

Appendix 2: Workshop - Leverage points handout

Questions for each leverage point (for employers, students, educators)

*LEVERAGE POINT (LP)	Outcomes	Questions this might raise for employer	Questions this might raise for students	Questions this might raise for educators
1. Natural resource & just transition solutions	Natural resource use Efficiency, justice and social equity are integrated/embedded in organisational systems and processes (addressing carbon, water, air, biodiversity, nature..)	What skills does the workforce need to address environmental action and social justice?	What skills might be helpful in your career in relation to understanding how to act on environmental action and social justice?	What skills do students need within your programme of teaching in relation to understanding environmental action and social justice?
2. Stakeholder communications and engagement	Communications and engagement Internal and external stakeholders (board members, colleagues, customers, communities, suppliers, investors ...) are all informed, included and equally consulted - a culture of collaboration	What skills does the workforce need to meaningfully communicate and integrate environmental and social action throughout the organisation, and create pathways for engagement?	What skills might be helpful in your career to enable you to meaningfully communicate with/engage others in environmental and social action?	What skills do students need within your programme of teaching in relation to meaningfully communicating with/engaging others in environmental and social action?
3. Green, Just and	Leveraging social and	What skills does the	What skills might be helpful	What skills do students need

Inclusive policy advocacy	financial power Raising discussion within internal/external contexts to raise awareness and influence policy-making (i.e. lobbying) supportive of environmental action and social justice	workforce need to encourage trade associations/the broader sector to align with policy that is supportive of environmental action and social justice?	in your career to enable you to leverage your organisational role to support bold policy-making for environmental action and social justice?	within your programme of teaching in relation to leveraging organisational roles in support of bold policy-making for environmental action and social justice?
4.Products/services, Partnerships, Procurement	What is bought and produced, and in partnership with whom? Accounting for impacts across the three Ps of products, partnerships and procurement processes, aligned with environmental action and social justice	What skills does the workforce need to adopt environmental and social justice actions in roles to support positive impact across the 'three Ps'?	What skills might be helpful in your career to enable an organisation to align environmental action and social justice to support positive impact across the three Ps?	What skills do students need within your programme of teaching in relation to enabling organisation to align environmental action and social justice to support positive impact across the three Ps?
5. Organisation model innovation and transformation	Scaling solutions and phasing out incompatible areas Continuously integrating and scaling systemic environmental and social justice solutions through strategy and research	What skills does the workforce need to integrate and scale environmental action and social justice solutions into internal systems and decisions?	What skills might be helpful in your career to support you to integrate environmental action and social justice into your roles and responsibilities?	What skills do students need within your programme of teaching in relation to integrating environmental action and social justice into roles and responsibilities?

6. Risk management in investments and financing	Where is finance invested? Align banking/investment/retirement plans with environmental action and social justice	What skills does the workforce need to address the challenges associated with financing/investing in projects that do not align with environmental action and social justice?	What skills might be helpful in your career to address organisational financing and investment in projects that do not align with environmental action and social justice?	What skills do students need within your programme of teaching in relation to addressing organisational financing and investment in projects that do not align with environmental action and social justice?
7. Resilience and values-based mindset for futures literacy	Using the future to make better decisions in the present Nurturing a longer-term/anticipatory mindset in decision-making, based on fundamental beliefs and attitudes supportive of environmental action and social justice	What skills does the workforce need to integrate longer-term/anticipatory thinking into decision-making and nurture mindsets that value environmental action and social justice?	What skills might be helpful in your career to support you in integrating longer-term/anticipatory thinking into decision-making and nurture mindsets that value environmental action and social justice?	What skills do students need within your programme of teaching in relation to integrating longer-term/anticipatory thinking into decision-making and nurture mindsets that value environmental action and social justice?
8. Reporting and disclosure: transparency and assurance	Measuring to manage, and transparently disclosing Transparent mandatory and non-mandatory reporting on environmental action and social justice	What skills does the workforce need to effectively resource and support mandatory and voluntary reporting, and transparently disclose risks related to environmental action and social justice?	What skills might be helpful in your career to support mandatory and voluntary reporting, and transparently disclose risks related to environmental action and social justice?	What skills do students need within your programme of teaching in relation to supporting mandatory and voluntary reporting, and transparently disclose risks related to environmental action and social justice?

9. Responsible data and technology solutions (including AI)	Digital technologies Data collection, analysis, modelling for green and just solutions, with consideration to responsible use and potential negative impacts	What skills does the workforce need in relation to data collection, analysis, modelling for green and just solutions, with consideration to responsible use and potential negative impacts?	What skills might be helpful in your career in relation to data collection, analysis, modelling for green and just solutions, with consideration to responsible use and potential negative impacts?	What skills do students need within your programme of teaching in relation to data collection, analysis, modelling for green and just solutions, with consideration to responsible use and potential negative impacts?

* Leverage points 1 - 8 are based on Project Drawdown (2021/2025) *Drawdown aligned business*

framework <https://drawdown.org/publications/climate-solutions-at-work>

Leverage point 9 has been added by the research team