

AusAID Development Research Award Scheme Application

[1. Contact Details](#)

Family Name:

Bosch

Given Names:

Ockert Johannes Hendrik (Ockie)

Position:

Professor in Systems Design and Complexity Management

Organisation:

University of Adelaide Business School

Organisation Country:

Australia

ABN(if applicable):

61249878937

Postal Address:

Prof Ockie Bosch
Business School
University of Adelaide
10 Pulteney Street
Adelaide SA 5005 Au

Telephone:

041707612

Email:

ockie.bosch@adelaide.edu.au

[2. Theme](#)

Please indicate the single AusAID Priority Theme that the research project will address. Note that you can only choose ONE theme per application.

Please indicate the single sub-theme that the research project will address. Note that you can only choose ONE. Ensure you read AusAID's Guidelines for Submitting Applications relating to ADRA Sub-Themes for more details.

Theme:

Education

Sub Theme:

Transitioning from school to productive livelihoods

[3. Research Details](#)

Research Proposal Details

Region of Focus:

Country of Focus:

Synopsis (680 character limit, including spaces):

This research project aims to create a new generation of Vietnamese managers and leaders who will have the ability to effectively deal with complex issues in an ever changing 21st Century society. "Starting with the Young" has been identified as a major leverage point towards changing a society that mostly uses traditional linear thinking in policy and management decision making to one that addresses complex issues through systems thinking approaches and understanding the interactions between different components of a system. In this project young people in Vietnam will be introduced to such a "new way of thinking" through a revolutionary educational tool, Ecopolicy.

Proposal Title:

Developing a new generation of effective Vietnamese managers and leaders for a complex 21st Century knowledge society.

ARC Linkage Application:

Proposal

Start Proposal End Date:

Date:

Total Number of Years/Months of Research Proposal: 3 years

[4. Administering Organisation Details](#)

Core Function:

Does the Administering Organisation have research as a core function?:

Ethics Approval:

Does the Administering Organisation or Partner Organisation for this project have a recognised ethics approval process?:

5. Research Question

Main RQ: How can systems thinking be used to create a new generation of effective future Vietnamese managers and leaders who would have the ability to deal with the many complex issues facing a 21st Century knowledge society?

6. Rationale and Expected Outcomes

Complexity characterises the world and all human endeavours today – in business, government, social, natural, scientific and political spheres. Due to the fact that all problems are embedded in a complex web of processes and dynamic interactions that are also impacted by short-term shocks and long-term stresses such as climate change, globalisation, deregulation and urbanisation (Vorley, 2002; Thompson & Scoones, 2009); the level of complexity is rapidly growing. These place increasing demands on managers and policy makers who are today expected to make decisions in complex systems that are continually changing, unpredictable in their behaviour and also multi-dimensional and transcending the jurisdictions and capacities of single organisations or professions. Problems within one particular sector of society can therefore no longer be viewed and solved with narrow single dimensional mindsets and tools. They require cross functional and cross sectoral collaboration and communication. Addressing this need has been identified in many countries as one of the key leverage points towards finding solutions for the complex problems that our societies, especially in developing countries, are facing.

Policy makers, managers and leaders today are expected to deliver innovative solutions to cope with increasing change and uncertainty. There are a multitude of difficult, long-term global challenges ahead, almost all of which are coupled with pressing national and local concerns. Despite many efforts to deal with these complex issues facing our societies the solutions so far are seldom long lasting, because “treating the symptoms” and “quick fixes”, using traditional linear thinking, is the easiest way out, but do not deliver the long-term solutions. This is especially evident in many developing countries where donors would often fund “quick fixes” in order to see the outcomes and outputs within a short period of time (Brooks, 2006; Land et al., 2009; Thomas & Amadei, 2010)

From the above it is obvious that there is a clear need for transformation towards creating effective and smarter leadership for a 21st Century knowledge society. The drivers of change all culminate into the need for a change in the “what and how” of learning, discovery and engagement in future management and policymaking, i.e.

- the causes of problems that appear simple (leading to treating only the symptoms), but when finally understood, are always multiple (and unpredictable);
- the non-linear, cross-scale and dynamic character of problem solving;
- a stronger shift towards inter- and trans-disciplinary modes of inquiry that will allow for the recognised complexity and uncertainty within systems (Bosch et al., 2007b), and
- the fact that effective policy making, governance and management will in future require decisions that integrate technical, business and human dimensions, all in the context of a global marketplace and ever increasing constraints on the environment;

The Aim of this research Proposal is therefore to help create a new generation of Vietnamese managers and leaders who will have the ability to effectively deal with complex issues in an ever changing and turbulent 21st Century society.

Young people will be the leaders and decision makers who will be faced with the highly difficult challenges of the future. It is essential that they are equipped with new ways of

thinking that are systems design-led to deal with complex problems in a systemic, integrated and collaborative fashion – that is, working together in identifying and dealing with root causes of issues rather than focusing on short-term fixes. However, creating a “new way of thinking” in society is like having to turn a very large ship that is propelling fast and strong in one direction. Although such a turn is highly difficult it has become crucial to “Start with the Young” as a major leverage point (rudder of the large ship) to address this difficult problem.

“Schoolchildren are at an age in which they can access interconnected thinking with the greatest of ease. As a matter of fact, training in interconnected thinking should start early – before specializing in a certain field of study. We need experts who do not pursue their special topics in isolation, but in an end-to-end context, integrating it in a systemic overall understanding” – Prof Fredmund Malik (renowned international management expert), Malik Management, Switzerland.

With these as departure points young people in Vietnam will be introduced to the concepts of systems and interconnected thinking through the Ecopolicy simulation “game” (see full description in Section 8 “Research Activity Design”). Gaming is part of the culture or language that talks to young people.

Preliminary discussions and activities have been undertaken with key stakeholders concerning this research project. The Australian research team (Prof Ockie Bosch and Dr Nam Nguyen) has already started working with the Vietnamese research team (in-country Collaborators – see Section 13):

- Presented a seminar (22/8/2012) on Ecopolicy program to representatives from 15 high schools and universities in Haiphong City, Vietnam;
- Held a meeting on 22/8/2012 (chaired by Prof Dan Duc Hiep, First Vice-Chairman of HPPC and also in-country Collaborator of this Proposal) with the Hai Phong People’s Committee (HPPC), Department of Education and Training, and representatives from high schools in Haiphong to discuss ways to carry out the Ecopolicy pilot project in Haiphong. Prof Hiep greatly appreciated the potential benefits of introducing the Ecopolicy program into all schools in Haiphong, as well as in various Departments in his City.
- Presented a seminar (28/8/2012) on Ecopolicy program to Prof Nguyen Viet Thinh, Prof Nguyen Hoang Tri (in-country Collaborator), and their staff at the Hanoi National University of Education;
- Made initial contact (29/8/2012) with the Office of the Deputy-Prime Minister of Vietnam (Prof Nguyen Thien Nhan – who was the former Minister of Education and Training) to discuss strategies to introduce the Ecopolicy program in Vietnam.

The proposed activities and outputs (refer to sections 8-10) of this research project will not only benefit the younger generation, but will also help current politicians and managers to craft new and innovative ways for systems based governance. These will all culminate into an ultimate desired outcome where systems thinking would not be seen as a specialist discipline, practiced only by systems professionals, but rather as a language and effective tool that can be learned by all to use in research, policy making, and management.

Important, the research will contribute significantly to the provision of new and innovative guidelines and actions in secondary and tertiary educational institutions. This would lead to a new generation of Vietnamese managers and leaders with personal and professional skills that

include the ability to contextualise, to better grasp the interconnectedness of the many variables that determine the personal, professional and above all, societal environment in decision-making processes, and to self-determine the need for team work and collaboration across different areas of interest. They will further be able to identify systemic interventions that will address the root causes of complex problems rather than focusing on “treating the symptoms”, to interact and communicate meaningful, and to build resilience and being adaptable. Students will not only understand the disciplines they study, but also how their area of interest fits into the bigger societal and global systems picture. These all lead to the creation and development of a new generation of effective leaders in all fields in the learning society we envisage for the future of Vietnam – leaders that will have the ability to promote environmental, economic, social, and cultural important issues, nationally and globally.

7. Policy Relevance to Development and AusAID

There has been a growing recognition of and attention to developing human capacity as a key leverage for sustainable development. However, recent literature on the success of external actors and agencies in implementing effective change in developing countries shows poor outcomes across the board (Umaña, 2002; Land et al., 2009; Thomas & Amadei, 2010). Fresh and radically different systems thinking approaches to interventions and capacity building in complexity management are emerging and promising breakthrough mechanisms to improve the formation of effective and long-term development and management strategies (Bosch & Nguyen, 2011; Nguyen et al., 2011, 2012; Nguyen & Bosch, 2012).

This research project will significantly enhance our knowledge of why and how to facilitate a highly needed societal change that is extremely difficult to achieve – that is, shifting away from traditional, mainly linear, thinking towards “a new way of interconnected thinking”. The outcomes of early intervention through the inclusion of critical thinking skill development in educational programs will significantly contribute to enhance the effectiveness of education in relation to the ability to achieve productive livelihoods, to develop integration skills for creating social, environmental and economic stability, and to develop pathways to enable lifelong learning.

In the long-term, this systems-based project will significantly contribute to sustainable economic, social and ecological development in Vietnam by improving cross-sectoral collaboration and continuous collaborative learning that will lead to new levels of knowledge gaining and improved performance in planning, policy making and development.

8. Research Activity Design and Method

Systems Thinking – A “new way of thinking”: Analysis in which we break the system into pieces and study the pieces separately is the prevailing approach in dealing with complexity (Ackoff et al., 2006). This approach tends to overlook the interdependencies and interactions between the constituent parts, which are the very causes of complexity and dynamic behaviour in systems. Most of the problems facing our society today are classic ‘systems’ problems. The global context outlined above underlines the need for complementing all current disciplines with systems thinking and dynamics to understand the complexity underlying business, economic, scientific and social systems (Maani & Cavana, 2007; Midgley, 2008). Systems thinking has become increasingly popular because it provides a new way of thinking to understand and manage complex problems, whether they rest within a local or global context (Bosch et al., 2007a; Cabrera et al., 2008). The application of systems thinking has grown extensively in many diverse fields and disciplines such as business (Sterman, 2000), health

(Lee, 2009), agricultural production (Wilson, 2004), natural resource management (Allison & Hobbs, 2006), human resource management (Quatro et al., 2007), organisational learning (Galanakis, 2006), social theory and management (Mingers, 2006), food security and population policy (Keegan & Nguyen, 2011) to mention but a few. Systems thinking is therefore the underlying paradigm and research approach for this Proposal.

This project uses the “Ecopolicy” program as its main research tool. Ecopolicy is an educational simulation “game” that introduces people to systems thinking (Malik, 2010; Vester, 2010). It is a simulation model designed to change a fictitious country in despair into a country that is sustainable by investing available resources into different areas such as Production, Environment, Quality of life, Education, Politics, Population, Pollution and Growth rate.

The simulation game provides an opportunity for playful “trying out” of different actions to improve the system. Each decision of the players results in a chain of effects and repercussions – providing the players with opportunities to experience the pitfalls of the traditional practice of concentrating on isolated problems. What is special about Ecopolicy is that the fast and obvious solution generally proves inadequate – just as in real life. By getting acquainted with pattern recognition and parallel processing of the interconnected levels of the reality they are dealing with, the players experience how to develop relevant and future oriented decisions in order to achieve resilient and sustainable systems.

This simulation game has been proven highly attractive (and addictive!) to young people and fun to use (illustrations, animations and music). The increasing uptake of the Ecopolicy game concept has led to several countries in Europe (e.g. Germany, Austria, The Netherlands) running the game as an annual competition between classes and schools, in regions and finally as a national competition called “Ecopolicyade” (Management, 2011) – an “Olympiad” for this evolutionary “game” in education, which takes place in the presence of policy makers in Government, business managers and other decision makers to create an inter-generational co-learning experience for all involved. The running of a national competition has far reaching implications and provides clear evidence of the usefulness of this approach to achieve the main aim of this research Proposal. In Germany alone, more than 200,000 students from throughout the country now take part in the annual Ecopolicyade held in the German Parliament.

Ecopolicy program has also been introduced to other countries including the USA, Argentina, China, Japan, and Australia. The Australian research team of this Proposal has initiated an Ecopolicy Pilot Project in Adelaide, South Australia in July 2012; with the intention to extend the project to other states in Australia from 2013. Due to the strong involvement of the team in Vietnam (see below), rights were obtained to introduce Ecopolicy in developing countries

The Ecopolicyade winning teams from countries around the world compete in the International Ecopolicyade that is annually held during the World Conference of the International Society for the Systems Sciences (ISSS). At these events, the teams are able to obtain advice from a world audience of systems scientists and representatives of international Governments, large companies and organisations – a truly inter-generational and inter-cultural co-learning experience for all involved on how to deal with the complex issues facing our world.

In summary, the proposed systems thinking approach is innovative, user-friendly and enjoyable. Participants are not required to have any special knowledge or mathematical skills to be able to take part in the implementation and evaluation of this approach. The following link provides useful and additional information about the Ecopolicyade in Europe: http://www.video-artwork.ch/vorschau/ecopolicyade_en.htm

Timeframe and main research activities:

The project will be carried out over three years: Year 1) carrying out 2 pilot studies in Hanoi and Haiphong City; Year 2) extending the approach to northern Vietnam; and Year 3) extending the approach to Vietnam as a whole. The following paragraphs provide a brief description of the main research activities in each year. Section 10 “Work Plan” provides a further elaboration on these activities as well as the related ones.

Year 1: The Ecopolicy program (in English) will be implemented in two pilot studies in 15 high schools and universities in each of the cities of Hanoi and Haiphong. Evaluation of the successfulness of the Ecopolicy game concept as a mechanism for achieving the main aim of this Proposal will be carried out during the pilot studies (e.g. uptake by students and teachers, enthusiasm to participate, effectiveness of team working, “buying in” by government departments and other decision makers and managers, scores of competing teams, improvement in critical thinking skills); and especially during the final round (Ecopolicyade) with representatives from various Government departments, organisations and institutions. The Ecopolicyade will also serve as promotion for extending the program to other schools and tertiary education institutions in northern Vietnam and eventually nationwide.

Another main activity in Year 1 will be to translate the Ecopolicy program into Vietnamese versions, which will enable the nationwide extension of the program in Years 2 and 3 of the project.

Year 2: Extensive capacity building on how to run the Ecopolicy program will be conducted for high school teachers and university lecturers in northern Vietnam. Ecopolicy competitions within schools, between schools in regions and the final Ecopolicyade in northern Vietnam will be organised and coordinated by the research team. Several publications will also be produced in this year.

Year 3: Extensive capacity building on how to run Ecopolicy program will be conducted for high school teachers and university lecturers in central and southern Vietnam, while the activities around the organisation and coordination of competitions will be extended to the whole country. Several publications will also be produced in this year.

In Year 3, all the regional winning teams will come together to learn about the Sensitivity Model of Professor Vester (the engine used to develop Ecopolicy program). The research team will then work with the winning teams to help them develop their own models for the sustainable development of their regions.

Evaluation will be done through questionnaires and surveys at the start of the project, during all three years of the research and post-research. Scientifically designed questions that will specifically unlock the way students think about an issue (e.g. systemic or systematic; in systems or linear; etc.) will provide qualitative and quantitative evidence and data that will be used to model the nature of change in the mindsets of students and the degree in which the

systems thinking approach has contributed to instilling those attributes that will be required from future leaders and other decision makers.

Reasons for choosing Vietnam:

1. The Principal Investigator has conducted research in Vietnam since 2007;
2. The Main Investigator is a Vietnamese national (and also Australian national);
3. The on-going work of the Australian research team in Establishing Evolutionary Learning Laboratories (EL Labs) for Sustainable Development in Vietnam (Bosch & Nguyen, 2011; Nguyen et al., 2011; Nguyen & Bosch, 2012);
4. Close collaboration of the research team with various agencies and organisations in Vietnam;
5. A group of 10 leaders and middle-mangers from Vietnam had been trained in systems thinking and practice in Australia for 2 months with the support of an AusAID Leadership Award Fellowship grant – Agreement No. 46078 (Nguyen et al., 2012) who would be able to assist in the running of the competitions;
6. The long-term, politically, strategically and economically important relationship between Australia and Vietnam.

Gender considerations:

There will be no gender discrimination in choosing teachers and lecturers for capacity building. The Ecopolicy program will be conducted in schools with the participation from all students (regardless of their gender).

9. Outputs and Deliverables

The outputs of this proposed research will be disseminated to a wide range of audiences including scholars, the general public, and policy makers. Outputs of each stage of the research will be presented at relevant national and international conferences and revised as manuscripts to be submitted to high ranking journals. Key findings of the research at each stage will also be released to the general public via Television, newspapers and brochures. Reports will be submitted to policy makers at relevant levels of governance for consideration of embedding the recommendations from the research into future policy making and education curricula.

In addition to the main outcomes of the project outlined in sections 6 and 7, participation in the Ecopolicy program by students from different disciplinary areas will also lead to

- new ideas and concepts to adapt and create new simulation models that can be used as decision support and scenario testing tools by (real) governments and businesses.
- the development of principles and testing of theories around awareness and personal responsibility in school, society, economy and politics (Management, 2011).

Outputs:

1. A conference paper on the effect of this development research and how it has changed the ways of thinking of the future generation of leaders and managers in Vietnam.
2. A research paper (published in a journal ranking A or A*) – developed from output 1.
3. A conference paper on the process to institutionalise Ecopolicy program in Vietnam for long-term and sustainable outcomes.
4. A research paper (published in a journal ranking A or A*) – developed from output 3.
5. A conference paper comparing the outcomes from this research project with projects in other countries.

6. A research paper (published in a journal ranking A or A*) – developed from output 5 and include modeling results for institutionalising of Ecopolicy in Vietnam.
7. Interim and final reports.
8. Two winning teams respectively from Haiphong and Hanoi to compete in the International Ecopolicyade to be held during the World Conference of the ISSS in Haiphong, July 2013.
9. A Vietnamese package of the Ecopolicy program.
10. Capacity building for teachers and lecturers.
11. New simulation models that can be used as decision support and scenario testing tools by governments and businesses.
12. New models for the sustainable development of various regions in Vietnam.

10. WorkPlan

Year 1:

1. Conduct seminars to launch Ecopolicy program in Hanoi and Haiphong – Australian research team (Prof Ockie Bosch, Dr Nam Nguyen);
2. Conduct Ecopolicy training for Vietnamese research team (in-country Collaborators), high school teachers and university lecturers (output 10) – Australian team;
3. Organise Ecopolicy competition within schools and universities – Vietnamese team and participating schools and universities;
4. Conduct pre-Ecopolicy surveys to serve as a base line for future evaluation of skill development - both research teams;
5. Organise the final Ecopolicyade competition in Hanoi (output 8)– both research teams;
6. Organise the final Ecopolicyade competition in Haiphong (output 8) – both teams;
7. Conduct post-Ecopolicyade evaluation surveys and data analysis (outputs 1,2 & 7);
8. Organise the international Ecopolicyade competition during the World Conference of the ISSS in Haiphong, July 2013 (output 8) – both teams;
9. Present a paper (output 1) at the World Conference of the ISSS in Haiphong 2013 – both teams;
10. Produce the first interim report (output 7) – both teams;
11. Develop a Vietnamese package of the Ecopolicy program (output 9) for the extension of the program to northern Vietnam (Year 2) and the whole country (Year 3).

Year 2:

1. Conduct seminars to launch Ecopolicy program in northern Vietnam – both teams;
2. Conduct Ecopolicy training for teachers and university lecturers (output 10) – both teams;
3. Organise Ecopolicy competition within schools – Vietnamese team, schools and universities;
4. Conduct pre-Ecopolicy surveys to serve as a baseline for continuous evaluation;
5. Organise the final Ecopolicyade competitions in different regions in northern Vietnam – both teams;
6. Organise the final Ecopolicyade competition in northern Vietnam – both teams;
7. Conduct post-Ecopolicyade surveys and data analysis for evaluation of changes in skill levels and identification of barriers and drivers of the institutionalisation of Ecopolicy concept in education programs of Vietnam (outputs 3, 4 & 7) – both teams;
8. Produce the second interim report (output 7) – both teams;
9. Present a paper (output 3) at the World Conference of the ISSS 2014 – both teams;
10. Publish a research paper (output 2) – both teams;

11. Obtain assistance from the Vietnam Ministry of Education and Training (MOET) in terms of human resources and funding to extend Ecopolicy program to the whole of Vietnam.

Year 3:

1. Conduct seminars to launch Ecopolicy program in the whole country – both teams;
2. Conduct Ecopolicy training for teachers and lecturers (output 10) – both teams, other previously trained stakeholders and additional resources from MOET;
3. Conduct pre-Ecopolicy surveys amongst high school and University students, teachers, relevant Government officials and business people;
4. Organise Ecopolicy competition within schools – Vietnamese team and the schools;
5. Organise the final Ecopolicyade competitions in different regions of Vietnam – both teams;
6. Organise the final Ecopolicyade competition in Vietnam – both teams;
7. Conduct post-Ecopolicyade surveys;
8. Carry out data analysis to evaluate changes in critical thinking and problem solving skills, to model the institutionalisation process of Ecopolicy and to develop guidelines for ongoing implementation (outputs 5, 6 & 7);
9. Present a paper (output 5) at the World Conference of the ISSS 2015 – both teams;
10. Publish a research paper (output 4) – both teams;
11. Produce the final report (output 7) – both teams;
12. Submit a research paper (output 6) – both teams;
13. Conduct training in the use of the Sensitivity Model for regional winning teams – both research teams;
14. Work with the winning teams to help them to develop their own models (outputs 11 & 12) – both research teams.

11. Research Communication and Engagement

Initial seminars on the nature of Ecopolicy and the benefits of the gaming process and activities have been undertaken in Haiphong and Hanoi in August 2012. Key stakeholders that took part in these activities included Government officials representing all departments and a group of high school teachers and university lecturers. The in-country collaborators were actively involved in organising and chairing these events, which already attracted an enormous amount of media attention (Television News, several newspaper articles – see endnote)

The main target audiences include young people and their teachers/lecturers (high schools and universities), government officials involved in policymaking and management and business managers. These audiences will be engaged right from the initiation of the research project through invitations to attend the launching of Ecopolicy in Vietnam and providing them with opportunities to play the game. Television and local and national newspapers will be invited to cover the launching events.

The Ecopolicyade events will be held in the City Halls of Hanoi and Haiphong in the presence of invited local stakeholders, as well as representatives from relevant government departments (including the National Government), business managers and other decision makers across Vietnam. These invitees will have the opportunity for providing advice to (and learning from) the competing students, creating in this way an intergenerational co-learning experience, which will repeat itself as the Ecopolicy gaming process and competitions becomes institutionalised in Vietnam.

An in-country Ecopolicy Coordinating office will be established at the Hanoi National University of Education to serve as a focal point for communication and engagement with the target audiences and to ensure the ongoing implementation of the Ecopolicy program beyond the life of the project. Reports for specific audiences, such as Government agencies or businesses will be prepared (in collaboration with the Australian research team) and distributed by the coordinating office.

In addition to the benefits of “starting with the young”, it is expected that the learnings about interconnected thinking during the Ecopolicyades and during the competitions will create a deeper awareness of the usefulness of systems thinking by policy makers, planners and managers in all walks of life. This awareness and new skills and tools will inform policy changes in education, as well as policies and management strategies that will have long-lasting effects, rather than “treating the symptoms”.

The Main Investigator (a 2011 Australian Leadership Award Recipient) will also disseminate and promote the research outputs (for comparison with the Australian research project) through the extensive network that he has built at the annual Future Summit. The Future Summit provides “a collaborative framework for Australia’s established and emerging leaders to share ideas and exchange views to help shape Australia’s future”.

If this application is successful, both the Principal and Main Investigator will ensure their availability to attend the one day Communication Workshop in Canberra in early to mid-2013.

12. Capacity Building

The main focus of this research proposal is on capacity building to create new ways of thinking, away from traditional linear, simple cause effect thinking to systems and interconnected thinking.

Capacity building will occur at different levels, namely teachers and lecturers training, during the Ecopolicy competitions (students) and during the Ecopolicyades (students interacting and co-learning with government officials, business managers and other relevant decision makers).

The capacity building is aimed at changing the effectiveness of Government departments, businesses, organisations and communities. It will not only benefit the younger generation, but will also help current politicians and managers in many ways, including:

- New and innovative ways for systems based governance;
- Better mutual understanding of the diverse mental models of different stakeholders
- Move away from traditional linear thinking that leads to quick fixes and treating the symptoms, to long lasting systemic solutions;
- Ability to collaboratively identify leverage points and systemic interventions to develop systems based development plans that address root causes of issues;
- Deep understanding of the interconnectedness between recommendations in order to develop efficient and cost-effective development plans;
- Working knowledge of cutting edge systems tools to test the outcomes of strategies, including identification of unintended consequences – before actual implementation;
- Improving cross-sectoral communication and collaboration in development across various jurisdictions;

- Provision of new and innovative guidelines and actions in secondary and tertiary educational institutions that can lead to a new generation of effective Vietnamese managers and leaders.

13. Research Team

Team Member Name	Organisation	Role in Study Team (including time commitment)	*
 Add			

Team Member Name	Organisation	Role in Study Team (including time commitment)
Professor Ockie Bosch	Business School, University of Adelaide	Principal Investigator (20% full time equivalent)
Dr Nam Nguyen	Business School, University of Adelaide	Main Investigator (30% full time equivalent)
Professor Nguyen Hoang Tri	Hanoi National University of Education (HNUE)	In-country Collaborator (20% full time equivalent)
Professor Dan Duc Hiep	Hai Phong People's Committee (HPPC)	In-country Collaborator (10% full time equivalent)

Endnote: Media reports on the Ecopolicy seminar in Haiphong (22/8/2012) and the preparation for the World Conference of the ISSS in Haiphong, July 2013:

http://dangcongsan.vn/cpv/Modules/News_English/News_Detail_E.aspx?CN_ID=539431&CO_ID=0

<http://haiphong.gov.vn/Portal/Detail.aspx?Organization=UBNDTP&MenuID=170&ContentID=30961>

<http://baohaiphong.com.vn/channel/4904/201108/Xay-dung-Hai-Phong-thanh-phong-thi-nghiem-hoc-tap-quan-ly-bang-tu-duy-he-thong-2067425/>

<http://baohaiphong.com.vn/channel/4904/201108/Tiep-tuc-hoan-thien-xay-dung-mo-hinh-quan-ly-he-thong-Khu-du-tru-sinh-quyen-Cat-Ba-2066989/>

<http://baohaiphong.com.vn/channel/4905/201209/Hai-Phong-dang-cai-Hoi-nghi-Quoc-te-thuong-nien-ve-khoa-hoc-he-thong-nam-2013-2189412/>

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