

ETHICAL & SUSTAINABLE THINKING	1	2	3	4	5	6	7	8
BEHAVE ETHICALLY	I can recognise behaviours that show integrity, honesty, responsibility, courage and commitment.	I can describe in my own words the importance of integrity and ethical values.	I can apply ethical thinking to consumption and production processes.	I am driven by honesty and integrity when taking decisions.	I can argue that ideas for creating value should be supported by ethics and values relating to gender, equality, fairness, social justice and environmental sustainability.	I can take responsibility for promoting ethical behaviour in my area of influence, (for example, by promoting gender balance, highlighting inequalities and any lack of integrity).	I make it my priority to make sure that ethical behaviour is respected and promoted in my area of influence.	I take action against unethical behaviour.
THINK SUSTAINABLY	I can list examples of environmentally friendly behaviour that benefits a community.	I can recognise examples of environmentally friendly behaviour by companies that creates value for society as a whole.	I can identify practices that are not sustainable and their implications for the environment.	I can produce a clear problem statement when faced with practices that are not sustainable.	I can discuss the impact an organisation has on the environment (and vice versa).	I can discuss the relationship between society and technical developments, relating to their implications for the environment.	I can choose adequate methods for analysing environmental impact based on their advantages and disadvantages.	I can contribute to self-regulation discussions within my sector of operations.
ASSESS IMPACT	I can find and list examples of changes caused by human action in social, cultural, environmental or economic contexts.	I can tell the difference between the impact of a value-creating activity on the target community and the broader impact on society.	I can identify the impact that taking up opportunities will have on me and my team, on the target group and on the surrounding community.	I can identify stakeholders who are affected by the change brought about by my (or my team's) value-creating activity, including stakeholders who cannot speak up (for example, future generations, climate or nature).	I can analyse the implications of my value-creating activity within the boundaries of the system I am working in.	I can define the purpose of the impact assessment, impact monitoring, and evaluation of impact.	I can choose 'measure indicators' to monitor and assess the impact of my value-creating activity.	I can carry out impact assessment, impact monitoring, and impact evaluation on my value-creating activity.
BE ACCOUNTABLE	Not applicable	Not applicable	Not applicable	I can tell the difference between accounting for use of resources and accounting for the impact of my value-creating activity on stakeholders and the environment.	I can tell the difference between input, output, outcomes and impact.	I can discuss a range of accountability methods for both functional and strategic accountability.	I can use the accountability methods that hold me responsible to our internal and external stakeholders.	I can design ways to be accountable to all of our stakeholders.