

Lead for the Planet: Five Practices for Confronting Climate Change

By Rae André

Will Team Humanity step up to save the planet?

With melting ice caps in the Arctic causing catastrophic environmental issues, it's hard to believe that we've had to spend so much time convincing each other that climate change is real. *Lead for the Planet* shifts the focus to how we, the members of Team Humanity, are going to organize to solve the twin issues of climate change and energy evolution.



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Discussion Guide Questions

Fundamental Questions

1. These days most people accept the reality of climate change and are beginning to focus on how we, the members of Team Humanity, can address it. Before you read this book, had you ever thought about what it takes to be a leader for the planet? What did you believe about climate leadership? After reading the book, how has your viewpoint changed?
2. Who are some of the climate leaders that you know and admire? What traits do they possess that you think make them strong leaders for the planet?
3. In considering some of Team Humanity's most important leaders, what societal sectors (business, government, non-profit) do they come from? What sectors do they influence? What are their main methods of influence?
4. In your opinion, how successful has Team Humanity been in confronting climate change?
5. What are the limits of cooperation? Are human beings mainly cooperative or mainly competitive?
6. Taking human nature into account, what are the best ways to address climate change?
7. Both the COVID-19 pandemic and climate change are "wicked problems," which are defined as society-wide problems in which many parameters are unknown, issues are intertwined, and outcomes are uncertain. As problems, what do the pandemic and the climate crisis have in common? What lessons might we learn from the COVID-19 pandemic that could help Team Humanity address the climate crisis?
8. Will Team Humanity succeed in saving the planet? What are the implications of your answer for how we should live now?
9. What responsibility do colleges and universities have for teaching about climate change? What is a parent's responsibility?
10. How might you yourself become a leader for the planet?

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Chapter-Specific Questions

Practice 1: Get the Truth

- a. What factors stand between you and getting the truth, and what can you do about them?
- b. How might you approach other people who have different ideas about “the truth”?

Practice 2: Assess the Risks

- a. What are the main risks of global warming?
- b. How do average individuals experience risk, and how do risk professionals see risk differently?

Practice 3: Weigh the Stakes

- a. What is the future of renewable energy as a competitor of fossil fuels?
- b. Can you provide a simplified version of the stag hunt dilemma? What about a complex version? Discuss their implications for human cooperation.

Practice 4: Define the Business of Business

- a. Discuss legal scholar Lynn Stout’s assessment of the ability of business to serve the public interest.
- b. In most organizations today, climate leaders are likely to experience emotional labor and burnout. Relate this problem to similar issues faced by other workers. How can this kind of burnout be avoided by climate leaders?

Practice 5: Engage Global Leadership

- a. What are carbon fees? What is cap and trade? In your opinion, how much of the global climate and energy problem are they likely to solve?
- b. To address the climate crisis, Team Humanity must ration critical resources now and in the future. Who should decide how resources will be rationed? What are some likely emotional consequences of rationing?

Conclusion: What’s the Plan?

- a. What are the characteristics of a motivating plan to save the planet?
- b. What are the best actions to take? Who are the best leaders to follow?