The 1st Forum on Sustainable Development (SD) in Higher Education (HE)

21st July, 2015, Hong Kong SAR

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Environmental Problems will increase?

- Pollution
- Waste
- Hazardous Material & Waste
- Sustainable & renewable Energy?
Environment Creation for Sustainable Learning

According to UNESCO (2010), Education for sustainability (EfS) has international priority, as emphasised by the United Nations Decade of Education for Sustainable Development (DESD 2005-2014), which seeks to integrate the principles, values, and practices of sustainable development into all aspects of education and learning, in order to address the social, economic, cultural and environmental problems we face in the 21st century (UNESCO, 2010, p.1).
Environment Creation for Sustainable Learning

UN Global Compact –
"Impacts - Transforming Business, Changing The World”
(2015, June)

One of the trends in coming 15 years on "Generation Next" - Digital Natives, Crowd-sourcing, Connectivity, New relationship to drive co-creation of Solutions between business & change makers.
Environment Creation for Sustainable Learning

Participants of the UNESCO World Conference on Education for Sustainable Development held in Aichi-Nagoya, Japan, from 10 to 12 November 2014, adopt this Declaration and call for:

Urgent Action to further strengthen and scale up Education for Sustainable Development (ESD), in order to enable current generations to meet their needs while allowing future generations to meet their own, with a balanced and integrated approach regarding the economic, social and environmental dimensions of sustainable development.
Environment Creation for Sustainable Learning

Rationale:

Objectives, learning outcomes, activities (in-class and/or out-of-the class) and assessments of academic programmes in HE and training programmes of HRD have to be well-planned and penetrated with spiritual and real life elements, for example Wuwei and connectivity of Daoism to develop system thinking with design thinking to widen the horizon of learners via environment creation for sustainable learning.
Environment Creation for Sustainable Learning

Aim:

**Integrating disciplinary knowledge** of Holistic HRD (HHRD) and Demand Chain Management (DCM) Model with environment creation for sustainable learning.

Both the learners and the faculty members/trainers will develop **system and creative thinking** for sustainability.
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Conceptualization:

Based on the holistic HRD Model (Russ, 2015, p.406), 6 elements of eco-consciousness holistic HRD model are:

1) New understanding of what it means to be human and how humans develop in new global society
2) Holistic HRD merging alongside with new global order
3) Local expressions of HHRD emerge in which people create conditions of their own development
4) Local expressions confronted by demands of globalised society
5) Holistic HRD navigates this tense relationship to authentically integrate to local and influence more accommodating shifts in the local
6) Contours of HHRD emerge through this process
“Global development processes confront these local expressions and pressure people to respond in particular ways that may not match or acknowledge the indigenous knowledge and skill. Holistic HRD theory and practise emerge as HRD navigates the ambiguous relationships between the global and the local. This process is mutually constructive; it will help integrate the local expressions of HRD, while also shifting the broader ideologies to accommodate local needs.”

( Russ, 2015, p. 409)
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Three Conclusions that HRD scholars and practitioners need to seriously consider:

1) Need for practise-based approach
2) Engage and become a part of the micro-interactions that constitute organizations and life today
3) Meta-physical orientation that raise issues of power and ethical choices which HRD masks with predictive rationality at its peril.

Sustainability is a paradox.
It puts new demands on people that they cannot meet though the prevailing values and modes of modern life, yet it requires that people also choose what they value and therefore want to protect from the sweeping forces of social change.

(Scully -Russ, 2015, p. 412)
Dimensions of Demand Chain Management (DCM)
The “seven wastes” have for quite some time been the starting point for elimination of non value adding activities. Today, customer perceived value is the basis for definition of what is and is not value adding. When every single step in a process is analysed with the eyes of the customer, it becomes evident what activities to eliminate.

(Ericsson, 2011)
Demand Chain Management

“Demand Chain *(marketing, sales and service)* – one of the *three broad business areas* that make up a manufacturer’s value chain.”

(Lee & Lee, 2007)
Partnership Development

“increases the necessity of shifting from considering individual companies and their actions in the channel to focusing on channel performance in a holistic way.”

(Ericsson, 2011)
Demand Chain Management

“Value innovation was seen as the key to success and a vital ingredient in evolving approaches and the future development of the logistics concept (Ericsson 1996, 2000).

The focus on innovation is also one of the cornerstones in DCM.”

(Ericsson, 2011)
Broader View of DCM:

Selen and Soliman (2002)
“DCM as a set of practices aimed at managing and coordinating the whole demand chain, starting from the end customer and working backward to raw material supplier.”

Ericsson (2011)
“It requires turning the supply chain on its head, and taking the consumer as the starting point rather than its final destination. The view of the consumer as an integral part of the chain is perhaps the most important issue in the shift from SCM to DCM.”
Dimensions of Demand Chain Management

Demand Chain Management (DCM) concept is designed to:

1) Cater the *needs of the new environment* focusing on the customer and aligning inter-organizational processes
2) Create a unique competence to identify and *satisfy* customers’ needs & wants
3) Enlarge or replace the definition of SCM, or as a replacement

(ERICSSON, 2011)
Demand Chain Management – How

DCM by Innovation and ICT:

“Rethink and create NEW business models with innovation embedded in the approach “

“Efficiency improved – the company did before not in a different way and faster (process improvement)

Effectiveness improved – the company did not do before, e.g. offer customers more value added products / services.”

(Ericsson, 2011, pp. 55)
Factors for Demand Chain Management
Factors for Demand Chain Management

1) Changing environment
   - knowledge-based society
Factors for Demand Chain Management

1.1) Changing environment requires new concepts and business models
Factors for Demand Chain Management

2) Consumer-driven environment
   - consumer insight
   - new pattern of consumption
   - relationship marketing
Factors for Demand Chain Management

2.1) New patterns of behavior driven by knowledge-based society

2.2) Moving from supplier-driven mass production and mass marketing towards a consumer-driven mass customization

2.3) Changed from low cost / standardization production to strategic positioning/ innovative products with value for customers
3) **Channel relationship**  
   - competition among channels, instead of companies
Factors for Demand Chain Management

3.1) Concern consumer insight and relationship marketing

3.2) Globalization leading to information exchange, collaboration & virtual networks

3.3) Seeking for close partnership to create added perceived customer value

3.4) Demanding for unique competence created by interaction and interdependence in the chain as a whole for competitiveness
Environment Creation
for
Sustainable Learning
Environment Creation for Sustainable Learning

“The Four Cs of 21st Century Skills

1) Critical Thinker – solving problems
2) Communicator - understand and communicating ideas
3) Collaborator – working with others
4) Creator – producing high quality work “

(p. 227)

Creating and Innovating (one of the 4Cs) through 5Es - Engagement

• “Students engage in inquisitive activities
• Respond to ‘what if’ type of questions
• Come up with an answer different to the one given
• Design your own questions for the class to answer
• Work individually or in a team and use digital tools to compose a digital story”
(p. 233)
Creating and Innovating through Evaluation

“Complete a **SWOT Analysis of a new proposal for changes** to a unit they are about to start

Use formative assessment to improve performance

Create a **personal portfolio** and assess each others’ portfolio

Show links between unit completed and the next one

Complete open-ended assessment tasks

Use **digital tools to analyze data and to evaluate a theory learnt**

**Design a model of legal and ethical behaviours when using the internet.”** (p. 235)
Application of Demand Chain Management
Teaching Undergraduate Students of BBA-Supply Chain Management (SCM) via Establishing a technology-based and interactive learning environment

Environment Creation for Sustainable Learning
Teaching Undergraduate Students of BBA-Supply Chain Management (SCM)

Learnt how to:
Select
Criticise
Analyse
Report

Critical issues in SCM and Logistics Management issues to raise awareness of audience through on-going dialogue with:
- Digitizational Skills,
- Word Power and
- Inter-personal Skills
Environment Creation for Sustainable Learning

Third Party Logistics

Food Waste Re-cycling

Transformations / Innovations
### Environment Creation for Sustainable Learning

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<th>Channel</th>
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<tbody>
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<td>Digital and knowledge-based economy</td>
<td>APP Generation</td>
<td>Multi-media / Social media</td>
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<td>(Contextualization)</td>
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<td>New Business/ Products/ Services/ Processes</td>
<td>New Knowledge/ Skills/ Attitude/ Values</td>
<td>New Approach of Marketing</td>
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<tr>
<td>(Projected Increase in 6 Pillar Industries in Hong Kong )</td>
<td>4Cs (Critical thinking skill Communication Collaboration Creativity)</td>
<td>Promoting sustainable skill development for economic/ social/ environmental impacts</td>
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<tr>
<td>- Innovation/ IT +4.5</td>
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<td>- Education services +4.4</td>
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<td>- Environmental +4.3</td>
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<td>5Es</td>
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<td>- Legal service +3.1</td>
<td>- Engage</td>
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<td>- IT services +3</td>
<td>- Explore</td>
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<td>Managers/ Administrators</td>
<td>- Explain</td>
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<td>- Financial services +4.7</td>
<td>- Elaborate</td>
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<td>- Professional services +3.7</td>
<td>- Evaluate</td>
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<td>- Construction services +3.6</td>
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Environment Creation for Sustainable Learning

System Thinking (4Cs) – Creative Thinking (5Es) - Holistic / Global/ Local

Environment Creation with Technology for Sustainable Learning

Holistic HRD Model
Thank you
for
Your Patient Listening