Ch. 2 Structure

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1 Introduction

- Grand challenges: identify, problematize important real-world problems (George et al., 2016)
- Important: resource use (George et al., 2015)
- Work in this space focusing on ESG metrics right now

  Give examples
- We should enter a level deeper

  Data as raw and encompassing as possible

  What is natural progression in context, rather than rhetorics

  →Tease learning?
- Do this for one example where resource use is as clear as could be

  Introduction of pipeline industry and available data

1.1 Can polluters learn to be clean?

- Goal: to appraise pipeline industry's trajectory
- Assumption: boundedly rational actors that have an interest to reduce pollution

  Introduce BTOF assumptions
- Use a learning framework to assess their progression
- Examples of their learning in technology

  E.g., brief history of pipeline technology?

  Or their industry learning curve?
- Limits to learning: pollution continues to be an issue

2 Lit review

- What is required of the appraisal according to George et al. (2016)
  - Raises 8 points on different levels, actors, multilevel
    - Articulating and Participating
    - Actor Needs and Aspirations
    - Societal Barriers
    - Organizational Constraints
    - Institutional Contexts
    - Multilevel Actions
    - Coordinating Architectures
    - Reinforcing Mechanisms
    - Outcomes and Impact
- To skip to solution is incomplete!
  - E.g., Ferraro et al. (2015); Slawinski and Bansal (2015)
  - Focus on identify sustainable companies → miss industry-wide trends
- In line with broader literature (Reyers et al., 2018)

2.1 Organizations acquiring knowledge

- Learning captures some required elements such as levels and interaction
- First stream looks at one outcome variable over time
  - Learning curves/learning from experience
  - Multiple outcome variables would be better, but good start?
- Different mechanisms identified on different levels
  - Learning from failure
  - Vicarious learning (institutional context)
  - Industry-level learning (coordinating architecture, multilevel actions)
- Build in progression assumption without justification

2.2 Organizations developing routines

- Routines approach
  - Applicable to more tacit dimensions of resource use
  - Less suitable for purely quantitative view
  - But how accurate is the quantitative view anyways?

- Capturing more elements
    - Aspirations
    - Politics as barrier
        - BTOF & reliability
    - Validity (organizational constraints)
- Weaker progress assumption

3 Methods

- Pipeline industry good example of resource use
- What could I test
    - Learning from experience
    - Vicarious learning
    - Population level learning
    - Learning from failure

4 Discussion

- Learning
    - Describes well what organizations are aspiring in the industry
    - Shows divergence of rhetorics and reality
    - Explains coexistence of stagnation and rhetorics
- Complexities (incl. stagnation) captured by substreams of learning
- Overall trend is concerning
- Tease out dynamics that studies looking for sustainability could have missed
- No overall development of pipeline safety, despite individual promising developments
    - This is a system feature, akin to noise/variance in industry
- Individual actors making progress could be misleading
- New problems arising cancel out solutions found
    - This is contribution to learning

5 Conclusion

- Reliability and validity: could look into that for answers/solutions
- Limitation: assuming that spills encompassing

References

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