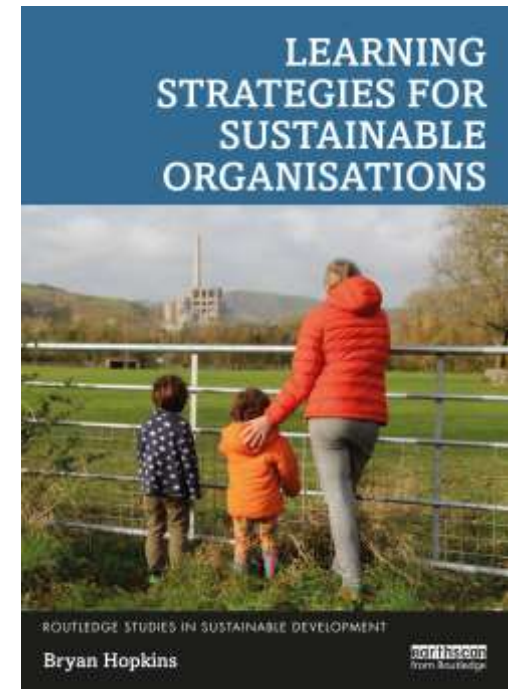


**Sustainability and  
organisational learning —  
a systems thinking  
approach**

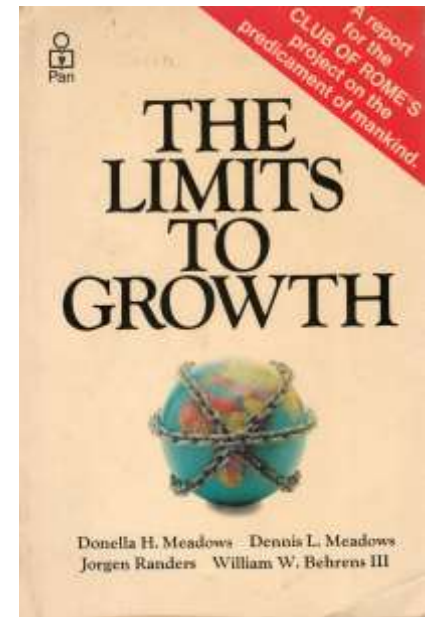
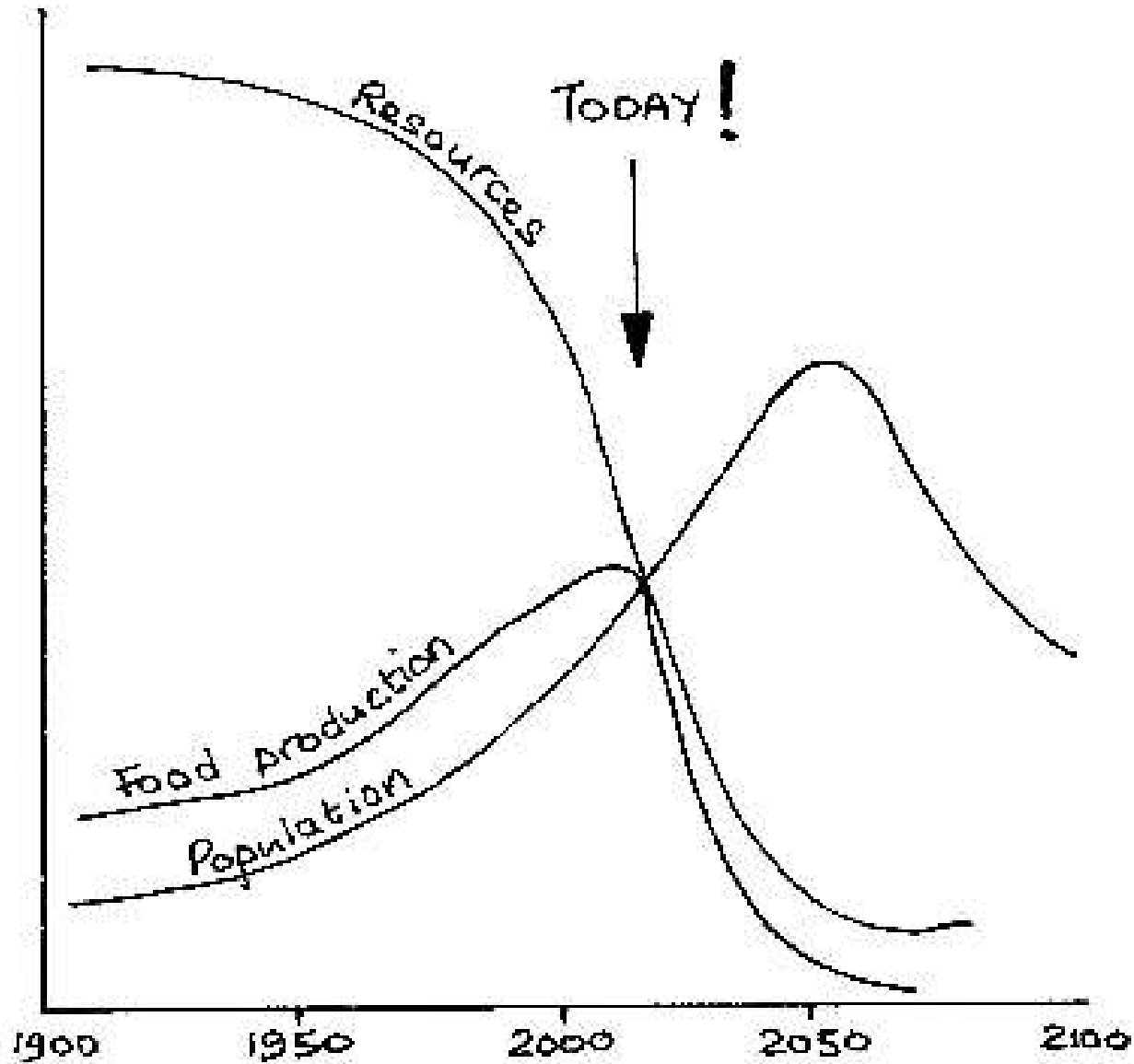
**Bryan Hopkins**

# What I'll cover

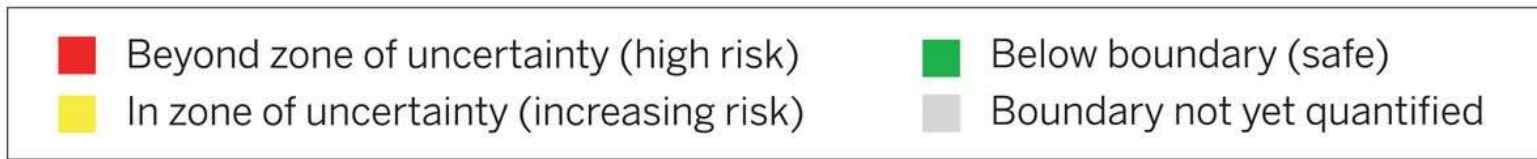
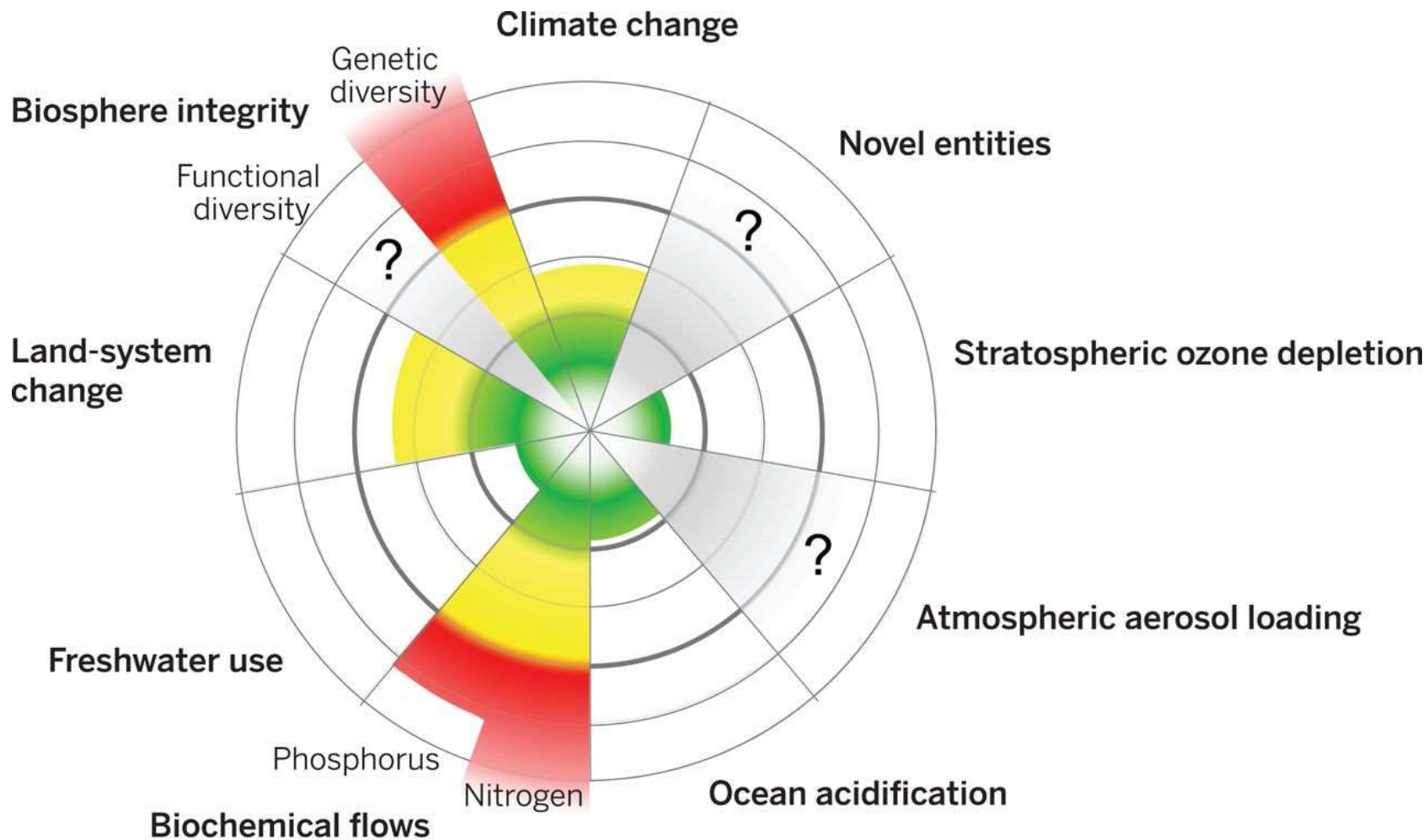
- Organisational activity and sustainability — a system dynamics perspective
- Approaches to organisational sustainability
- Organisational learning for sustainability



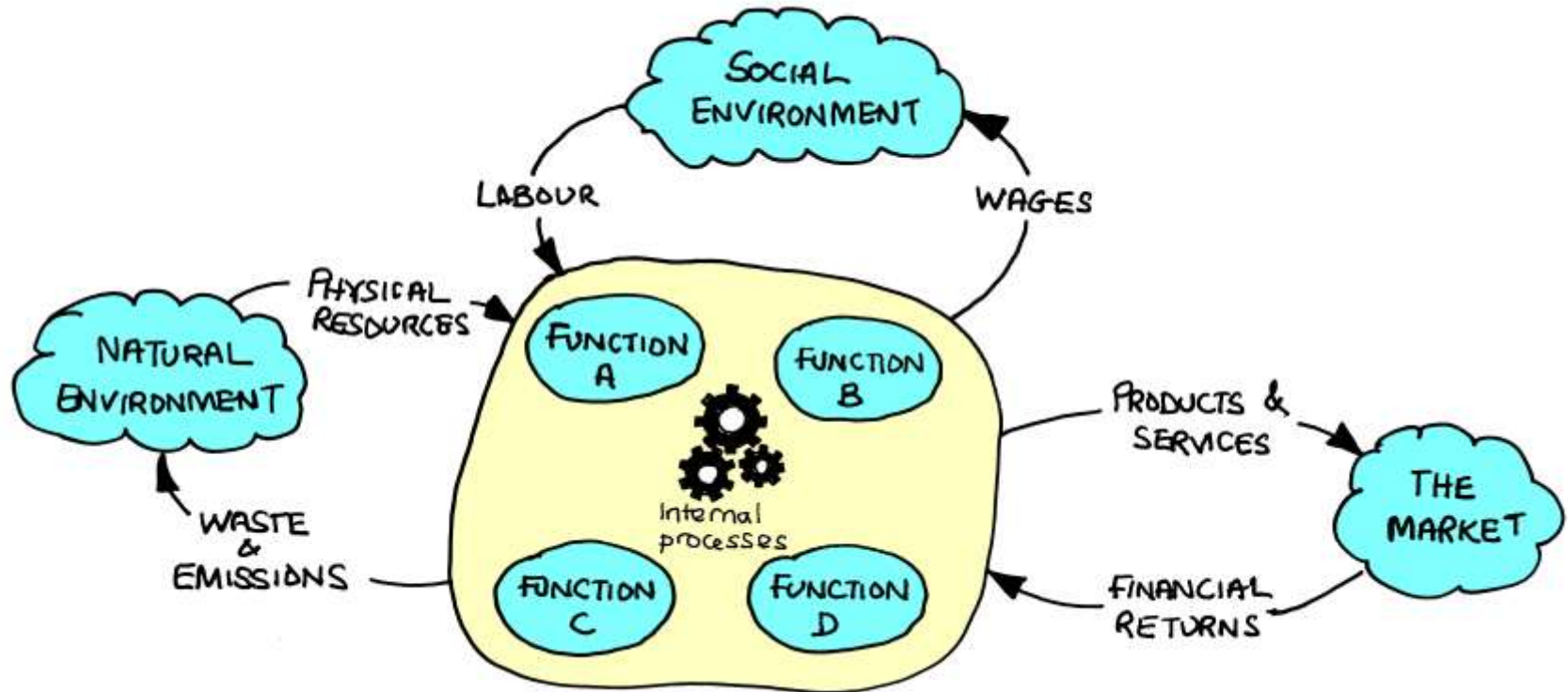
# The Limits to Growth



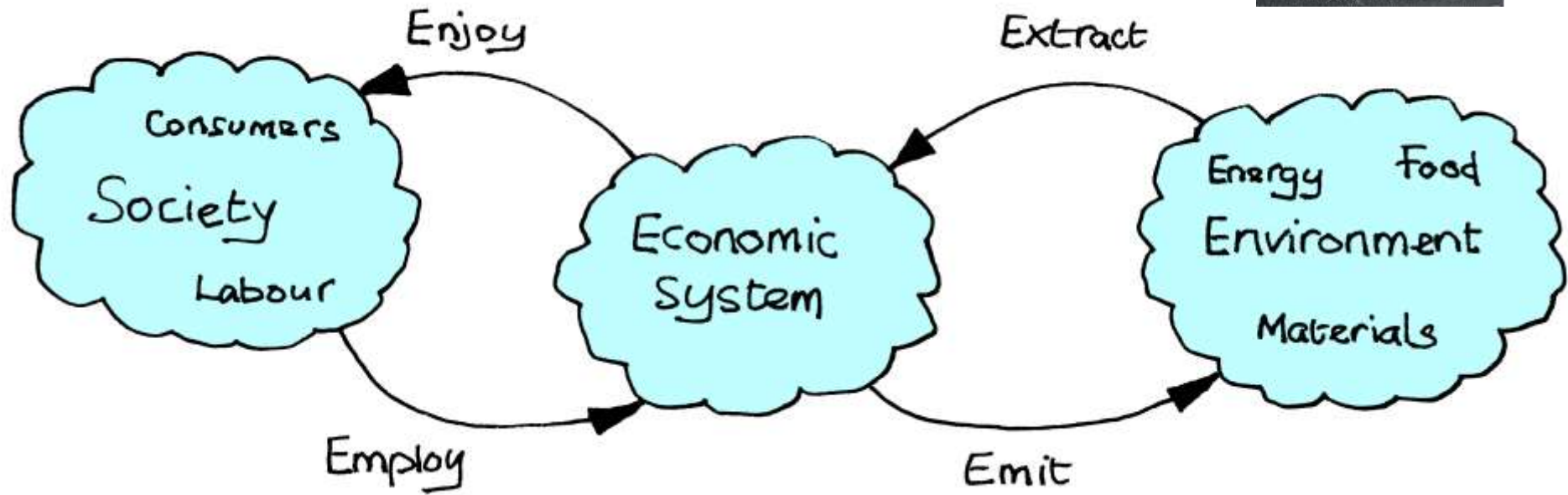
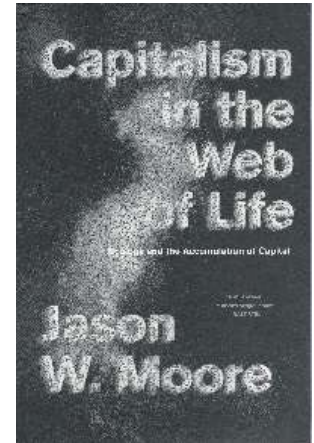
# Planetary boundaries



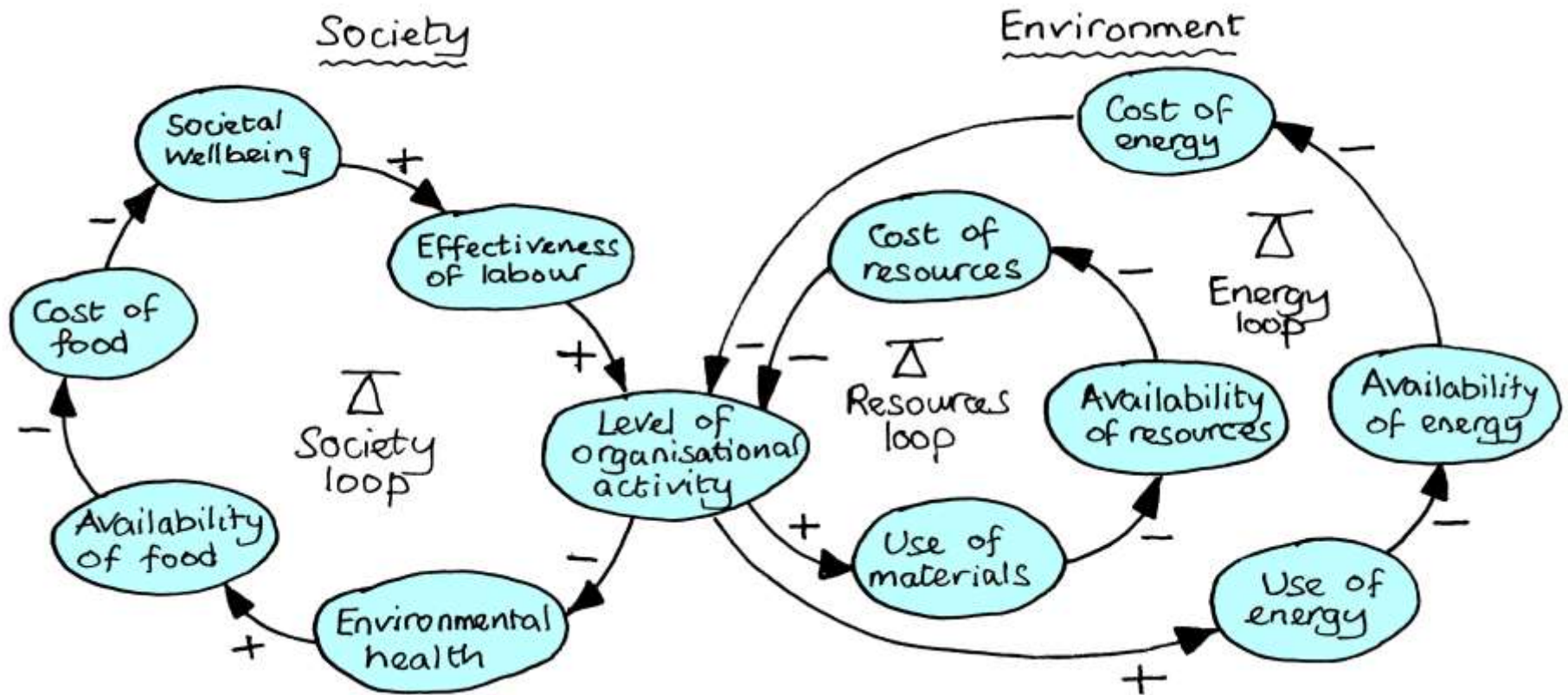
# Organisations as a system



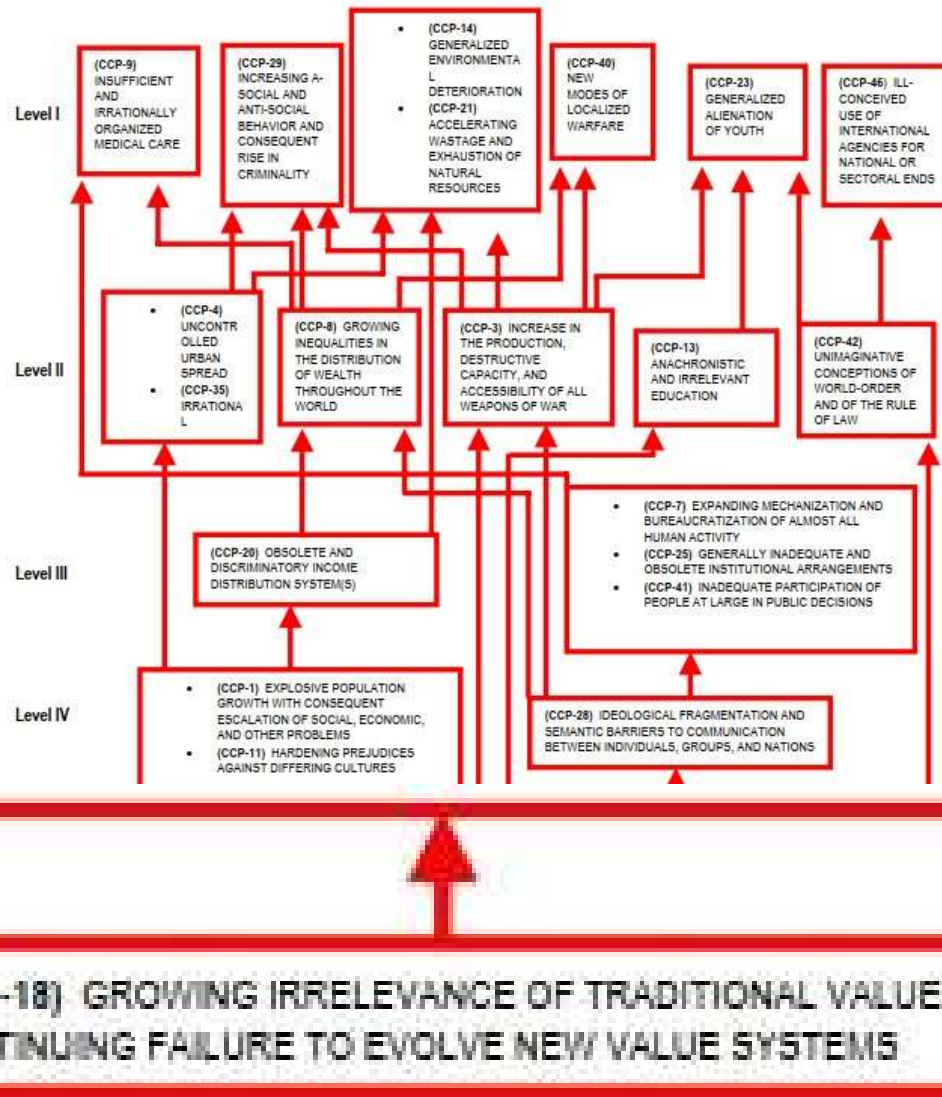
# Critical environmental economics



# Economics, society and the environment

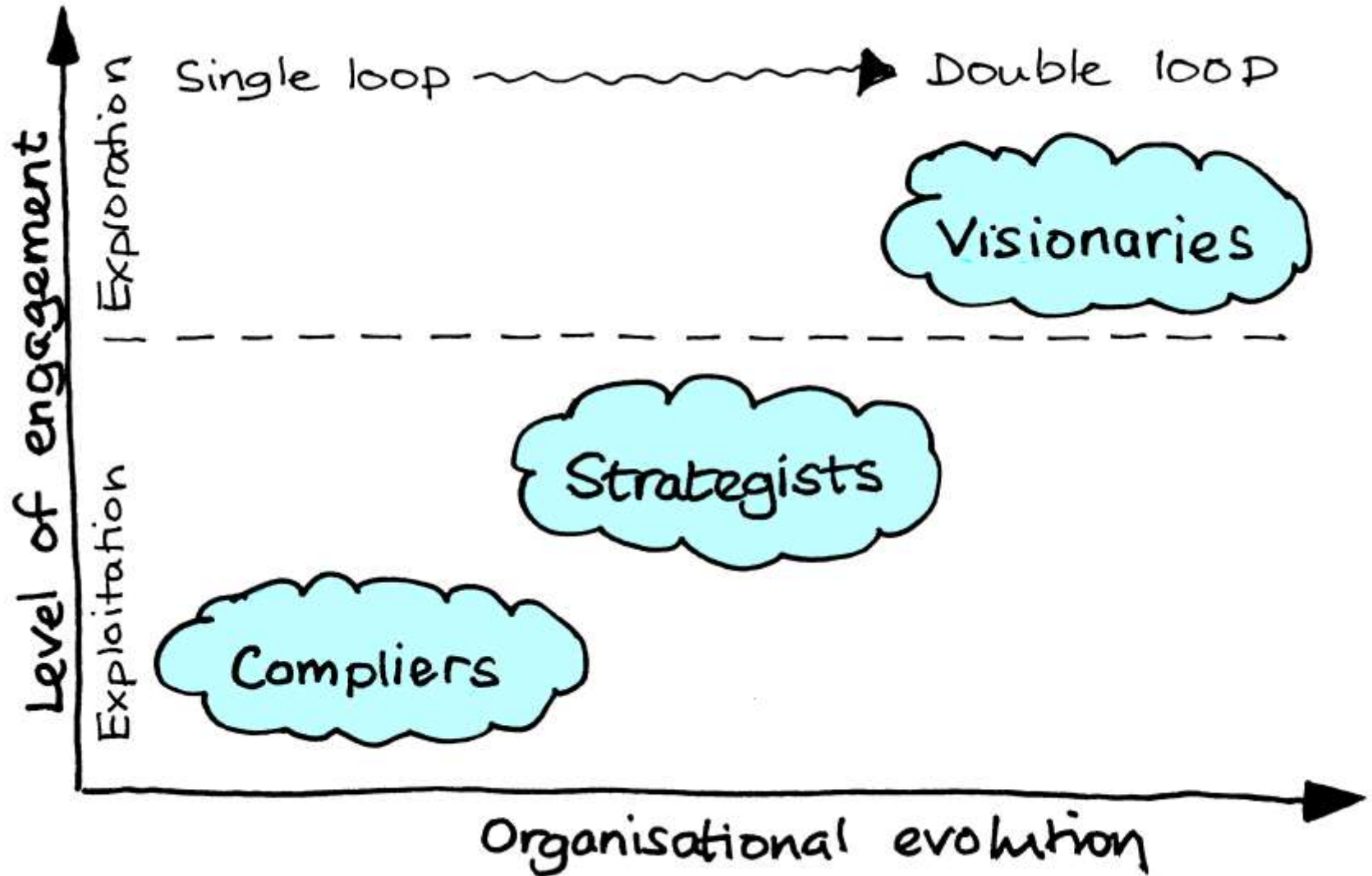


# The importance of values

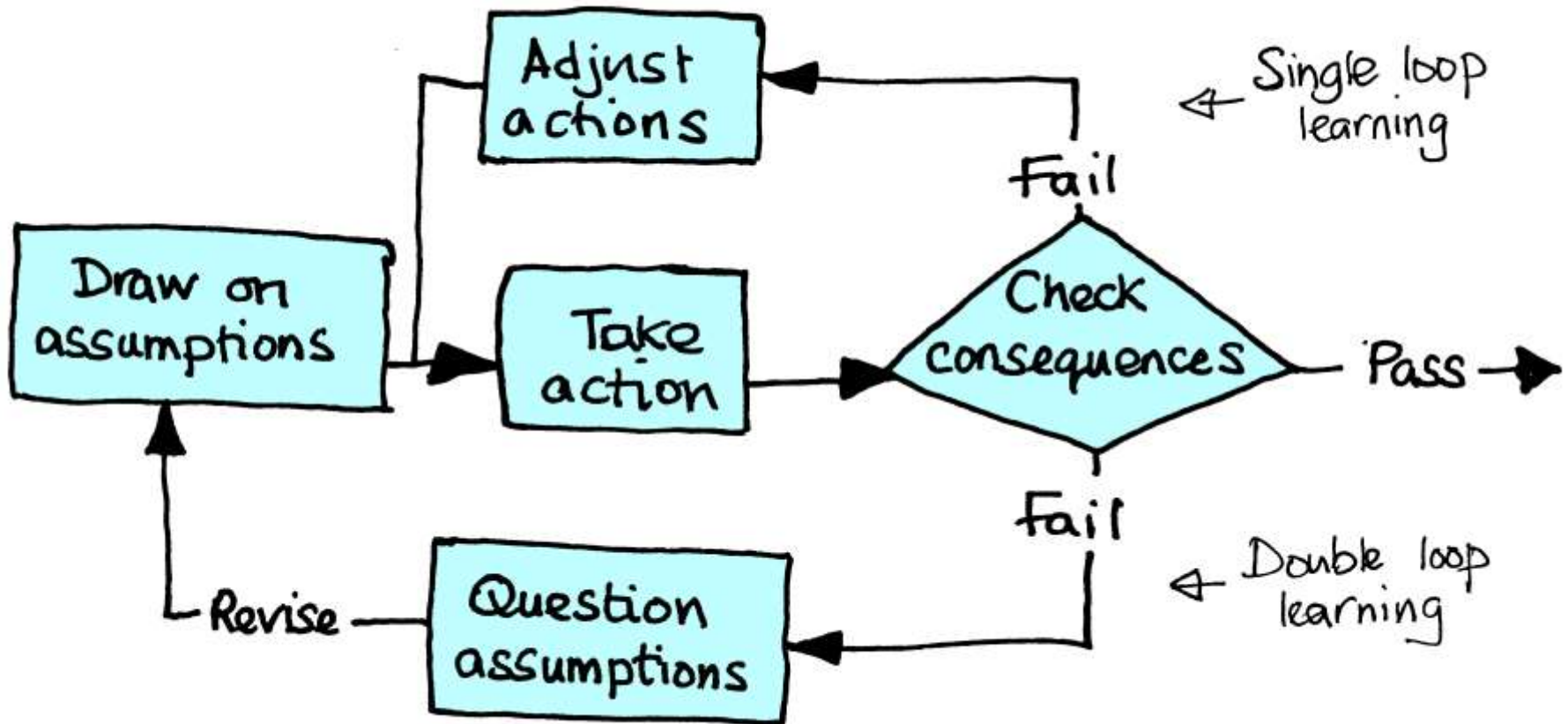




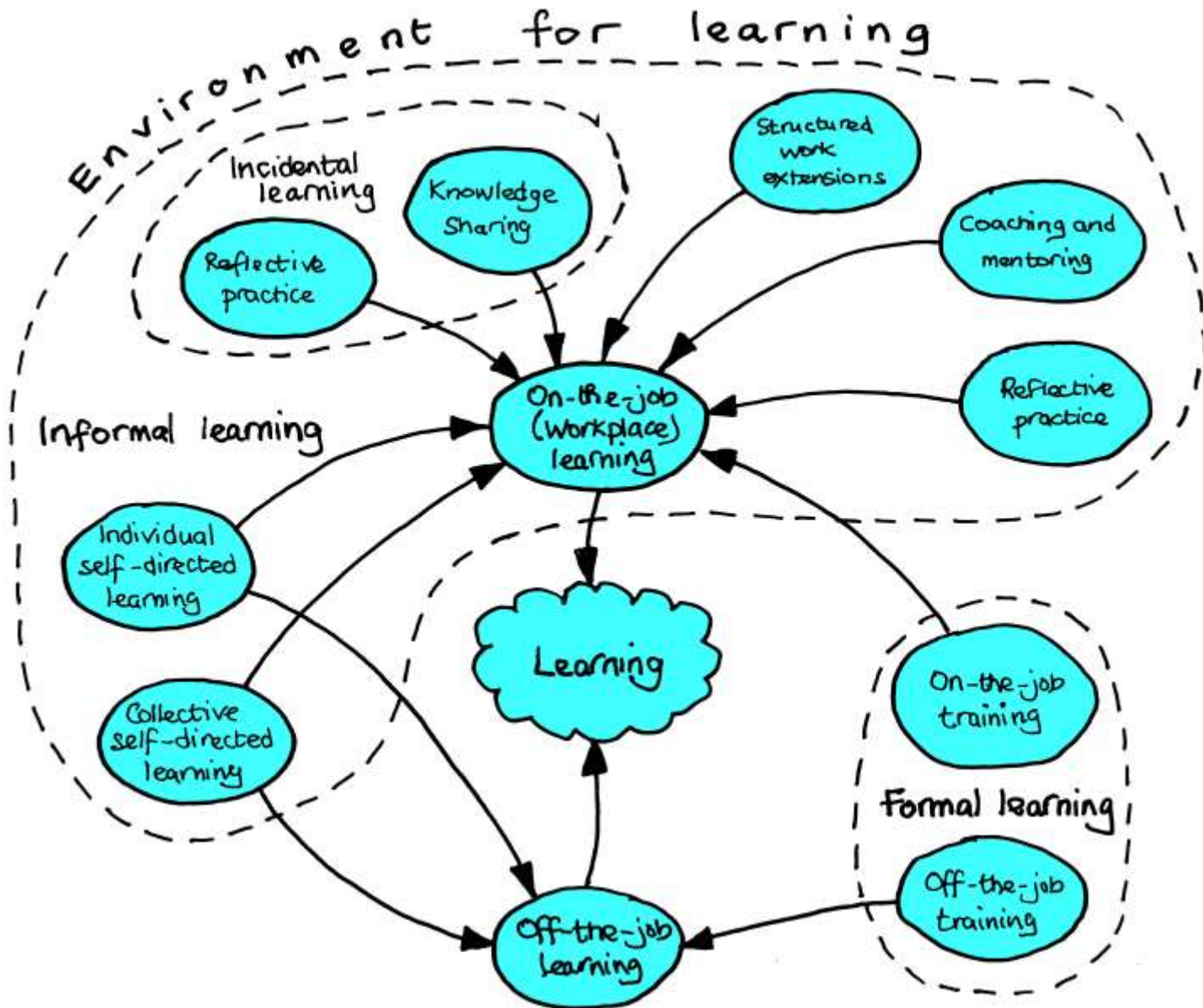
# Pathways to organisational sustainability



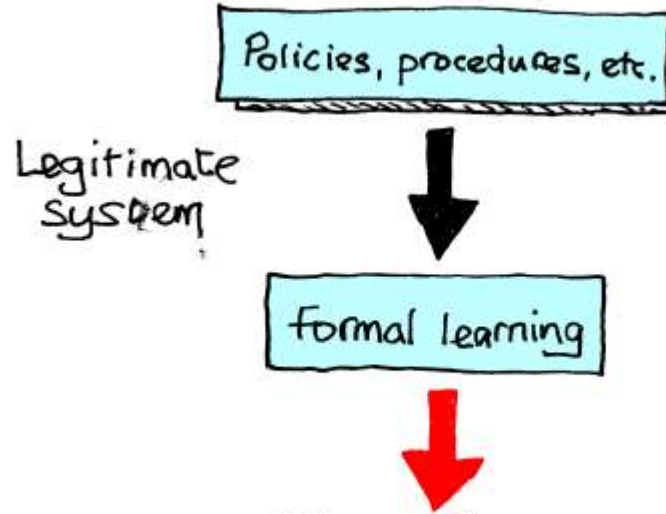
# The role of double loop learning



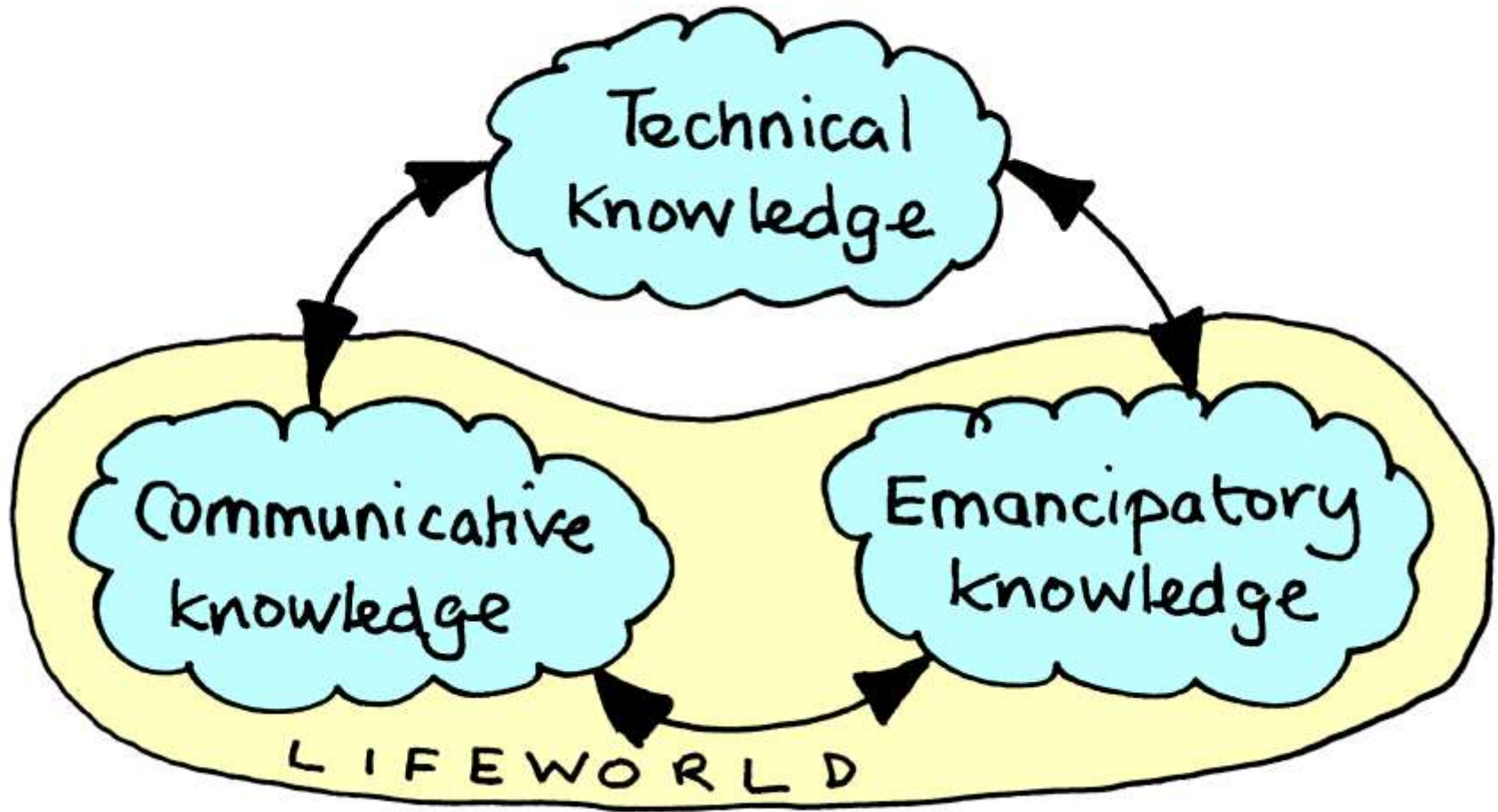
# Learning and boundary judgements



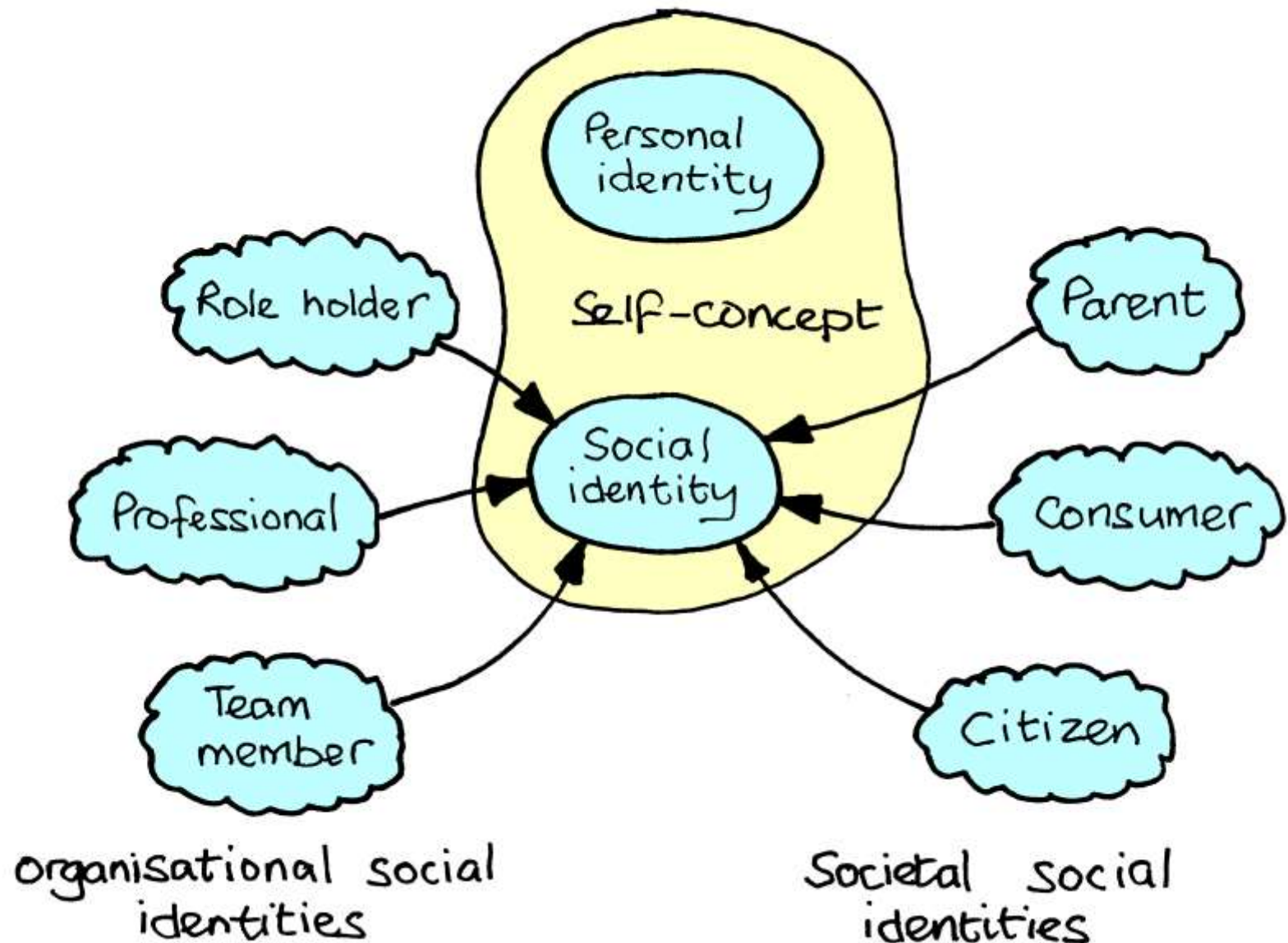
# Unitarist thinking and the variety problem



# Addressing learners' values



# The importance of social identity



# Competencies in sustainable organisations

## **Social competencies**

Collaboration

Normative

Strategic

## **Cognitive competencies**

Integrated problem-solving

Anticipatory

Critical thinking

Systems thinking

# Identifying competences using VSM

		<b>Complier</b>	<b>Strategist</b>	<b>Visionary</b>
<b>System</b>	<b>Function</b>	<b>The organisation needs to have required levels of KSA to ensure:</b>		
S1	Operations	Primary activities comply with all regulatory requirements.	Primary activities produce products and services which contribute to sustainability and improve organisational competitiveness.	Primary activities enhance social and environmental sustainability.  Culture of innovation to strengthen sustainability.

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# Using CSH to manage boundary judgements

		Social roles (who)	Role-specific concerns (what)	Key problems (why)
The involved	Sources of motivation	Client	Purpose	Measure of improvement
	Sources of power	Decision taker	Resources	Decision environment
	Sources of knowledge	Professional	Expertise	Guarantee
The affected	Sources of legitimacy	Witness	Emancipation	Worldview

# The learning strategy questions

1. Who should benefit from the learning strategy?
2. What is the purpose of the learning strategy?
3. What is the measure of success for the learning strategy?
4. Who makes decisions about the strategy?
5. What resources and constraints relevant to the strategy does the decision-maker control?
6. What conditions of the strategy's operation are outside of the control of the decision-maker?
7. Who should be involved in the design of the strategy?
8. What expertise is needed to design the strategy?
9. What guarantees of success do the sources of expertise offer?
10. Who will represent the affected society and the natural environment?
11. What opportunity does the affected society and natural environment have to challenge the strategy?
12. What is the worldview underlying the design of the learning strategy?

**Questions?**