

OLA TJORNBO

Post-Doctoral Researcher, Waterloo Institute for Social Innovation and Resilience, University of Waterloo.

E-mail: ola.tjornbo@gmail.com

Phone: 226.600.1815

Education

- 2013 Doctor of Philosophy, Global Governance, Balsillie School of International Affairs, Wilfrid Laurier University/University of Waterloo.
- 2007 Master of Science, Natural Resource Management, Stockholm University.
- 2007 Master of Arts, Anglo Saxon, Norse, and Celtic Studies, Peterhouse College, Cambridge University, UK.
- 2003 Bachelor of Arts, Anglo Saxon, Norse, and Celtic Studies, Peterhouse College, Cambridge University, UK.

Research

Peer-reviewed publications

Westley, F., O. Tjornbo, L. Schultz, P. Olsson, C. Folke, B. Crona, and Ö. Bodin, "A Theory of Transformative Agency in Linked Social-Ecological Systems." *Ecology and Society* 18.3 (2013).

Tjornbo, O. and F. Westley. "Gamechangers: The Big Green Challenge and the Role of Challenge Grants in Social Innovation." *Journal of Social Entrepreneurship* 3.2 (2012): 166—183.

Moore, M—L. and O. Tjornbo. "From Coastal Timber Supply Area to Great Bear Rainforest: Exploring Power in a Social-Ecological Governance Innovation." *Ecology and Society* 17.4 (2012).

Book chapters

Riddell, D., F. Westley and O. Tjornbo. "Agency and Innovation in a Phase of Turbulent Change: Conservation in the Great Bear Rainforest." Golden-Biddle and Dutton, eds. *Using a Positive Lens to Explore Social Change and Organization*. Routledge Academic, 2012.

Moore, M—L., F. Westley, O. Tjornbo and C. Holroyd. "The Loop, the Lens, and the Lesson: Using Resilience Theory to Examine Public Policy and Social Innovation." Nicholls, A. and A. Murdock, eds. *Social Innovation*. Palgrave MacMillan, 2011.

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Conference presentations

Tjornbo, O. "Social Innovation and Social Media." *National Endowment for Science, Technology and the Arts Conference on Social Frontiers*, London, UK, 2013.

Tjornbo, O. "Open Space Democracy, Problem-Solving and Deliberation." *Resilience 2011*, Phoenix, USA, 2011.

Tjornbo, O. "Case Study: The Big Green Challenge." *Resilience 2011*, Phoenix, USA, 2011.

Tjornbo, O. and M—L. Moore. "The Power of Outsiders: Why a Typology of Power Can Help Us Understand How Change Happens in Sustainability Governance." *2nd International Conference on Sustainability Transitions*, Lund, Sweden, 2011.

Tjornbo, O. and M—L. Moore. "Framing and Phases: Public Policy and Social Innovation." *International Society for Ecological Economics*, Oldenburg, Germany, 2010.

Tjornbo, O. "Managing Social-Ecological Systems in Context: The Impact of Political Cultures." *Resilience, 2008*, Stockholm, 2008.

Case studies and resources

Tjornbo, O., F. Westley and D. Riddell. "Case Study: The Great Bear Rainforest." 2010 (available at <http://sigeneration.ca>).

Tjornbo, O. and F. Westley. "A Primer on SIG Case Writing." 2010 (available at <http://sigeneration.ca>).

Research assistantships and contracted research

- 2013--present Post-Doctoral Researcher, Waterloo Institute for Social Innovation and Resilience, University of Waterloo. Research projects on the history of innovation and on social media and social innovation, and developing a course on social media and social innovation.
- 2013--present Senior Researcher, Social Innovation Design Lab. Designing and leading a research project on Ontario food systems.

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Teaching

- Winter 2014 SI603—Social Innovation and Institutional Change, part of a module on Social Innovation and Social Media, Graduate Diploma in Social Innovation, WISIR, University of Waterloo.
- Fall 2013 Social Media, Rockefeller Foundation Global Fellowship on Social Innovation (session)
- Winter 2013 Social Innovation, Resilience and System Entrepreneurship, Social Prosperity Wood Buffalo (training workshop).
- Winter 2012 SI602—Qualitative Methods, Social Innovation Generation, University of Waterloo.
- Fall 2012 Qualitative Methods, Human Resources and Skills Development, Canada (training).

Research grants and scholarships

- 2008—2013 JW McConnell Research Fellow in Social Innovation. Research, publication, and teaching seminars on qualitative methods.
- 2008—2013 PhD Candidate in Global Governance, Balsillie School of International Affairs. Research group on Open Architecture Democracy, publication, and participation in academic conferences.

Professional experience and consultancy

- 2008—2009 Researcher, Centre for International Governance Innovation (CIGI). Working group on environmental governance, and participation in seminars, working groups and the CIGI annual conference.
- 2007—2008 Research Assistant, Social Innovation Generation, University of Waterloo and Stockholm Resilience Centre. Writing teaching cases and a case-writing guide and project lead on social innovation in the Canadian Men and Biosphere program.

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Selected awards

- 2008—2013 Balsillie Fellowship, School of International Affairs, University of Waterloo.
- 2008—2013 SIG Fellowship, Social Innovation Generation, University of Waterloo.

Languages

- Native English
- Native Swedish

Statement of research interests

My primary interest is in how complex global problems, and particularly environmental problems, create challenges for existing governance systems, and the role of social innovation and social media in helping to overcome such problems. Secondly, I am interested in using complexity and resilience theory as lenses for understanding social innovations and social change, with a focus on the role of power and agency in such shifts.

Statement of teaching philosophy

I believe that we are not only trying to impart knowledge but also to train students to actively use academic tools and modes of critical thinking as part of their professional training.

For this reason, I try to maintain a balance of new conceptual material, tools, methodologies, and exercises. Students are encouraged to work actively with new theories and concepts, seeking application to their own private, professional, and educational experiences. I engage with the learning styles that different students find more or less effective by employing a variety of exercises and experiential approaches. When students feel that the information presented has relevance and value to their own experiences and the work they hope to do, they become instantly more engaged and teaching becomes a wonderfully rewarding and interactive experience.