrate how a Division can do it. Some forms in the Appendices may be modified (red font) and used directly. Experienced at-cost, administrative support is available, if requested of the Program Manager or Steering Committee.

Delivery mechanisms for Module 2 will be the responsibility of USC. However, suitable material to liaise between USC and a Division delivering Module 1, is provided in this manual.

## 2. Outcomes

The sections below summarise agreed outcomes between the ECCST Program DCC, EIANZ and USC, respectively.

### 2.1 DCC Agreement

- A survey and report on training needs
- An EIANZ professional development forum model (Module 1) prepared
- A short course module (Module 2) - that is complementary to Module 1 - prepared by an EIANZ partner
- Delivery of Modules over 3 years targeted at 1000 professionals (at 12 forums) in 12 locations over 3 years

### 2.2 EIANZ

- Delivery of Module 1 forums by EIANZ Divisions at no net cost to EIANZ
- Target a surplus of \$100,000 for Divisions over 3 years
- Delivery of Module 2 by an EIANZ partner at no net cost to EIANZ over 3 years and under a MoU
- A robust program that meets EIANZ governance requirements and DCC Agreement over 3 years
- Evaluation feedback from participants is shown to improve over the 3 years
- Enhanced EIANZ policy and practice over the 3 years

### 2.3 USC

- Delivery of Module 2 (2a, 2b & 2c) under separate DCC funding and MoU
- Synergistic opportunities with EIANZ, e.g. links to research, further funding and training

## 3. Key stakeholders

The following are ECCST Program's key stakeholders, together with their interests and roles:

- EIANZ members (usually represent 10% forum attendees) – receive training
- Other environmental practitioners – receive training and may become EIANZ members
- Divisions – meet their business plan and member requirements and deliver Module 1 as part of their professional development commitment to members
- ECCST Program Steering Committee (ECCST SC) – manages the ECCST Program on behalf of the EIANZ Executive and Council
- ECCST Forum Support Group (FSG) – guides Divisions regarding ECCST on behalf of the EIANZ Professional Development Standing Committee, Executive and Council
- DCC – receive progress reports and confirm that outcomes meet the funding Agreement
- USC – delivers Module 2 under a MoU

Other stakeholders may emerge and the list above does not prevent either EIANZ or Divisions forming partnerships with other organisations, e.g. employers of environmental practitioners. Divisions are encouraged to develop local partnerships and collaborators.

Since receiving funding for the Project, EIANZ has been approached by a number of organisations. For example, USC was chosen from more than 16 organisations as a key partner. Other 'partners' may perform support roles, if they are likely to help Divisions, and their roles will be identified in the manual (Appendix 1 *ECCST partner analysis*).

EIANZ members have expressed an interest in being involved. Some have volunteered for the ECCST SC, FSG and other roles. Divisions will develop a list of contacts for delivering Module 1. It is recommended that a database of contacts be used and updated by respective committees, groups or Divisions and be maintained by the Forum Steering Group (Appendix 2 *ECCST contacts*)

#### 4. Value proposition to Divisions

Divisions will receive the following value from ECCST:

- professional development materials for practitioners on climate change, with a focus on adaptation that also may include mitigation
- a key member service
- materials that represent some \$200,000 of value directly to Divisions
- independence for those with lots of experience in running forums (using this manual)
- assistance to those less confident, through:
  - support to the value of a total \$15,000 (refer Appendix 28 *Financial support for Divisions*)
  - coached support from the Program Manager in 2008/9
  - FSG and local professional development skills support
  - Forum administration support (at cost), and
  - other Divisions (helping one another is encouraged).
- program development, e.g. this manual, and management, e.g. due diligence with DCC / EIANZ / USC, that is over-seen by the ECCST Steering Committee
- call on complementary short course material from Module 2 parties
- materials will be used by all Divisions, at a time that suits the Division and be available to the NZ Chapter
- a concept that was tested in April 2008 by the SEQ Division that attracted 160 attendees and produced a substantial surplus.

In return, Divisions are accountable for the delivery and financial performance of Module 1 and for engaging the Module 2 partner. Targets are shown below.

## 5. Division targets

Below are target attendees, frequency and surplus over the 3 years of funding. ECCST steering committee will be seeking commitments from Divisions when they wish to hold forums so it can support forum planning.

EIANZ Division	Target attendees <sup>1</sup>	Target frequency	Target surplus (\$k) <sup>2</sup>	Target surplus(\$k) <sup>3</sup>	Scheduled date
FNQ	70	1	6	4	June 2009
SEQ	210 (160 done)	2	30 (25 done)	22	April 2008 & 2010
NSW	130	2	12	9	February 2010
ACT	80	1	7	5	March 2010
Vic	130	2	12	9	Sept 2009
Tas	60	1	5	4	May 2010
SA	60	1	5	4	Sept 2009
WA	60	1	5	4	April 2010
NT	40	1	3	2	May 2010
Auckland	50	1	5	4	February 2010
Wellington	50	1	5	4	February 2010
Christchurch	60	1	5	4	February 2010
<b>Total</b>	<b>1000</b>	<b>15 (12 + NZ)</b>	<b>100</b>	<b>75</b>	

Notes:

1. Targets chosen were 1000 attendees and 12 forums (50% of prospective numbers). Note that SEQ Boot Camp is included and had 160 attendees (paying plus non-paying). Module 1 may generate a follow-up forum for bigger Divisions.

2. Target chosen was \$100,000 (\$156,000 for 1000 attendees and a lot more for the prospective numbers above)

3. Target balance allows a \$25,000 contingency payment by Divisions to cover Module 2, reports, subsidisation of other Divisions (if no surplus made) and a cash-flow loan in 2010/11.

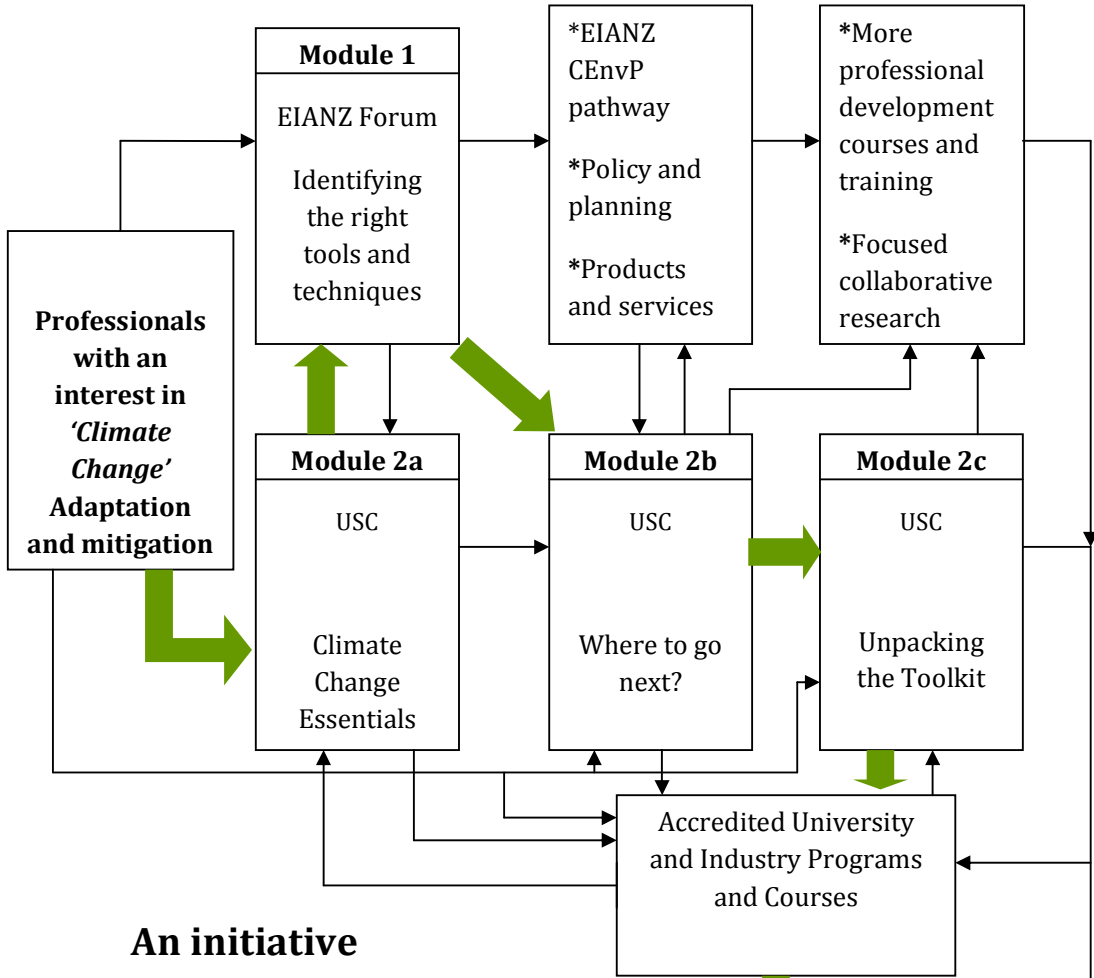
Refer to the Business Plan for more details.

## **6. Training modules**

EIANZ is fortunate in having partially developed a training module and piloted it before project commencement. SEQ Division Boot Camp in April 2008 was a successful pilot. It surveyed membership, was about Climate Change for the practitioner, followed EIANZ forum guidelines and, among other partners, worked with USC.

Module 1, a workshop called The Boot Camp by SEQ Division, is an improvement on the pilot. Module 2 arose from the 'Boot Camp'. The relationship between modules is best shown below.

# THE EIANZ AND USC CLIMATE CHANGE PARTNERSHIP



**An initiative**



➔ Main pathway for environmental practitioners     
 ➔ Other pathways

## 6.1 Module 1

Module 1 is effectively a scoping and engagement exercise that leads the attendee into areas, tools, techniques and information of interest. It is run entirely by the Division.

Module 1 is entirely flexible. It consists broadly of 3 phases: enrolment, Module delivery and feedback.

### 6.1.1 Enrolment

Registrants will be asked to identify Theme preferences and, on receipt of their completed registration (refer Appendix 3 *Registration form (example)*), they will be requested to make additional commitments to the program.

Firstly, registrants will be asked to complete a survey (Appendix 4 *Pre-'Boot Camp' Survey (example)*) that seeks to explore their understanding of Climate Change and the tools and techniques in their preferred Theme. This feedback allows tailoring of the workshop by Theme Specialists. It also sets a pre-forum benchmark that measures the effectiveness of the forum using a post-forum survey.

Secondly, registrants will be asked to complete a personal carbon footprint (Appendix 5 *My carbon footprint* is not deemed necessary at this stage) such as <http://www.carbonfootprint.com/calculator1.html>. Attendees will be followed-up after the Forum. The difference will measure personal commitment to Climate Change.

The two commitments effectively act as 'passes' to attend the forum.

### 6.1.2 Module delivery

Module 1 mixes presentations, workshops and panel activities, corresponding to the three Sessions in the outline objectives, outcomes and program attached (Appendix 6 *Forum plan*). It is recommended that Divisions address the following:

- Forum introduction – explain the purpose, outcomes and program for Module 1 (all phases) briefly and in the context of other Modules

#### Session 1 Context

- Engaging attendees – use survey responses and confirmation from the floor to engage attendees
- A call to arms – have a high-profile regional or local speaker motivate attendees
- Setting the scene and skills required – use regional or local speakers (USC?) to add value to those attendees who have undertaken the primer (Module 2a) and introduce the skills sought

#### Session 2 Challenges

- Themed workshops - focus on the themes of interest (any number will do) and ability to get good Theme Specialists or Facilitators

### Session 3 The way forward

- Workshop summary – allow only one PowerPoint slide per Theme aimed to summarise policy development, tools and techniques required, future forums and media interest if properly targeted
- Discussion – Use workshop summaries as a starting point and discuss the priorities for skilling attendees
- Forum summary – needs to bring the forum to a close, explain how outcomes will be used and outline Modules 2b and 2c.
- Networking drinks / lunch / breaks – reinforces that we are all on the journey together.

#### 6.1.3 Feedback, evaluation and improvement

Good feedback engages attendees and improves Module 1. Indeed, the marketing strategy should include periodic feedback elements / messages in the lead-up to and after the forum.

Evaluation should be by completion of the post-Forum survey and repeating the carbon footprint.

A summary report will be prepared to improve this manual, Module 1 for following Divisions and Module 2.

More details on evaluation and improvement are presented in later sections.

#### 6.1.4 Speaker and facilitator engagement

Choice of speakers and theme specialist / facilitators and what is expected from them will make or break events.

##### Speakers

Local or regional speakers will provide relevant context, can focus on the workshops and draw from them. Such speakers are recommended for Sessions 1 and 3 (refer Appendix 6 *Forum Plan*, page 2 of 3).

A high-profile draw-card may appeal to many attendees. Competing for their time can be problematic. They should be booked early. For the SEQ Boot Camp, we could not get the State Minister. Getting endorsement from and forming a partnership with the main State department was useful.

Speakers will need guidance. A brief will be prepared (modify Appendix 7 *Key note Speaker Brief*) and sent to all speakers. The forum's technical coordinator (refer Appendix 10 *Organisation and product chart*) will follow-up to ensure that the speaker understands the brief and answer any questions.

##### Theme specialists / facilitators

Good theme specialists will draw out important tools and techniques. The specialist is a technical expert who can be drawn upon for ideas, the state of skills, knowledge etc. The facilitator provides support to the specialist and facilitates the workshop. A recorder may take

notes (refer Appendix 23 *Workshop recorders template (example)*) is available for those interested). All of these roles may not necessarily be needed. Over the 3 years, and as skill levels rise, it is likely that facilitators will become more important than specialists.

Initial contact with all parties is done by telephone call and followed up with an email. The email contains briefing notes. Notes (modify Appendix 8 *Theme specialist / facilitator briefing notes*) are broad to allow technical flexibility and should be modified to suit the Division's requirements.

Meetings with theme specialists or facilitators (and perhaps speakers) are recommended prior to the forum to ensure everyone is briefed on the outcomes and aims of the day and to get consistencies between themes. For the SEQ Division Boot Camp, 3 meetings were held.

### 6.1.5 Workshops

Deciding and developing workshop themes is the most technically creative decision for a Division.

Themes should suit topical issues, theme specialist or facilitator skills and potential partner needs. They can be as narrow or as broad as the Division decides. Numbers should suit likely attendees, e.g. a group much bigger than 15 may be unwieldy. For the SEQ Boot Camp, 6 themes were eventually chosen from an original list of about 20.

A technical coordinator should prepare an analysis of theme topics to ensure that everyone understands their scope and to ensure some consistency between themes (refer Appendix 24 *Theme Analysis (example)*). Getting the balance right between a loose analysis that allows creative freedom and a tight analysis that is too rigid and does not suit all theme specialist or facilitator skills is tricky. Examples of criteria may be:

- A priority or topical issue for: likely attendees, key stakeholders or the region
- A theme for which tools are available that are unlikely to be known by attendees
- A theme that has scope for using 'tools', 'principles' or 'techniques' across a range of projects or geographical areas
- A leading and appealing theme specialist is available

Workshops are scoping exercises and are about taking participants on a journey that culminates in the realisation that they already have tools and techniques to tackle Climate Change. Specific examples, relevant to theme, will be also identified. If participants want more understanding, they can refer to the training material and examples listed in Module 2 or other EIANZ programs (refer Figure 1). At the SEQ Boot Camp less experienced practitioners expected to go away with a tool kit. This is why the emphasis of Module 1 has changed and why Module 2 has been added.

To meet this purpose, it is recommended that the Theme specialist or facilitator provide a very brief introduction to their theme to whet the appetite at the start of Session 2 and then feedback at the end; i.e. start of Session 3. At the SEQ Boot Camp, feedback was particularly powerful and depended on recorders capturing and quickly summarising key points on one PowerPoint Slide.

## 6.2 Module 2 – the Climate Change Essentials Primer

Module 2 precedes (2a) and follows (2b and 2c) Module 1 and is coordinated by the University of the Sunshine Coast (USC) (and as required, involves other providers recommended by USC). Module 2 consists of three distinct components:

- Module 2a is a primer for those going into the Module 1 who will be required to understand climate change essentials and language used to describe and interpret climate change. The primer will be in the format of material available electronically which outlines key knowledge requirements to ensure that participants attend the Module 1 Skills Workshop with a consistent knowledge base. This is considered important to ensure that attendees from diverse backgrounds are able to extract the maximum amount of benefit from attendance at the workshop.
- Module 2b follows the Module 1 forum and offers a road map of where to go for further professional development. Module 2b is a database of available courses and tools and techniques used to help assess climate change impacts and to understand a range of adaptation responses.
- Module 2c is an information portal that hyperlinks to tools and techniques identified in Module 2b.

Module 2 focuses on climate change adaptation, which makes up USC's skill base and funding, and includes climate change mitigation where good data is available. Further details of Module 2 components follow.

### 6.2.1 Module 2a Climate Change Primer

*"Coming to Grips with the Basics"*

This is an electronic document that provides a set of guided reading materials and learning exercises (involving questions and activities), with web-based links to publicly-available documents and websites. Module 2a would provide essential pre or post 'Module 1' reading for participating professionals.

It is envisioned that the format will resemble a website such as 'Wikipedia', as this is a familiar platform to the majority of web users.

Examples of the website content may include:

- the core science underlying climate change;
- definitions of terms such as: sea level rise, asset and infrastructure design, types of adaptation approaches (applicable or being applied);
- definitions and presentation of the differences in terms such as:
  - mitigation and adaptation;
  - top-down versus bottom-up approaches to assessments of vulnerability and adaptation to climate variability and change;
  - adaptation as discrete measures versus adaptation as a dynamic process;
  - adaptation to climate means versus risk-based approaches to adaptation assessment;
  - the human system versus and natural system drivers of climate change and determinants of vulnerability;
- description and links to the scientific, governmental and Intergovernmental Panel on Climate Change (IPCC) and other assessments of global warming;

- an introduction to Australian regional and local assessments of projected climate change and impacts.

Examples of data links include:

- Google Earth
- Australian Climate Change Atlas
- Web links identified during the Climate Change Adaptation Professional Development Workshop 2 October 2008, Sydney.

Module 2a will include suggestions for small group activities (discussion groups) with focus on scoping mitigation and adaptation impacts for a selected region. A question / answer section will be included for self-examination. These small group activities could form the basis for interaction between participants at the Module 1 workshop. However, this decision would be up to individual Divisions and would depend on the speakers available at individual sessions.

Data will be kept current via a Web Portal to be maintained for the period of the MoU by the USC

## 6.2.2 Module 2b Practitioner Pathways for Further Professional Development

*“Where to go next”*

*This module will focus on the collation and dissemination of information on the **what, where and when** of professional development and training activities that are available in Australia and New Zealand. This module is an electronic document that provides information on a comprehensive range of further opportunities for the education of environmental professionals in climate change adaptation and mitigation, and contains sufficient information to enable environmental professionals to make a preliminary assessment of each of these opportunities. The format for this module is envisioned as a Table with imbedded links.*

While the focus of this module will be on professional development in climate change adaptation, the role of mitigation as part of the continuum of climate change response will be emphasised.

## 6.2.3 Module 2c Linking to Skills Development Training Events

*“Unpacking the Tool Kit”: Skills Development Using Climate Change Scenario and other Data Driven Models for Adaptation and Mitigation*

This module is an information portal which will provide hyperlinks to programs (or package of programs) that provide education, training and resources for environmental practitioners on available models and other applied tools and techniques concerning climate change adaptation and mitigation.

Overall, this module entails introducing practitioners to the diverse application of a rapidly increasing range of modelling and applied tools and techniques such as those used, for example, in the following activities:

- preparing climate change scenarios at regional and sub-regional scales for temperature, precipitation and other climatic variables;

- determining the possible frequency and intensity of impacts of extreme weather events such as flooding or prolonged drought or days in excess of 35° C, and their biophysical and socio-economic consequences;
- assessing vulnerability and risks to settlements, property and public and private infrastructure and facilities in coastal-catchment areas that could arise from climatic variability, extreme weather conditions and rising sea level;
- applying risk reduction measures to mainstreaming climate change adaptation and mitigation into policy, plans, programs and on-the-ground actions;
- developing inventories of greenhouse gas emissions from a range of sources and modelling the costs and benefits from specific mitigation measures; and
- evaluating and auditing emissions and carbon offsets and determining optimal approaches for emissions trading and carbon sequestration.

Entries should be updated at least twice per year as new professional development and training initiatives emerge. Updates will be accomplished via a Web Portal.

#### **6.2.4 Module 2 Feedback, evaluation and improvement**

Detailed feedback engages users and will be used to improve Modules 1 and 2. The strategy will include periodic feedback elements and messages in the lead-up to and after the Skills Forum.

Evaluation is intended to occur by completion of an on-line survey in Module 2 and feedback from attendees at the Module 1 forum. At the Module 1 forum, recorders and a speaker (who will describe Module 2 components) will be organised, as the outcomes from Module 1 are invaluable for improvement of Module 2.

A critical analysis and summary report will be prepared by the conveners of the Module 1 forum at will serve to improve both Modules 1 and 2. It will summarise Module 1 outcomes (content) and participant survey feedback (process)

#### **6.2.5 Module 2 Budget**

USC has a budget that covers Module 2 development, access and improvement and covers Module 1 support. EIANZ's budget will need to cover certain costs.

Activities for development of Module 2 components will be undertaken pursuant to the Commonwealth Department of Climate Change (DCC) funded project at USC.

If USC staff are to participate in Module 1 delivery; i.e. as presenters or recorders, it would be at EIANZ's cost; i.e. cover reimbursable costs such as travel, accommodation and expenses. For that reason, it is recommended that Divisions seek participants from, and in formal partnership with, local Universities or other institutions. These people would assist with recording and collating the Module 1 content report. This would leave the local Division to cover reimbursable costs for one USC presenter for the Module 1 forum.

#### **6.2.6 Module 2 Task Management**

Task management will utilise the EIANZ / USC MoU action plan.

## 7. Forum Planning

Divisions will need a variety of skills, time and a plan to run Module 1.

The skills required do not differ from those required to run any forum and often don't reside in any one person. They are good organisers and program coordinators (who may also link to the Division Executive or the FSG), a good technical content coordinator and a forum administrator. The coordinator roles are akin to the film producer and director.

These people will need to support a team whose size depends on the scope of the Module 1 forum and constitute a Forum committee. It is recommended that the organisation chart in Appendix 10 *Organisation and product chart* be revised to suit by nominated people for each role. Two people on the committee should also be members of the Forum Support Group (FSG). This model was used for the SEQ Boot Camp. The chart also serves to identify regularity of meetings and the aims of the project.

Time is required to mobilise and organise this effort. 7 months was needed for the SEQ Boot Camp. A minimum of 3 months is recommended. Search the internet to ascertain if there were any other functions on the selected date to ensure it does not clash with, and trades on, other major events or forums.

A forum plan, in the EIANZ format, will outline forum objectives, anticipated outcomes, a SWOT analysis, draft program and budget. It will be used to gain the Division Executive's endorsement and guide overall forum planning. The standard plan format is shown in Appendix 6 *Forum Plan* that may be modified to suit.

## 8. Budgeting

Good budgeting is essential to the success of the forum and ensuring a surplus.

Prepare a budget in the first week or so of forum planning. The budget determines attendance fees. A conservative number of attendees may be chosen, add likely sponsorship and then all costs factored in. Transfer Appendix 11: *Budget* to Excel and modify content to suit. Once the total amount of income is divided by the amount of estimated costs, a break even figure may be achieved. Once the break even fee is determined, attendance fees should be set for members, non- members and students.

The budget should be a working document with weekly or regular updates. This allows the committee to focus on key budget items that are not on track and decide whether to include less important items such as gimmicks, freebies etc.

## 9. Task Management

A detailed timeline task list is useful for the committee to track progress and manage the tasks (refer and modify Appendix 12 *Forum action Plan*). Weekly teleconferences can address the task list and re-prioritise tasks not completed. The list also assists in managing other volunteers and parties who are not part of the core committee. The list used for the SEQ Boot Camp became very detailed with colour coding to differentiate different roles.

Contact details must be maintained and include the committee, speakers, partners, theme specialists / facilitators, potential sponsors (and potential trade displays). This allows each person on the committee to see who was responsible for contacting who (refer Appendix 2 *ECCST contacts*). SEQ Boot Camp contacts (and following Module 1 forums) are included for reference.

## 10. Marketing and Public Relations

A Division's marketing database is the most valuable asset for professional development forums. It should be used to good effect in the lead-up to the forum. Broader circulation will extend reach, e.g. to similar professional associations (Planning Institute, Engineers Australia, Clean Air Society), to industry associations, government departments and EIANZ websites, newsletters and magazine articles. For the SEQ Boot Camp, the database includes over 3000 practitioners and extensive cross advertising arrangements were used. Testament to marketing success is that typically SEQ Division only gets 10% members at its forums and had 160 attendees to its Boot Camp.

Engagement of a Public Relations company may bring benefits. For the SEQ Boot Camp, a PR company provided pro-bono assistance. Its value was to 'train' the committee to plan message output and get government support. If engaged earlier, PR could have been directed more at sponsors and attendees. Media interest was limited to very few 'trade' journals such as WME magazine (see Appendix 13 *media alert* (example)).

A program of Pre and Post forum elements and messages should be added to the forum Action Plan (refer Appendix 12)

## 11. Branding

A branded theme is recommended. Everything should be branded with this theme to give the forum a professional and slick look.

SEQ used the concept of the "Boot Camp". Attendees were required to sign-on and "shape up" to deal with climate change. It also encapsulated the "carbon footprint" theme.

Themed items included the registration brochure, confirmation email, name tags, satchel bags, evaluation forms, opening PowerPoint slides and thank you certificates. A designer may be needed and permissions to use material sought.

Reinforcement gimmicks such as camouflage face paint, room decoration and matching inserts can be included but have a \$ and carbon cost (see Appendix 14 *Bootcamp Gimmick materials* (example)).

## 12. Sponsorship and partnering

Sponsors and partners provide important financial and technical support. Organisations that have a strong connection to Climate Change and specifically the themes chosen should be approached first. The relationship should be clearly documented.

A sponsorship proposal needs to be prepared. Careful thought needs to be given to categories, the invitation and especially the benefits (Modify Appendix 15 *Sponsorship brochure*) to suit). For multiple forums, a 'national' sponsorship strategy will be used (see Appendix 26 *National Sponsorship brochure*).

Initial contact should be by phone (refer to local EIANZ members) and then the proposal circulated in hard and electronic copy format. For SEQ Boot Camp, 4 sponsors were obtained – Energex, Leightons Contractors, Lend Lease and Cement Australia. Arup and Phillips Group were defacto sponsors as they contributed significant in-kind support.

A partnership proposal should be prepared. A letter is often suitable. For Module 2, a MoU with USC has been prepared (see Appendix 27 *EIANZ MoU with USC*). For SEQ Boot Camp, letters to the Office of Climate Change, Griffith University and USC documented expectations on both sides. Also, letters of endorsement were sought from all levels of government (Appendix 16a/b Letters to and from Minister (example)).

Sponsors and partners should be recognised on all publicity material. Appendix 22 Logos has logos for USC and DCC. DCC logo does not need to be used.

## 13. Trade Displays

Trade displays may offer an important connection to the workshops. Potentially, they offer commercial examples of the tools and techniques for the themes chosen. In a reciprocal arrangement, traders can discover what's needed most and be able to adjust their services to match. However, they are hard work to find, secure and organise on the day. For this reason, trade displays are not recommended, unless Divisions

- have someone who has the time to organise them,
- the space is available in the forum venue; and,
- the costs (of hire, space, food and charge-out) are carefully worked out.

For the SEQ Boot Camp, getting trade displays on board challenged the benefit to cost ratio. On the benefit side, feedback from Trade Displays was very positive. Traders in Climate Change tools and techniques are likely to grow with skills over the next 3 years. Guidance and examples of materials – prospectus, confirmation form - are available on request from Simon Cavendish.

## 14. Satchels

Satchels may be useful for information on Module 1 and Module 2, becoming an EIANZ member, information on future events, information from sponsors / trade displays. For the SEQ Boot Camp, they were camouflage backpacks to keep within the brand and also contained a chocolate and muesli bar as rations for the 'Bootcamp'.

## 15. Venue

Most professional venues have facilities for plenary, break out workshops and catering / networking drinks. Divisions will have their preferred venues. For the SEQ Boot Camp, an inner suburbs venue was chosen (Queensland Cricket Club) that had lots of space, was competitively priced and had good access.

A forum carbon (or sustainability) assessment and footprint may be considered to reinforce the brand and show EIANZ 'practises what it preaches'. Web-based systems are available. For the SEQ Boot Camp, Arup looked at energy, water, food and waste (Appendix 17 *Event Sustainability report* example). Attendees were advised of public transport options to get to the venue. An email was also circulated offering to host a group of bike riders from the CBD but this was cancelled due to lack of interest.

## 16. Registration

Registration management is no different from any other forum.

Firstly a suitable form needs to be designed, text prepared and laid out (refer Appendix 3 Registration form (example)). It represents key forum marketing. Design may take time as permission must be sought. For the SEQ Boot Camp a number of designs were considered. The example chosen had a positive impact with those tested. Some considered it sent the wrong message.

Attendees complete the registration form and either fax, email or post the form to the office address. For the SEQ Boot Camp, a tax invoice was raised through MYOB and emailed to the attendee together with a map of the venue and a confirmation email. This process was turned around within 48 hours of receiving the registration. All information was captured in an excel spreadsheet.

Completing the pre-Forum survey and the carbon footprint are part of registration. Data may be captured on the excel spreadsheet. Status of receipt will be tracked. An incentive may be needed to encourage return of the two forms. Examples may be free drink tokens at the network drinks, lucky door prize, reduced registration fee, two for one etc.

Attendees receive confirmation (refer Appendix 18 *Registration confirmation* (example)).

## 17. Forum delivery

The team that did the Forum Planning are ideally positioned to deliver the Forum. Deciding Master of Ceremonies and who will do what and when is probably best done by the Technical Coordinator. A running sheet (refer Appendix 19 *Forum running sheet (example)*) and name tags (refer Appendix 20 *Name tags (example)*) should be prepared.

It may be useful to have the Forum Support Group involved. Also, before 30/6/09, Simon Cavendish as ECCST Program manager is available for logistical advice, support and mentoring.

## 18. Climate Change content

Adaptation and mitigation content will emerge from running Module 1. Practitioners will recognise that many of the tools are no different than the ones they already use. Other tools and techniques will be identified by theme specialists and speakers. And if practitioners are uncertain, Module 2 offers learning opportunities and the location of tools and techniques that they can use.

Examples of content from the SEQ Boot Camp are available on disk from the Program Manager.

## 19. Performance evaluation and improvement

A number of tools will help to check how well the Forum went, how well attendees have gone, give added service and to improve Modules 1 and 2. These are:

- A survey of registrants before the Forum and then attendees afterwards
- A carbon footprint measure of registrants before and attendees after
- Feedback from attendees
- Module improvement

### 19.1 Surveys

A survey of registrants (Appendix 4) will allow Divisions to pitch Module 1 to its audience. Send an email survey for registrants to complete 2 weeks prior to the forum. For the SEQ Boot Camp, survey results assisted theme specialists / facilitators and the committee to tailor the day to attendees' needs. Theme specialists / facilitators could identify the skills and interests of attendees who had registered for their theme.

An evaluation form may be completed at the end of the day or sent electronically no later than the day after. For the SEQ Boot Camp, the online survey reduced paper wastage, was a reminder to attendees and collated statistics automatically, reducing data entry time (refer example in Appendix 21 *Post-forum survey(example)*).

## 19.2 Carbon footprint

Requesting registrants to undertake a carbon footprint (Appendix 5 *My Carbon footprint*) before the Forum and then repeating the request some time afterwards will offer a measurable expression of personal values and alignment with the idea of the purpose of the training. Although improvement is expected, many attendees may have a low carbon footprint when registering. As with the evaluation form, the repeat survey should be sent some time afterwards. Timing of dispatch and compilation and reporting need to be scheduled.

In association with this personal commitment, the forum should be as close to carbon neutral as possible (refer Appendix 17 *Boot Camp Carbon Footprint* (example)).

## 19.3 Feedback

Feedback to attendees should be by either loading information on to a website or by sending copies of:

- presentation material,
- a summary report prefacing information about Modules 2b and 2c,
- consolidated performance data, e.g. surveys, carbon footprint, carbon neutrality
- any advocacy / media comment; and,
- any follow-up plans .

## 19.4 Module improvement

A summary report will be compiled by the Division and reported to the Forum Support Group. It will be used to improve this manual, Module 1 - for following Divisions - and for Module 2

## 20. Networking and thanks

Drinks after the forum are an excellent networking opportunity. Time allocation has to be balanced with sufficient time for networking in morning / afternoon tea and lunch breaks.

A dinner to thank the committee, speakers and theme specialists / facilitators is a nice touch and provides an informal debriefing session. A small gift, thank you letter and certificate of appreciation (refer Appendix 25 *Thank you certificate* (example) are thoughtful additions.

## 21. Next step

Although this Manual is about using Module 1, and broadly Module 2, the partnership relationship shown in Section 6 shows other opportunities for practitioners, EIANZ and USC.

Practitioners can proceed to undertake accredited courses. They can also benefit from EIANZ's Certified Environmental Professional (CEnvP) scheme, EIANZ's Climate Change Special Interest Section, EIANZ's STEP program and further professional development and research. None of these are currently built into the skills training. However, the Steering Committee, Forum Support Group, a Division or one of these schemes may find complementary and beneficial links.