Sustainability Competencies: Thinking Tool

“Competencies in Sustainability” complement the UN Sustainable Development Goals (SDGs) as a core way of thinking how a taught course can contribute to Sustainable Development. They enable a focus on how course participants develop the competencies that can play a key role in action for sustainable development. They are also useful as a trigger for reflection for teaching staff regarding their own competences in relation to sustainability.

For a short overview of the competencies concept, see [Redman (2018)](https://esdg.our.dmu.ac.uk/files/2018/11/Sustainability-Competencies-Overview.pdf) (2-page summary) [Wiek (2016)](https://esdg.our.dmu.ac.uk/files/2018/12/Key_Competencies_Overview_Handout.pdf) (6-page summary), or for a lengthier rationale and discussion, see [Wiek et al. (2011)](https://esdg.our.dmu.ac.uk/files/2018/11/Wiek-et-al.-2011-Key-competencies-in-sustainability.pdf).

Image: Redman (2018)



Systems-Thinking

Competence

Futures-Thinking

Competence

Values-Thinking

Competence



Strategic-Thinking

Competence



Interpersonal Competence (Professional Skills)

# Q1: How are Sustainability Competencies currently embedded in the course?

*Consider strengths and weaknesses linked to: Intended Learning Outcomes; Course Materials; Learning Activities; Assessment.*

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| --- | --- |
| OVERALL  *i.e. developing competencies to act on sustainable development in the context of the subject discipline* |  |
| Systems Thinking |  |
| Futures Thinking |  |
| Values Thinking |  |
| Strategic Thinking |  |
| Interpersonal |  |

# Q2: What opportunities exist to enhance how Sustainability Competencies are embedded in the course?

*Consider the overall course focus and opportunities linked to each of the competencies*

|  |  |
| --- | --- |
| OVERALL |  |
| Intended Learning Outcomes |  |
| Course Materials and Learning Activities |  |
| Assessment |  |

# Q3: What other ideas has this thinking generated?

For example, *constraints* that may limit or delay changes; ideas that may apply to *other areas of your work or colleagues’ work*.

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# Q4: Based upon this reflection, what will you do in the future to embed Sustainability Competencies in your course?

Try using MoSCoW (*Must; Should; Could; Won’t*) to prioritise your ideas. For ideas worth pursuing, you could label as This Year (TY) or Later (L). For ideas you won’t pursue, you could note a brief reason in brackets.

|  |  |
| --- | --- |
| Must |  |
| Should |  |
| Could |  |
| Won't |  |

# References

Redman, A. (2018) Key Competencies in Sustainability: 2-page summary. ASU School of Sustainability and Leuphana Universitat Luneberg.

Wiek, A., Withycombe, L., & Redman, C.L. (2011). Key competencies in sustainability – A reference framework for academic program development. *Sustainability* *Science*, vol. 6, no. 2, pp. 203-218.

Wiek, A. (2016) Key Competencies in Sustainability (overview handout).