



## Business Ecosystems Training

Learn how to BETter manage your ecosystem  
impact & dependence

## Implementation guide

Overview and tips to run a Business Ecosystems Training session



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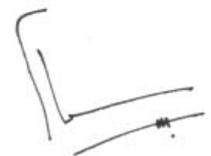
## Foreword

Mainstreaming ecosystem considerations into business is becoming increasingly important in order to deal with the challenges of a resource-constrained world. However, some links between ecosystems and the business bottom line are still unknown or new to many companies.

The WBCSD has developed tools to help companies assess and value their ecosystem risks and opportunities, such as the *Corporate Ecosystem Services Review* and the *Guide to Corporate Ecosystem Valuation*. However, a gap remains in building the skills companies need to improve their ecosystem management. Helping close this learning gap is precisely what the Business Ecosystems Training (BET) program aims to do.

I would like to thank all those who contributed to the development of BET, in particular KPMG for developing the curriculum design and ensuring the program is jam-packed with interactive exercises, real case studies and challenging questions. I would also like to greatly thank the BET Advisory Committee for all of their in-kind support in ensuring the high quality, business relevance and environmental accuracy of the material.

BET is straight forward to use and is designed to be easily customized for a specific company, industrial sector or geography. I strongly urge companies to use this gold mine of training material and build the skills they need. I also encourage non-business organizations to use BET when engaging with business and join us on our journey towards the BETter management of our ecosystems.



**Peter Bakker**  
President, WBCSD

<sup>1</sup> The BET Advisory Committee was composed of: WBCSD members – DuPont, EDP, Eni, Hitachi, Kimberly-Clark, KPMG, Mondi, Natura, PwC, Shell and Veolia; WBCSD Regional Network partners – BCSD Brazil, Fundación Entorno, BCSD Portugal, Business Philippines for the Environment; External organizations – IMD, International Union for Conservation of Nature, Natural Capital Project, Sustain Value, UNCTAD, Virginia Tech.

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## Introduction/overview

Business Ecosystems Training (BET) course is a freely-available capacity building program to increase the knowledge and understanding of the links between ecosystems and business. The objective of BET course is to equip companies with the skills they need to better manage their impacts and dependencies on ecosystems and the services that they provide. The program draws on the wealth of WBCSD materials, methodologies and tools that have been developed over the past 10 years.

BET has been developed by the World Business Council for Sustainable Development (WBCSD) in collaboration with KPMG and an advisory committee that brings together some of the world’s largest companies, NGOs, UN related organizations, and academic institutions. All content is based on a combination of WBCSD material, member company case studies and publically available resources. The course content has been approved for use by the WBCSD, the advisory committee, and member companies whose material has been used (see Figure 1 for the project overview).

This collaborative development process makes BET a unique tool for learning about the links between ecosystems and business. The course combines experience from the world’s leading business voice on ecosystems, together with the scientific knowledge and expertise from the NGO world, combined with academic and learning rigor from universities and training institutions. BET has been designed to get employees from different functions and business units thinking not only about ecosystems and the services they provide, but also how their organization can impact or depend on them. It is structured as four modules, which gradually go into more detail on the topic, depending on the needs of the learner.



Figure 1: Project overview

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## Introduction/overview

This implementation guide has been developed to introduce the training course to those considering whether to use BET in their company or organization. The implementation guide is split into the following seven sections:

- ✘ The business case for BET.
- ✘ Course overview.
- ✘ Audience.
- ✘ Pack structure and additional tips for running the course.
- ✘ Terms of use and suggested course evaluation.
- ✘ Further information and resources.
- ✘ Annex.

### Structure of the course

This is, in principle, a linear training program, i.e. the audience needs to follow each module one after the other. However, the modules are developed in such a way to allow them to be used individually if necessary (e.g. module 3 could be used on its own, for an audience that already have some environmental and sustainability expertise). Therefore the materials provided should be tailored prior to delivering the course, in order to ensure that the specific needs of the participants are met.

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## Business case

### Rationale

Effectively managing ecosystems can make companies more competitive, more resilient to shocks, more agile in a fast-changing world, and more likely to attract and hold customers and the best employees. It can also improve relationships with regulators, banks, insurers and financial markets.

### Learning about ecosystems why this matters

Why use BET? BET is being developed by the WBCSD for its member companies, but is made widely available to all stakeholders. The objectives of the training are to:

- ✦ Increase awareness, knowledge and understanding of the links between ecosystems and business.
- ✦ Equip staff in companies with skills to better manage the ecosystems they impact and depend on.



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## Course overview and key features

**Basics** BET is an instructor-led training program, designed to increase knowledge and understanding of the links between business, ecosystems and the services that ecosystems provide. The training is relevant to delegates from a wide range of different sectors, functions, regions and levels of seniority.

The BET program is freely available on the WBCSD web site, from: <http://www.wbcd.org/work-program/ecosystems.aspx>

The course is split into the following four modules (see Figure 2):

- 1 Understanding the links between ecosystems and business.
- 2 Assessing business impacts and dependencies on ecosystems.
- 3 An introduction to valuing ecosystem services.
- 4 Managing and mitigating business impacts on ecosystems.

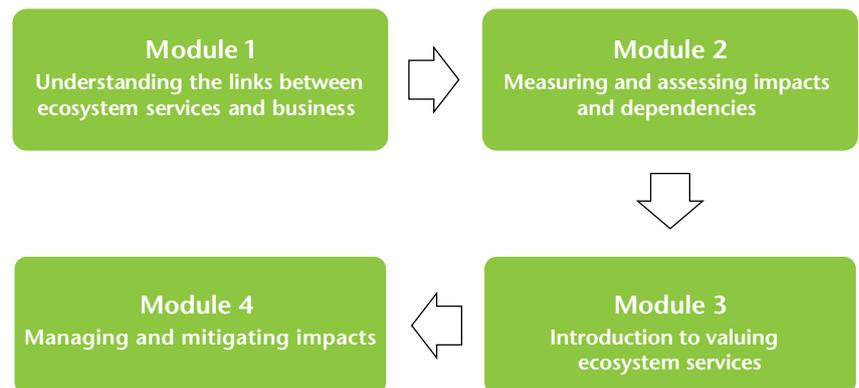


Figure 2: Course overview and module flow

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## Course overview and key features

The program has been developed in PowerPoint to ensure it is easy to use, customize and translate. However, it has drawn on a wide range of learning tools, activities and methodologies which are demonstrated through a number of case studies and sector-specific examples. The material for each module consists of:

- ✦ A detailed Facilitator Notes PowerPoint presentation pack including:
  - The suggested timetable for the module.
  - The audience intended for the module.
  - The key topics included in the module.
  - Facilitator Notes including: overviews of each session and session timings; detailed notes as to how to run the session; background and crib notes for the facilitator to present from; media/activity/handout guidance shown throughout.
  - A reference list.
  - A contact list.
- ✦ A main PowerPoint presentation pack including:
  - The main presentation slides for each module.
  - The handouts for each module.

Further materials in addition to the documentation available for each pack: a detailed implementation guide (this document), a short executive presentation to introduce the business case to top management (see Figure 3 below), a full glossary, and a frequently asked questions document.

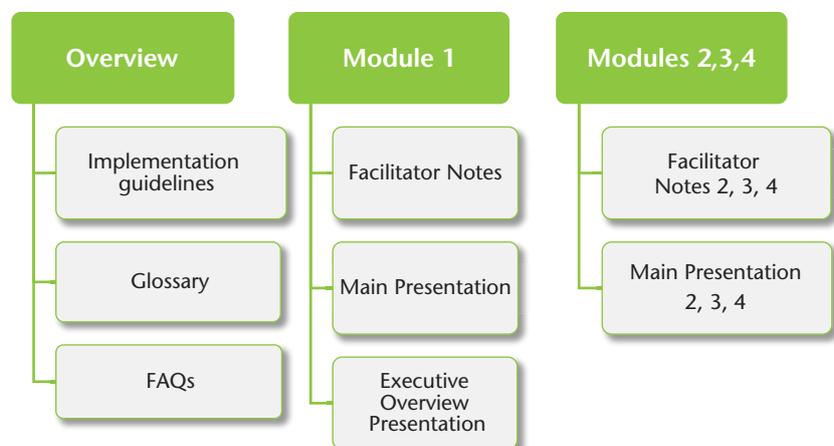


Figure 3: Course documentation

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## Module overview

This section of the guide outlines the learning objectives and key topics covered by each module.

### Module 1 – Understanding the links between ecosystem services and business

**Learning objectives** *By the end of the module, trainees will be able to:*

- 1 Demonstrate an understanding of the key terms and concepts around biodiversity, ecosystems, ecosystem services, environment and sustainability.
- 2 Identify the direct and indirect drivers and causes for biodiversity and ecosystem changes and impacts, and the impacts and dependency of companies on ecosystems services.
- 3 Understand the link between wider sustainability issues and ecosystems services.
- 4 Describe the business case for managing ecosystems, and identify the specific business case for their own company, from the perspective of both risk and opportunity.
- 5 Understand some of the basic regulatory and policy frameworks currently in place as a key driver of change (module 4 will cover this topic in detail).
- 6 Retain knowledge that will help them add value to their organization.

**Key topics** Key topics for module 1 include:

- 1 An introduction to the concepts of ecosystems, ecosystem services and managing ecosystem services.
- 2 The global ecosystems challenge and the drivers of change.
- 3 Case studies to illustrate concepts and the business case.

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## Module 2 – Measuring and assessing impacts and dependencies

**Learning objectives** *By the end of the module, trainees will be able to:*

- 1 Define key terms and concepts with regard to measuring ecosystem services impacts and dependencies.
- 2 Understand the business case for assessing impacts and dependencies on ecosystems.
- 3 Apply the Ecosystem Services Review (ESR) framework/methodology to identify impacts and dependencies on ecosystems services.
- 4 Conduct an initial assessment of their company's impacts, following the application of the ESR in a case study and the action planning exercise to identify relevant and applicable tools.

**Key topics** Key topics for module 2 include:

- 1 Measuring ecosystem services change, e.g. change in freshwater availability.
- 2 Introduction to concepts and tools available for measuring impacts and dependencies.
- 3 Action planning: identifying where delegates can apply these concepts in their own organizations.



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## Module 3 – Introduction to valuing ecosystem services

Learning objectives *By the end of the module, trainees will be able to:*

- 1 Identify the business case for valuing ecosystems services.
- 2 Understand the principles and key stages of a Corporate Ecosystem Valuation.
- 3 Examine case studies of companies which have commissioned valuation studies, and understand how and when it is appropriate to screen and use ecosystem valuation.

Key topics Key topics for module 3 include:

- 1 An introduction to the concepts of environmental economics and environmental valuation.
- 2 An introduction to Corporate Ecosystem Valuation (CEV).
- 3 Case study walkthroughs and the application of screening criteria to determine the need for valuation.



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## Module 4 – Managing and mitigating impacts

**Learning objectives** *By the end of the module, trainees will be able to:*

- 1 Define key policies and policy mechanisms for addressing and mitigating environmental impact, as well as enhancing business practice for better management.
- 2 Identify the business case for managing and mitigating impacts.
- 3 Apply the mitigation hierarchy i.e., develop ideas on how their company can mitigate, offset and provide compensation for their impacts.
- 4 Identify how regulatory frameworks and policy mechanisms relate to a delegate's employer, through action planning.

**Key topics** Key topics for module 4 include:

- 1 An introduction to mitigation concepts, along with case studies and walkthroughs.
- 2 A review of some international and local legislation.
- 3 A review of case studies applying compensatory and offsetting frameworks.

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## Language options

BET has been developed in English. However, the WBCSD is actively looking for translation and implementation partners.



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## Audience

### Key Audience

Who needs to know about ecosystems in your company? In short, the answer to this is everyone. However, in practice, this is dependent on both the company’s overall position and achievements on ecosystems, and the needs of individual employees. Some companies have been working on the ecosystems agenda for the past 15 years, and the basic concepts are well established within company systems and processes, including business principles, procurement policies, and site operations. Other companies are newer to the agenda and are just beginning to define key terms and issues, and exploring what impact and dependency they might have on ecosystem services. Employees also have different knowledge and experience requirements dependent on their function, responsibilities and role.

BET could be used to convince top management of the business case or identify which tools and methodologies to use. For companies with a more established ecosystems strategy, BET could be used to get as many employees as possible thinking about what ecosystems mean within their own work. Potential audiences include not only Sustainable Development and Health, Safety and Environment specialists, but also employees working in procurement, finance or local site managers. This will also depend on the company’s strategy regarding the integration of ecosystems related topics in decision-making. Further details relating to the audience, including any pre-requisites for each module, are given within the Facilitator Notes for specific modules.

*The maximum recommended number of delegates for any module is 20*

Learning will not be uniform and employees from the shop floor to executive board room will need a tailored package to meet their different needs. The following list details the different ways BET could be leveraged within a company:

- ✘ To develop specialist professional skills, for example of environmental scientists, health and safety officers, or sustainable development managers and to reflect the particular issues related to different business functions – from purchasing to communications, and from design to transportation.
- ✘ To deepen knowledge and understanding of ecosystem services for key decision makers – building on their own experience and judgment as well as the experiences of others, within the company and outside.
- ✘ To complement company-specific training programs. For example, embedding understanding of existing policies for biodiversity and ecosystem services in a training on company’s business principles, or commitment to environmental footprint reduction.

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Facilitators should consider the range of different types of delegate and skill sets, in addition to how the course complements training courses that are already available (see Table 1 for recommendations as to which modules suit different audiences).

Audience	Module 1	Module 2	Module 3	Module 4
General (no background)	R	R	O	O
General (some background)	O	R	O	O
Specialist	O	R	R	R
Senior Management	R	O	O	R
CEO and Board	O	O	O	O

Table 1: Recommended modules categorized by audience

R – Recommended module  
O – Optional module

Table 2 shows the different levels of knowledge attainment relating to the links between business and ecosystems. The BET 4 module course covers: Awareness, Understanding and Application in detail, while touching on Integration and Leadership.

Levels of attainment of ecosystems in business:

- ✦ Awareness: A broad appreciation of ecosystems and how they might affect business decision making.
- ✦ Understanding: A basic knowledge of some of the issues, with the competence to apply this to specific activities.
- ✦ Application: The ability to supplement this basic knowledge of the issues with the competence to apply this to specific activities.
- ✦ Integration: An in-depth understanding of the issues and expertise in applying this to the business decision making process.
- ✦ Leadership: The ability to help managers across the company operate in a way that fully integrates ecosystems in the decision making process.

<sup>2</sup> Adapted from the UK Department for Trade and Industry Competency framework for Corporate Social Responsibility

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Audience	Module 1	Module 2	Module 3	Module 4
Awareness	✓	✓	✓	✓
Understanding	✓	✓	✓	✓
Application		✓	✓	
Integration		P	P	P
Leadership		P	P	P

Table 2: Levels of knowledge attainment

✓ - Fully attaining  
P - Partly attaining



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## Pack structure and additional tips for running the course

The following figure shows a screenshot of the Facilitator Notes and their layout. There is one section for each session, which gives an overall summary of the session timings, and some basic information in relation to running the training course. For more detailed guidelines please refer to the Facilitator Notes available for each module.

	Session 2: <b>Biodiversity, Ecosystems and Ecosystem Services – the basics (cont.)</b>	
Facilitator notes providing recommended timing for the session, instructions for delivery/activities and background information for the slide	<b>Facilitators' notes</b> Slide 22: 2 minutes Sources: Slide 13 <i>Connecting the dots</i> (2005), WBCSD <a href="http://www.wbcSD.org/pages/edocument/edocumentdetails.aspx?id=23&amp;nosearchcontextkey=true">http://www.wbcSD.org/pages/edocument/edocumentdetails.aspx?id=23&amp;nosearchcontextkey=true</a> (link to connecting the dots at the bottom of the page). Corporate Ecosystem Services Review (2008) WBCSD. [online]. [Accessed 2 August 2011]. Available from: <a href="http://www.wbcSD.org/pages/edocument/edocumentdetails.aspx?id=28&amp;nosearchcontextkey=true">http://www.wbcSD.org/pages/edocument/edocumentdetails.aspx?id=28&amp;nosearchcontextkey=true</a> Instructions: Facilitator talk through the following: The "cultural" services are the non-material benefits obtained from ecosystems. The tourism industry, for example, relies on these services to attract vacationers. On the other hand, many companies face risks due to the impacts they have on iconic species and ecosystems on which people place high ethical or religious value. [Optional Interactive exercise] Facilitator to ask for the delegates to shout out examples of cultural services, collecting them on a flip chart, before revealing them on the slide. Facilitator to talk through the cultural services on the slide and compare to those shouted out by the delegates. Provide an example of one of the following: ✕ Recreation: Recreational pleasure people derive from natural or cultivated ecosystems (e.g. hiking, camping, bird watching, going on safari).	<b>Media/activity/handout guidance</b>  <ul style="list-style-type: none"> <li>✕ Ecotourism: travel and tourism specifically relating to the natural environment or wildlife locations.</li> <li>✕ Spiritual and religious value e.g. those derived from sacred lands and rivers.</li> <li>✕ Ethical and existence values: The spiritual, religious, aesthetic, intrinsic, "existence," or other values people attach to ecosystems, landscapes, or species. This can also include cultural heritage values, for example, many societies place high value on the maintenance of either historically important landscapes.</li> <li>✕ Education values e.g. the use of ecosystems and nature for education</li> </ul> <p><b>Emphasize that biodiversity underpins all of these services</b></p>
Screenshots detailing the specific slides to be presented in this section of the module		
 <span style="float: right;">January 2012 1</span>		

### Approach

The level of ecosystems training needed for any company will vary, depending on the nature of its business, its operating environment, legislative requirements, and any additional considerations, such as specific CSR program requirements or special circumstances. These cannot be addressed by a single product. Therefore, as with any training program, the BET course will be of most value when tailored to meet the specific needs of a particular audience. BET is designed as a stand-alone program; however, BET can build on relevant training initiatives that are already in place, such as an induction or sustainability program.

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## Pack structure and additional tips for running the course

### Customization

BET has been developed in a flexible way so that companies can customize the material to suit their needs. You might consider adding your own corporate logo, to ensure it looks like a corporate learning tool. You may consider integrating key messages and content within BET, to ensure it is consistent with your corporate strategy and direction. This could include using your own case studies/materials, inserting quotes and references, signposting to internal materials, etc. In order to facilitate this, specific slides and content that can be customized are identified by the following text '[Customize]'. The [Customize] tag is shown on main slides and within the Facilitator Notes. In addition, certain activities allow for a number of different options, only one of which should be used within a particular training course and additional notes. These are identified by the bold green text.

### Running the training

The Facilitator Notes are made in such a way that professionals with a good background in environment and sustainability are able to deliver the course by themselves, and tailor it to their specific needs (please refer to the above "Customization" section).

We suggest two facilitators deliver the course:

- A specialist with a background in environment and sustainability. This could be a professional from the Sustainable Development, Environment, Health & Safety, or Corporate Social Responsibility Department.
- An experienced facilitator with background in learning and development. This could be a professional from the Training Department.

As Module 3 is more technical, the use of an environmental economist may help present this module more effectively.

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Additional points for consideration:

- Facilitators should be familiar with running workshops, and feel confident in exploring different alternatives for running ice breakers, team quizzes and getting energy into the room through different activities.
- Facilitators should also be familiar with standard training techniques, such as setting ground rules, and the use of an “issues parking lot” during the course of the workshop.

There are also a number of different ways to run the training exercises. Facilitators can split delegates into groups and run team based competitions, or convert some elements of the course, such as the knowledge checks into quizzes for individuals.

### Success factors

There are a number of success factors in the implementation of BET that will help to ensure the effectiveness of the learning module.

- ✦ Senior support and leadership – this ensures that learners are able to implement any ideas that emerge from the training, and that employees see consistent messages across the organization.
- ✦ Learning incentives – there are various ways to implement BET – the most obvious distinction is between making it a mandatory or voluntary program. If it is a voluntary initiative, in particular, you may like to consider how to best advertise the training.
- ✦ Learner support – help individual learners to align thinking from the program into their daily activities/responsibilities, and transfer learning to the workplace.

### Suggested curricula

The following table suggests three different options for running BET:

- ✦ As a standalone 2.5 day course.
- ✦ As two separate training blocks, i.e., a 1 day introduction followed by a further 1.5 day course.
- ✦ As separate modules.

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		Full	2 B	M
Module 1	S1: Ice breaker & introduction	R	R	R
	S2: Basic concepts	R	R	R
	S3: Introduction to policy trends	R	R	R
	S4: Identifying key ecosystem services	R	R	R
	S5: The global ecosystem challenge	R	R	R
	S6: Case study and exercise	R	R	R
	S7: Knowledge check	R	R	R
	S8a: Recap business case for action	R	R	R
	S8b: Business response	R	R	R
	S9: Wrap-up	X	X	R
Module 2	S1: Ice breaker & introduction	X	X	R
	OS1: Introduction	R	R	X
	S2: Basic concepts	R	R	R
	S3: Introduction to policy trends	O	O	R
	S4: The business case for action	R	R	R
	S5: Knowledge check	R	R	R
	S6: Brainstorming the business case	R	R	R
	S7: Identifying ecosystem impacts and dependence	O	O	R
	S8: Knowledge share	R	R	R
	S9: Introduction to the Ecosystems Service Review	R	R	R
	S10: Introduction to tools, frameworks and methodologies	R	R	R
S11: Wrap-up	X	R	R	

Table 3: Suggested curricula

O – OPTIONAL  
R – REQUIRED  
X – NOT APPLICABLE,  
Full – 2.5 FULL COURSE,  
2B – 2 BLOCK COURSE,  
M – STANDALONE MODULES

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		Full	2 B	M
Module 3	S1: Ice breaker & introduction	X	R	R
	OS1: Introduction	R	X	X
	S2: Basic concepts	R	R	R
	S3: Introduction to policy trends	O	R	R
	S4: Knowledge check	R	R	R
	S5: Identify the business case for valuing ecosystems	R	R	R
	S6: Knowledge share	R	R	R
	S7: Undertaking ecosystem valuation – a brief introduction to the CEV	R	R	R
	S8: Screening for Corporate Ecosystem Valuation (CEV)	R	R	R
	S9: Ecosystem valuation techniques	R	R	R
	S10: CEV supporting tools and methodologies	R	R	R
S11: Wrap-up	X	X	R	
Module 4	S1: Ice breaker & introduction	X	X	R
	OS1: Introduction	R	R	X
	S2: Basic concepts	R	R	R
	S3: Introduction to policy trends	O	O	R
	S4: Knowledge check	R	R	R
	S5: Mitigation hierarchy	R	R	R
	S6: Compensation and offsetting	R	R	R
	S7: Reporting and indicators	R	R	R
	S8: Policy frameworks	R	R	R
	S9: Wrap-up	X	R	R
OS9: Wrap-up modules 1-4	R	O	X	

Table 4: Suggested curricula

O – OPTIONAL  
R – REQUIRED  
X – NOT APPLICABLE,  
Full – 2.5 FULL COURSE,  
2B – 2 BLOCK COURSE,  
M – STANDALONE MODULES

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## Suggested course evaluation and further information

### Course evaluation

As with any training program, it is important to monitor BET and assess its impact. Most companies will already have their own evaluation systems in place, and therefore we have just highlighted some overall considerations below:

- ✂ Take up: how many people completed the training, at what level/with what responsibilities.
- ✂ Learner response: what was the immediate feedback from attendees?
- ✂ Learning: perhaps some time after the program, attendees can review what they have learned, and assess how much they have retained.
- ✂ Behavior: what has changed in employee behavior or in company conduct as a result of the program?

An example of a course evaluation document is shown in the Annex for these guidelines.

### Follow up activities

Different people will need a blend of training and professional development, depending on their skills, experience, roles and responsibilities. Further support in their development may include:

- ✂ Follow up activities to support putting BET plans and learning into action.
- ✂ Specialist training needed to deepen understanding and skills in the areas of ecosystems that have specific relevance to own area of work.
- ✂ Company specific training to embed understanding of policies and systems concerning ecosystems.
- ✂ Continued integration of ecosystems skills and knowledge within ongoing management training.

### Further information and resources

Further information about the course can be found on the WBCSD Ecosystems Focus Area homepage:

<http://www.wbcSD.org/work-program/ecosystems.aspx>

In addition, a reference list is provided at the end of each module's main presentation pack.

Any questions on BET should be addressed to: [ecosystems@wbcSD.org](mailto:ecosystems@wbcSD.org)

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## Business Ecosystems Training

[Add date and location]

### Example of an evaluation form

We would like to sincerely thank you for participating in this training course. In order to refine the use of this course for future participants, we would like your feedback on several aspects of the training that you attended today.

There are two types of question:

**Type A:** you will be presented with a statement and asked whether you agree or disagree with it on a five point scale, i.e.

Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

**Type B:** you will be asked a question and will need to provide details and comment on specific aspects of the course.

Please mark an **X** to indicate whether you agree with the following statements (as shown above), and give additional details and longer answers in the boxes provided.

Course: BET module X		Name:.....			
[OPTIONAL NAME EMAIL FIELD]		Email:.....			
Statements and or questions	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<b>General delivery and audience</b>					
A1. The course Instructors/Facilitators had the appropriate level of knowledge for delivering this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Example of an evaluation form

Statements and or questions	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<b>A2.</b> I found Module X engaging throughout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A3.</b> The facilitators presented facts and theory in a way that was relevant for my business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A4.</b> The supporting materials were clear and engaging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A5.</b> I achieved the learning objectives outlined at the start of the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B1.</b> If you disagree, please provide further details	..... .....				
<b>Course content and embedding</b>					
<b>A6.</b> The length of module X was appropriate (4 hours)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A7.</b> The module was comprehensive as an [list the purpose of the module]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A8.</b> BET module X was clear and easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B2.</b> Please give any further comments relating to course content here	..... .....				

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## Business Ecosystems Training

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Example of an evaluation form

Individual sessions	
<b>B3.</b> Please select the three <i>most</i> effective sessions	
<input type="checkbox"/> Session 1 [Add session title...] <input type="checkbox"/> Session 2 [Add session title...] <input type="checkbox"/> Session xxx [Add session title...]	
Please explain why you selected these 3 sessions.	..... .....
<b>B4.</b> Please select the three <i>least</i> effective sessions	
<input type="checkbox"/> Session 1 [Add session title...] <input type="checkbox"/> Session 2 [Add session title...] <input type="checkbox"/> Session xxx [Add session title...]	
Please explain why you selected these 3 sessions.	..... .....
General questions	
<b>B5.</b> What would you like to have seen in addition to the current topics covered?	
..... .....	
<b>B6.</b> Which elements of BET module X apply to your company/organization?	
..... .....	
<b>B7.</b> How will you include ecosystem services into your everyday work?	
..... .....	

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## About the World Business Council for Sustainable Development (WBCSD)

The World Business Council for Sustainable Development is a CEO-led organization of forward-thinking companies that galvanizes the global business community to create a sustainable future for business, society and the environment. Together with its members, the Council applies its respected thought leadership and effective advocacy to generate constructive solutions and take shared action. Leveraging its strong relationships with stakeholders as the leading advocate for business, the Council helps drive debate and policy change in favor of sustainable development solutions.

The WBCSD provides a forum for its 200 member companies – who represent all business sectors, all continents and a combined revenue of more than \$7 trillion – to share best practices on sustainable development issues and to develop innovative tools that change the status quo. The Council also benefits from a network of 60 national and regional business councils and partner organizations, a majority of which are based in developing countries.

[www.wbcspd.org](http://www.wbcspd.org)

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## Disclaimer

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