Being human, sustainability from the inside out

Dr Elena Cavagnaro, professor of sustainability at Stenden University of Applied Sciences

The Learning Teacher Network – Tallinn Conference, September 2016
Lay out

› Introducing the central question
› On paradigms
   › Humans & Earth
   › Humans & organizations
   › Human being
› Concluding: empowering the teacher of tomorrow
Human being: becoming

“I believe that leadership begins and ends with authenticity. It’s being yourself; being the person you were created to be.” (B. George, 2003, Authentic Leadership, p.11)

Who is the person I was created to be?
The person I was created to be
End in mind

In answering the question ‘who is the person I was created to be?’ I hope to

› Show that sustainability requires a paradigm shift in how we understand societies; organizations and human beings;
› Offer a vision of the human being as capable to support the sustainable development of the society we live in and the organizations we work for;
› Touch upon the theme of the conference ‘Empowering the teacher of tomorrow’.
Lay out

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Paradigms
Humans and Earth: 2 paradigms

There are no limits to growth because:

› Earth is an inexhaustible source of materials;
› Earth is a limitless sink.

There are limits to growth because:

› Earth is finite as a source of materials;
› Earth is finite as a sink.
Apollo 8, 24 December 1968
Sustainability’s paradigm:

- Economic Value
- Environmental Value
- Social Value
Humans and business: paradigm 1

Profit = revenues – costs
Humans and business: paradigm 1

- Profit = revenues – costs that cannot be avoided

- Managers’ only responsibility is towards the owner, the shareholders

(Friedman, 1972)
Humans and business: paradigm 2

> Profit = revenues – costs
Humans and business: paradigm 2

Profit = revenues – full costs

The responsibility of managers is to achieve an equitable balance among the interests of all stakeholders involved such as shareholders; employees; suppliers; and clients

(Abrams, 1951; Bowen, 1953; Freeman, 1984)
Sustainability’s paradigm:

- Profit
- Planet
- People
- Organization
A missing link: individuals

› Societies consist of organizations; organizations of individual human beings (P. Drucker)

› Is the person I was created to be capable to support sustainability at the level of organizations and society?

› What drives the person I was created to be?
Human being: paradigm 1
Sustainability and greed

Environmental Value

Economic Value

Social Value

Profit

Greed

Individuals

Planet

People

? ?
Maslow & Alderfer

- Physical Safety and security needs
- Physiological needs

Existence needs
Maslow & Alderfer

- Physiological needs
- Physical Safety and security needs
- Interpersonal Safety and security needs
- Love(social) needs
- Interpersonal Esteem needs
- Relatedness needs
Lawrence & Nohria

- Drive to comprehend
- Drive to acquire and defend
- Drive to bond

Steg & Lindenberg

- Egoistic and hedonic values
- Biospheric values
- Altruistic values
More than greed: paradigm 2

People are driven by three sets of motivations:

<table>
<thead>
<tr>
<th>Care for me</th>
<th>To have pleasure now; to acquire, defend and improve my resources</th>
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Care for others
More than greed: paradigm 2

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</tr>
<tr>
<td>Care for all</td>
<td>To comprehend our position in the web of life, feel that we are part of a bigger whole, connect with and care for nature</td>
</tr>
</tbody>
</table>
Care for all
A new paradigm

- Care for me
- Care for me & you
- Care for all

Individuals
Three Levels of Sustainability

- Economic Value
  - Profit
    - Care for me
      - Leadership for sustainability
        - Care for all
          - Planet
            - Environmental Value
          - Sustainable organization
            - People
              - Social Value
            - Sustainable society
A human being is part of the whole, called by us Universe, a part limited in time and space. He experiences himself, his thoughts and feelings as something separated from the rest - a kind of optical delusion of his consciousness. This delusion is a kind of prison for us, restricting us to our personal desires and to affection for a few persons nearest to us. Our task must be to free ourselves from this prison by widening our circle of compassion to embrace all living creatures and the whole of nature in its beauty.

(Albert Einstein)
Conclusions so far & questions

- The person I was created to be is a person who care for herself, others and the whole
- This capacity is in each human being
- Development on all three care dimensions is crucial for achieving sustainability at the other two levels

- Are there conditions that impede or support the development of the three ‘care’ dimensions?
- Is a role to play for education?
Lay out

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Supportive conditions

In a well ordered city it is easier to be a good man

- Plato
Adverse conditions
Empowering the teacher of tomorrow?

Considering the huge forces at play

› Has teacher still power?
› Has education a role to play for tomorrow?
Empowering the teacher of tomorrow, 1

All teachers have the power to

› see themselves, their colleagues and the children as an individual with the capacity to develop on a care for me, a care for me & you and a care for all dimension

› contribute in the design of education supportive of this development
An empowered teacher of tomorrow

› Kamaori teaches his pupils to seek happiness

› He teaches that ‘my’ happiness is interlinked with other people’s happiness and with the health of our common house the Earth
Empowering the teacher of tomorrow, 2

All teachers have the power to

› see themselves, their colleagues and the children as an individual with the capacity to develop on a care for me, a care for me & you and a care for all dimension

› contribute in the design of education supportive of this development

› help enhancing a supportive environment at organizational and society level
Empowering the teacher of tomorrow, 3

I would be as bold as to suggest an addition to goal 4.7 of the UN SD Goal 4, Quality of Education:

› By 2030, assure that all learners acquire the knowledge and skills needed to promote sustainable development including among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality [...]

Empowering the teacher of tomorrow, 3
Empowering the teacher of tomorrow, 3

I would be as bold as to suggest an addition to goal 4.7 of the UN SD Goal 4, Quality of Education:

› By 2030, assure that all learners acquire the knowledge and skills needed to promote sustainable development including among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality [...] and the capacity to care for themselves, others and the Earth as a whole
End in mind - check

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Being Human
Sustainability from the inside out

E-mail to:
elena.cavagnaro@stenden.com
Concluding

› Each of us has the capacity to care for him or herself, others and the Earth as a whole
› Thanks to this capacity we are also able to build a more sustainable future
› A capacity, though, is not a given: it has to be developed
› Primary education is in a perfect position to play an essential role in this development

› Thank you for your kind attention!