What is the Impactful Five (i5)?

The Impactful Five (i5) project is built on prior LEGO Foundation research and expertise to develop and pilot pedagogical approaches for holistic skill set development to help the next generation of leaders address sustainable development. These findings were translated into a Playbook for educators from the PRME community to utilize as a tool in their classroom and to better engage with the i5 characteristics of meaning, joy, active, social, and iterative.

What is the i5 Viewbook?

The i5 Viewbook contains examples of PRME signatory schools and PRME collaborators putting the i5 framework into practice through classroom engagement, providing examples of activities and insights to help educators enhance teaching methodologies and foster a dynamic learning environment for their students.
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Make Learning MEANINGFUL

Design for ITERATION

Foster JOY & Well-being

Facilitate ACTIVE Engagement

Develop Supportive SOCIAL Interaction

i5 Framework
Connect with Us!

Reach out to i5@unprme.org if you want more information on a specific case!

Take Action!

Summit a contribution pitch of i5 in practice to i5@unprme.org.
PRME CH
Chapter
Features
Incorporating authentic learning in the Property and Real Estate curriculum

*Discipline: Property and Real Estate*

Industry experts as role models and for delivering guest lectures for students studying a Bachelor of Property and Real Estate degree at the Deakin Business School, Deakin University, Melbourne, Australia has been mooted by Associate Professor Ameeta Jain. Industry experts introduce students to real world problems and demonstrate how solutions for these problems are based on theoretical classroom learning. Ameeta worked with one such industry expert in social and affordable housing who created a video outlining the problem in Australia for an assignment. Students were asked to review the video and role play a consultant appointed by the State Minister of Housing to respond to this “media report video” and come up with workable solutions. This active exercise challenged students of many ethnicities and backgrounds to reach out to others and work in a collaborative environment, supported by course coordinator Ameeta. Students enjoyed working on this real-world problem, brainstorming collectively and proposing practical solutions to a problem (shortage of affordable and social housing) covered in the media daily. This was an authentic assessment activity that required students to make decisions in a real-world situation, practicing behaviours and mindsets of responsible leaders. Feedback from students was unanimously positive. In the future, Ameeta would like the students to directly present their solutions to the Housing Minister themselves.
Moving away from traditional assessment format in Entrepreneurship and Innovation unit, Assoc Prof Fara Azmat and Dr. Andrew Creed have carefully crafted a range of assessments including self-reflection, written business plan, infographic/poster and video interview- to enhance students cognitive, emotional, social and employability skills and align with the holistic approach advocated by the i5 characteristics.

One of the assessments requires students to work in a team where they need to select a SDG related problem locally, nationally or internationally that relates to any of the 17 SDGs and then propose a solution to the problem using design thinking methods. This assignment serves as a multifaceted learning experience, complementing the i5 characteristics. Moving away from traditional assessment format to posters/infographic, the assignment provides students with the opportunity to apply design thinking to real-world entrepreneurial challenges while fostering joyfulness, creativity, active engagement, and iteration. Through collaborative group problem-solving, students unleash their creativity, actively engage in the learning process, and embrace iteration as they refine their solutions based on feedback and testing. This holistic approach not only equips students with practical skills but also cultivates a positive and dynamic learning environment.

The impact of our approach is reflected in the overwhelmingly positive feedback from students, such as, "I look back at MMM241 pretty often; it was one of the very few units that I actually enjoyed doing at uni." Such endorsement from our students underscores the effectiveness of our pedagogical approach in engaging and inspiring them to excel. An example of student submission is appended below.
Bringing "Impactful Five" to life through Interactive Workshops

**Discipline: Department of Information Systems and Business Analytics**

Bringing "Impactful Five" to life through Interactive Workshops
Interactive Workshops to Actively Engage Students use teamwork to tackle assignment tasks. For example, they develop a stakeholder analysis or an analytics initiative to monitor and report on carbon emissions. Lemai frequently invites industry experts to co-design and co-deliver industry panels, master classes, or mini hackathons. The experts share real-world insights, help students in their assignment tasks, and provide feedback. This approach not only facilitates active learning but also encourages meaningful interactions with professionals.

Supporting Social Interactions is imperative among students, academics, and industry professionals. Students present their work to the class, receiving feedback from peers, academics, and industry experts. Students discuss both assignment-related queries and broader career development questions. This collaborative setting encourages students to connect and interact with industry experts through LinkedIn.

Making Learning Meaningful is possible through the academic-industry fusion. For example, a senior business analyst shared her experience in implementing AI Feedbackfruits at Deakin University; CEO of an international AI firm and their data scientist and Deakin experts showcase their practices and help students develop a dashboard for carbon emission footprints. Lemai’s research has been integrated into teaching to increase students’ awareness of SDG 13.

**Australian SMBs in the hospitality sector can reduce their carbon footprint significantly by:**

1. Reducing energy consumption
2. Reusing and recycling
3. Implementing the use of disposable tableware
4. Enhancing their physical presence
Within the vibrant ecosystem of the Business Development Clinic at Deakin University, spearheaded by Professor of Practice Pete Williams, a unique cohort of student consultants embarks on an experience to refine their consulting prowess prior to working with their assigned small business client. "The 2 Minute Expert" is a cornerstone of this journey, challenging students to embody the essence of expertise in unfamiliar territories.

"The 2 Minute Expert" is an improv-based exercise tailored to cultivate student’s confidence, presentation skills, and verbal communication prowess. In pairs, one student randomly selects a topic—preferably obscure—to challenge their partner, who must then speak on this topic as an expert for two minutes. This task demands quick thinking and adaptability, focusing not on the accuracy of the information but on the delivery's confidence, articulation, tonality, and pacing. It’s an opportunity for students to venture beyond their comfort zones, leveraging creativity and spontaneous thought processes to convincingly discuss unfamiliar subjects.

This exercise underscores the significance of effective communication in leadership and management, essential skills in the business world where presenting ideas clearly and persuasively can influence decision-making and negotiations. "The 2 Minute Expert" not only enhances students’ ability to engage an audience but also teaches them to maintain composure and confidence in unpredictable situations. By prioritising presentation skills over factual correctness, we provide a unique platform for students to practice public speaking in a risk-free, supportive environment, thus preparing them for the communicative demands of their future careers. This activity embodies the i5 framework characteristics of active engagement and meaningful learning, encouraging students to develop their voice and authority as future leaders.

This exercise is meticulously designed around the i5 characteristics, making it a meaningful endeavor that pushes students to develop critical consulting skills, such as quick thinking and persuasive communication. It injects joy and well-being into learning by offering a fun, low-stakes environment for students to explore and express themselves freely. The active interaction required to speak confidently on random topics encourages students to engage fully with the content and their peers. By pairing up, they foster social interactions, learning to support and challenge each other constructively. Through repeated practice and feedback, the activity embodies iteration, as each round offers a fresh opportunity to refine and enhance their delivery and confidence.
Unboxing Leadership: A Cereal Box Approach to Business Innovation

In the "Design The Box" activity at Deakin Business Development Clinic, students creatively package the Business Clinic experience as if it were a cereal box on a supermarket shelf. They’re guided to consider the front of the box, crafting a product name, catchy slogan, and key benefits that highlight the clinic's unique selling propositions. The sides are dedicated to listing the 'ingredients' or core components of the clinic, and the 'instructions' or actionable steps are for achieving desired outcomes. The top warns of precautions, outlining potential risks and areas of focus. This imaginative exercise, incorporating these prompts, not only deepens students' understanding of the clinic’s value but also hones their ability to articulate and market this value in a competitive landscape, aligning with the i5 framework’s goals of active engagement and meaningful learning through collaboration and creativity.

Simultaneously, the activity guides students through the perspective of potential clients, comparing the Deakin Business Clinic's 'cereal box' to those of established consulting firms like EY and Boston Consulting Group. This dual approach not only enhances students' understanding of the clinic's unique selling points but also develops their ability to articulate and market these qualities effectively to prospective clients.

This exercise embodies the i5 framework by facilitating active engagement, promoting meaningful learning through creative expression, and developing supportive social interactions as students share and refine their concepts collaboratively. It aligns with the goals of fostering responsible leadership and sustainable management education by encouraging students to think innovatively about service differentiation in a competitive market.

The "Design The Box" activity showcases the integration of playful learning with practical business education outcomes, demonstrating how to prepare students to think critically and creatively about marketing and client engagement strategies in the real world.
Leadership in Complexity

*Discipline: Management*  
*Sub discipline: Leadership*

This post-graduate unit in Leadership led by Dr. John Molineux is a six-day residential program based on experiential learning. At its core is building group trust through diverse learning experiences in organisational, social and personal contexts.

It is meaningful in that the learning program includes simulations of real leadership experiences that individuals may have or may experience in the future, including responding to media in an organisational crisis, participating in a summit as a key stakeholder group, undertaking a mediation process and telling a meaningful personal story that evokes emotion and response in others. Some of the experiences involve a high level of joy and fun. This includes interaction over meals, in games and use of music.

Social interaction within the group is a key aspect of the program, which includes building trust, enabling group cohesion and a focus on supportive behaviours within small groups and with the larger group. Most students keep in touch with fellow students well beyond the program and build them into their networks or friendship groups.

Active engagement is critical to the learning experience as all students need to participate in all of the activities – some by themselves and some with smaller and larger groups. This includes making critical decisions either on their own or within a group using evidence, sound processes and high-level communication skills.

As part of the design, iteration is embedded in the process through reflection journals and reflection walks as a daily process to embed learning and discuss its applicability to work or home life. The final assessment is submitted four weeks after the program and is a reflective essay that includes a story on what the student has been able to apply at work or home from the program.
As part of the course "Sustainability and Society" for the PGDM first year students, Professor Divya Singhal planned an activity titled "Sustainability Challenge." The objective was to encourage students to engage in SDGs or sustainability issues through creative expression. Students were expected to work in groups with a clear deliverable that they need to come up with the creation/development of a teaching or awareness resource (poster, collage, painting, video, game, app, etc.) focused on a selected SDG or sustainability issue. For this in a class of 60 students, 12 groups were created and groups were asked to focus on one SDG or a specific sustainability issue for their creative expression. This provided them an immersive experience.

It was indicated that groups can choose to create a poster, collage, painting, video, game, app, etc. The resource should provide factual information about the chosen SDG or issue. They were also told that groups are encouraged to use innovative and creative approaches to presenting this information and were reminded that while using posters (papers) they should use recyclable materials in order to not waste. They were given approx. 4-5 weeks’ time to prepare for this in their groups. All groups (total 24 groups) were informed that they will be displaying their creative resource in an exhibition set up towards the end of the course on a pre-announced date (23 Feb 2024). Each group was provided a table to display their created resource related to the chosen SDGs/Sustainability issue.
They were given an hour to set up the exhibition and then a 2 hours window where an external judges panel was invited to visit each of the tables to evaluate. Each group was informed to be prepared to present and explain their work, covering inspiration, process, and key messages. Evaluation was based on the creativity, accuracy of information, usability and impact. The other students, Director, Dean and other faculty and staff were also invited to witness the work done by students.

The guidelines of the challenge were designed to provide a comprehensive framework for the Sustainability Challenge, ensuring that students are well-guided throughout their creative and educational journey.

The activity has engaged students and enhanced not only social interaction but has provided active engagement and joy.

The students responded positively to the Sustainability Challenge. They were motivated by the opportunity to creatively express their views on important global issues. They chose issues such as food waste, water issues, climate, sustainable housing, etc. The collaborative nature of the assignment also encouraged teamwork and camaraderie among the students. Additionally, showcasing their work in an exhibition and being evaluated by external judges motivated them more. Students generated comic book strips; conscious cuisine websites, games, posters, videos etc as part of their sustainability challenge. They actually exceeded expectations and impressed external judges who were invited from outside the class. Judges represented industry, academia, Government officials and NGOs. It was really motivating to listen to their wonderful experience and positive feedback to overall students’ efforts. Students were enthusiastic and expressed their positive experience through their social media posts.
This experience generated a sense of pride and fulfillment as an educator. Seeing the students’ enthusiasm and creativity reaffirmed Divya’s belief in the importance of active learning. She was impressed by the students’ ability to tackle complex issues with innovative solutions and shared the same in this LinkedIn post. Next time, she would consider providing more resources to help students with their development process.

One piece of advice for anyone who would like is to create assignments that are relevant and meaningful to students’ lives: By connecting course material to real-world issues, educators can inspire greater engagement and interest among students. Additionally, Divya encourages educators to provide students with opportunities for hands-on, experiential learning, as this can deepen their understanding and retention of course material.
Pause and Reflect
PRME CHAPTER NORTH AMERICA
Conestoga College, School of Business

**Integrating i5**

*Discipline: Sustainable Business Management*

The i5 characteristics have been integrated into the work of Dr. Rajul Singh at Conestoga College in multiple ways. She continuously explores opportunities to advance these across our school. The integration is based on a two-fold approach: the first being pedagogic innovation for enhancing the learning experience for our students. The second is by utilizing the characteristics to support faculty, staff and administrators as they share best practices that enhance the teaching experience.

Each of the i5 characteristics are being incorporated strategically in various ways according to each characteristic.

**Make learning Meaningful**

Create pedagogies and resources for integration of PRME & SDGs through activities that make students reflect on their own actions. Development of a Sustainability Action Plan and a Global Citizenship activity are some examples. These activities make learning about these complex topics much simpler but also meaningful for students.
Foster Joy and well-being
For simplifying the broad roadmap presented by the SDGs, Rajul uses the Good life Goals. The Good Life Goals lay out 85 simple ways by which anyone can contribute towards the huge planet changing objectives that are at the heart of the SDGs. Once the SDGs become relatable for students, students can link all business actions and decision-making with the SDGs.

Design for Iteration
It is important to recognize that all pedagogies and applied learning aspects outlined in this case need periodic review and iterations. Student feedback on these plays a vital role and helps bring improvements after each teaching cycle.
A student explores the Good Life Goals to develop an impactful Sustainability Action Plan

**Facilitate Active engagement**

Recognizing that teaching practices need to be learner centric, Rajul incorporates different methods to make learning more interactive by using simulations. A world class (and free) simulation that is used for all her courses is En-ROADS (developed by MIT Sloan School of Management and Climate Interactive). In En-ROADS, students develop various action-based scenarios for exploring solutions to global challenges like climate change and global warming. This activity and an assignment based on scenario development helps students understand the root causes of global problems while considering solutions that business, policymakers and the public can undertake. Being an active member of the Working Group of Climate Change and Environment, she is also a Carbon Literacy Training facilitator and encourages students, faculty and staff to take the Carbon Literacy Training. This training develops a deeper understanding of climate literacy for exploring high impact actions for countering climate change and global warming.
The Open Access Teaching Case Journal (OATCJ) is aligned with the United Nations-supported Principles for Responsible Management Education and the SDGs, including the promotion of quality education and reduced inequalities, by offering a multidisciplinary repository of quality, real-world teaching cases for students and instructors that are free and accessible to all. OATCJ provides a rigorous and developmentally supportive peer-review process for case authors without the expectation of financial remuneration.

OATCJ cases are intended for use in the classroom and are aimed to engage students in active discussions focused on the analysis of relevant problems through a variety of course frameworks, making learning meaningful and relevant.

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The OATCJ was created by Conestoga College School of Business faculty located in Ontario, Canada to increase the availability of sustainability-related, case-based course material in our classrooms, and to share with others to improve the student experiential learning experience through the case-based applied learning process that effectively develops students' critical-thinking, problem-solving, and decision-making skills in an engaging way while also improving students' knowledge and understanding of course frameworks as relevant to the real world.

Though meaningful learning and active engagement are the two most applicable characteristics related to the OATCJ impact on the student learning experience, the use of the OATCJ cases in the classroom also supports and relies upon social interaction between classmates as students are required to work together to solve the case problems and discuss alternatives, thereby improving students' opportunities to increase social interaction and develop essential social skills.

The OATCJ also organized a PRME Chapter North America 2024 Case Competition inviting students and faculty to submit their case research to encourage development and availability of sustainability-related course materials based upon relevant, real-world problems. The OATCJ Case Competition was open to all PRME Chapters.

Further information regarding the OATCJ can be found at www.oatcj.org.
The UN Global Compact SDG Innovation Accelerator for Young Professionals programme was created in 2019 by the UN Global Compact with 10 countries participating, including South Africa. It is now an annual programme in 15 countries.

It is run by the local Global Compact Network South Africa, initially with 10 Global Compact member companies joining the programme and now it has grown to 18 companies in 2023.

Between 4 and 7 Gordon Institute of Business Science (GIBS) faculty members have acted as team mentors each year on a voluntary basis, with one mentor being allocated to each company. All participants are young professionals under the age of 35 who have been chosen by their companies as young SDG innovators. The programme is aimed at developing innovative solutions for SDG challenges related to the companies.
I like to set up team meetings between the ‘camps’ and these are usually held online. My approach is to ask questions and open up the thinking of the team to include multiple perspectives and to think more broadly, more meaningfully, and more deeply long term.

The main response sometimes feels like the teams are asking for permission to think ‘outside the box’ as their initial ideas seem to be somewhat constrained. Using questions to prompt and probe always seems to catalyse the team to collaborate and use the range of experience and knowledge they have collectively through social interaction. This process seems to open up new ideas that are more ambitious and broader than their initial scoping.
I enjoy the interactions with the teams as I learn so much about the businesses, the industry sectors and the SDG challenges that they face. I also love that the process stretches their ideas and they open up to doing more research and learning and they come back to me with their own questions. It is an iterative process that builds their understanding as well as their enthusiasm and energy for the project. That in turn builds my energy.

This process of questioning works at each step of the process, and yet can develop from guiding the team’s thinking to later providing some input and as they progress towards the final presentation to senior management. I usually include suggestions around communication and presentation of their solutions.

Some advice would be to use questions to facilitate the process – let them find their own learning pathway and grapple with the technical details – guide them through the process actively rather than the content.
Exploring GIBS’s Integration of i5 pedagogies – Showcasing Pathways to Innovative Education

*Discipline: Business, Innovation, SDGs*

**Differentiate**

At the Gordon Institute of Business Science (GIBS) in South Africa, the i5 framework is enacted through ‘Differentiate,’ a game that is part of the GIBS full-time PDBA programme. It was designed to address the ‘grad gap’ by preparing students with essential soft skills that are necessary to be successful in business and to ensure that graduates are ready for workplace challenges. GIBS has identified 40 ‘micro’ skills from simple tasks such as crafting an email, to more complex tasks such as being able to apologise, take accountability, understanding cultural diversity in the workplace, showing empathy and demonstrating a clear understanding of empathy. These skills are acquired in the completion of a set of activities during the course of the PDBA programme. This is achieved in the form of a game where students earn points and ‘badges’ for skills acquired, and this creates a self-driven learning process. There is both self-evaluation and peer evaluation built into the process. In addition, there is a variety of activities for each skill and they are designed around 6 levels according to the 6 courses of the overall programme. At the end of the programme these points can be converted into GIBS ‘coins’ that students can use to purchase things such as GIBS mugs or a GIBS hoodie and even dinner with the Dean.

Students respond positively to this program as it is designed as a game and it is based on the principles of gamification. The students get a lot of joy and delight in progressing through the game. There are also various immediate satisfaction components that enable the students to experience that and to motivate them to continue to engage actively in the process. The ‘Differentiate’ game was also built on the principle of frugal innovation as the budget was limited. The main costs were time and effort. So do not be hindered by budgetary constraints or resource constraints but focus on what you can do with the resources that you do have available.
Applied Business Project

The Applied Business Project (ABP) looks to integrate the UN Sustainable Development Goals (SDGs) into a 9-month core course in the first year of the MBA programme. Students work in syndicate groups and together they identify an SDG and then select a problem that needs to be solved from a business perspective. The projects directly address the need for responsible leadership, which is a significant foundation for their learning. The students find the projects challenging but ultimately rewarding as they progress through the process. By engaging deeply with stakeholders through interviews and fieldwork, students develop crucial social interaction skills. The programme nurtures active engagement, meaningful learning, and a sense of societal responsibility. ABP touches on all five of the i5 framework and multiple signature moves.

Leveraging SDGs as a framework for designing impactful learning interventions, yields positive responses from students. If you have an ‘off the wall’ idea like gamifying an entire course or introducing gamification into your programmes, go for it and try to make use of i5 methodologies. By doing so, educators can facilitate transformative learning experiences, enabling students to apply theoretical constructs to real-world challenges effectively.
Pause and Reflect

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When a group of students from the United States visited Queen’s Business School to learn about sustainability, we intended to take them outside for an educational walking tour. Nature, however, had other plans! After an adverse weather warning was issued, we turned to the PRME i5 Playbook for inspiration. We decided to bring the outside inside by obtaining free city maps from the local tourist information office and created a series of puzzles that led students to various sites across Belfast with a sustainability connection. These included a word search, cryptogram, and jigsaw puzzle (there are many free puzzle creation websites available online). In addition, an iconic piece of architecture from the city skyline—one of the yellow Harland & Wolff cranes—was hidden in the room. Students were placed in groups and the first to solve all of the puzzles and circle the correct locations on the map won.

The atmosphere in the room was joyful and energetic, and there was supportive social interaction within groups (and some healthy competition between them!). Searching for the hidden artifact encouraged participants to move around and explore the space. On occasion, gentle hints were provided to groups who found themselves 'stuck'. After the exercise was completed, we discussed each of the locations in turn, including why they were important from a sustainability perspective and how they connect to Agenda 2030. While it is not as meaningful as visiting them in person, it was undoubtedly more engaging than a traditional lecture. We are looking forward to repeating the activity and refining the delivery. Our main lessons learned were that (1) necessity can drive creativity, particularly when you have access to a framework such as i5 and (2) educational resources can be found in unexpected places!
To introduce students to their group presentation topics under Business Law at Monash University Malaysia, Priya Sharma organized them into teams and tasked them with constructing LEGO models representing their assigned topics over the next 12 weeks, which ranged from Negligence to Contract, Employment and Agency. Following the construction phase, each team had to present their model, explaining their design choices and how it relates to their presentation topic.

The response from the students was greatly positive. They enjoyed the exercise, finding it both stimulating and enjoyable. Priya attributes this positive response to the blend of playfulness and learning inherent in the activity, which effectively alleviated the usual tension associated with more conventional learning approaches, especially in the context of Business Law (a traditional subject). Additionally, the absence of a strictly defined correct answer relaxed them, allowing them to freely interpret and build their models as they saw fit.

Personally, Priya said she experienced a sense of satisfaction witnessing her students’ engagement and enjoyment. This encouraged her to further interact with them, actively participating in discussions about their LEGO models and the underlying concepts they represented, while relating it to their topics and helping them understand their topics better. It was an effective method to engage them and encourage their expression.
Moving forward, she intends to maintain the use of LEGO as a teaching tool, continuing to encourage students to express their understanding of topics through hands-on activities. Additionally, she plans to incorporate an element of reflection by prompting students to consider their own responses during the activity, thus fostering a deeper understanding of the material.

For educators seeking to replicate this approach: Embrace group exercises utilizing LEGO as a means of fostering camaraderie among students, especially in newly formed teams. This method not only facilitates team bonding but also promotes active learning, allowing students to remain relaxed yet focused throughout the process. Through hands-on learning, students are not only honing their teamwork skills but also enhancing their understanding of business law topics through the i5 framework in a fun and creative way.
The Berlin School of Business and Innovation (BSBI) Didactic model has been developed by Prof. Kyriakos Kouveliotis to provide an engaging and purposeful learning experience to the students. First the model was piloted in the selected healthcare management, leadership and decision-making courses taught by Prof. Kyriakos. Based on the success of the initial experiences, Prof. Kyriakos developed and refined the model further, which was later adopted by BSBI as BSBI Didactic Model. This is applicable now to all courses and programme being delivered at BSBI. The model offers great flexibility to individual faculty members to integrate innovative pedagogical tools for enhancing engagement and experiential learning. The model aims to providing students with a holistic and interactive didactic experience.
For educators seeking to replicate this approach: Embrace group exercises utilizing LEGO as a means of fostering camaraderie among students, especially in newly formed teams. This method not only facilitates team bonding but also promotes active learning, allowing students to remain relaxed yet focused throughout the process. Through hands-on learning, students are not only honing their teamwork skills but also enhancing their understanding of business law topics through the i5 framework in a fun and creative way.

The Model

In this framework, a teaching session is 4 or 5-hours and structured as:

- Lecture + presentation
- Showing short educational videos
- Discussing a case study
- Interactive exercise
- Group work
- Open discussion/Q&A

Faculty members need to inform the students on the content they have for the particular module on Canvas which needs to follow our asynchronous didactic model which is supplementary to our face-to-face teaching but also very essential.

Finally, as long as teaching continues in a hybrid mode, one also needs to take notice of the specifications and the classroom setting.
The Success and Outcome

- Has proven to be highly effective and engaging
- Students get the opportunity to work collaboratively online/offline within the same teaching session.
- Encourages collaboration and cooperation and thus, an engaged and joyful learning experience as evident from 65% to 70% of the class session time (2.5 to 3.0 hours) is driven by faculty-guided student activities like video analysis, case reflections, simulations, online tasks, quick surveys and polls etc.
- Since the introduction of the model, the student satisfaction survey has always reported 95% plus highly satisfied responses on teaching methods by the students.

Future Roadmap

Virtual campus integration and AI driven tools integration project is in progress, which will be the next version of our Didactic model.
Today’s students are passionate about responsible management principles. Yet, without practical experience, graduates can struggle to apply these principles consistently.

In his MBA course at the University of Toronto, John O’Dwyer teaches students the essentials of leadership. This includes how to reach social responsibility goals. The Conscious Capitalism game by Marketplace Simulations has become a critical tool in that effort.

He tells his students, “You’re going to have lots of balls in the air, people, and you’re going to drop some of them. Hopefully, they’re not the important ones.

### Inside the Conscious Capitalism Simulation

The Conscious Capitalism Simulation is a cross-functional, competitive business game. Students work as teams to build new companies. Their goal is to win market share while benefiting all stakeholders. Designed with Conscious Capitalism, Inc., the simulation demonstrates the nuances of responsible management. Students encounter challenges in worker health, product safety, environmental impact, and more. As in real life, however, they have limited resources to put toward each area. Students must reflect on their goals and the sacrifices each one requires. With each decision round, they adjust their strategies to fit a changing market.
As students play the Conscious Capitalism Simulation, many reflect on how they can do business differently. Their final assignment in O’Dwyer’s class is a presentation on what they commit to do in the first six months of their next job.

As these students return to their jobs and start new ones, their ability to impact the world is profound. Having already put their lessons into practice, they have a new sense of what they can accomplish—and the right tools to get it done.

O’Dwyer reflects that, “It is a doing course, not a memorizing course, and that’s why the simulation is so important,”

In 2022, O’Dwyer began using Marketplace’s Conscious Capitalism simulation because of its focus on social responsibility. As a PRME Signatory Member, the University of Toronto gives the simulation its full support. The students embraced the deeper focus on social responsibility. One team even named themselves after the UN’s Sustainable Development Goals.
Giving Voice To Values

*Giving Voice to Values (GVV)* is an innovative approach to values-driven leadership development in business education and the workplace, pioneered by Dr. Mary C. Gentile. GVV is based at the University of Virginia-Darden School of Business, having been launched by Aspen Institute as an Incubator and Founding Partner, with Yale School of Management; and then supported at Babson College 2009-16. Drawing on actual experience and scholarship, GVV fills a long-standing critical gap in the development of values-centered leaders.

GVV is not about persuading people to be more ethical. Rather GVV starts from the premise that most of us already want to act on our values, but that we also want to feel that we have a reasonable chance of doing so effectively and successfully. This pedagogy and curriculum are about raising those odds.

Rather than a focus on ethical analysis, the Giving Voice to Values (GVV) curriculum focuses on ethical implementation and asks the question: “What if I were going to act on my values? What would I say and do? How could I be most effective?”

GVV has now been shared and/or piloted in over 1,485 educational, business, NGO and public sector settings on all seven continents through various formats:

- A series of 6 online interactive, social cohort-based customizable modules
- A 4-week online course (MOOC) on “Ethical Leadership through Giving Voice To Values”
- “Giving Voice To Values for Engineer Ethics” MOOC
- Curriculum for Ethical Leadership in News

Virtual campus integration and AI driven tools integration project is in progress, which will be the next version of our Didactic model.
“Giving Voice to Values heralds a revolution in ethics education... It’s like a self-defense class for your soul.”
Dan & Chip Heath, authors of Switch & Made to Stick

“...a wonderful guide to help us enter an era of responsibility & leadership based on values.”
Walter Isaacson, Former CEO of The Aspen Institute, and CNN, Author of Steve Jobs

“...the most significant contribution to business ethics I've experienced in my professional career... destined to shape the behavior of future generations in ways that should make us all much prouder of business as an entity and management as a career.”
Leonard A. S

A McKinsey Quarterly Video Interview (8 minutes)
with Mary Gentile, Creator and Director of GVV
Integrating TASK™: An Innovative Learning Approach

As Higher Education Institutions (HEIs) embark in the endeavor of equipping future generations with the knowledge necessary to navigate the sustainability challenges and opportunities of the 21st century, curriculum transformation and monitoring progress are crucial. Sulitest designed TASK™ (The Assessment of Sustainability Knowledge) to enable HEIs to measure the sustainability knowledge of their students, in order to assess and improve curriculum effectiveness.

By offering TASK™ to their students at the beginning of the course, educators can gain a better insight into the level of understanding of basic concepts and can iterate their classes. As a comparable assessment, HEIs can offer TASK™ prior to graduation to measure the impact of their programmes.

Several PRME signatories are already integrating this assessment into their sustainability education strategy including ESCP and EM Normandie.

At ESCP Business School, TASK™ finds its place in a structured 30-hour sustainability course. As a transversal course, it brings together over 1000 master’s students who are studying different subjects. TASK™ was offered at the start of the course to assess initial knowledge. The school then leveraged TASK™ insights to offer personalized learning experiences, making learning more meaningful. Students were given the opportunity to delve deeper into specialized topics, and share it in student-led roundtable discussions, fostering an interactive and engaging learning environment.
At EM Normandie, the use of TASK™ is currently coordinated by the Chief Strategy Officer of Societal and Environmental Impact, but it is implemented through a collaborative effort with the Program Management team. The organization of the sessions were arranged based on the best time slots for students, with most being fixed and some spread over a week, to allow students the freedom to take it [TASK™] when they preferred.

Sébastien Bourdin, professor of economic geography at EM Normandie shared the following reflection:

“It helped us identify disparities in results between different cohorts of students and also pinpoint areas of improvement to enhance their level and better prepare them for future challenges.”

**TASK™ AT A GLANCE:**

Aligned with international benchmarks, TASK™ is composed of questions organised according to the Sulitest Knowledge Matrix inspired by the 17 Sustainable Development Goals, the work on planetary limits (Steffen, W. et al. -2015), and that on the Doughnut Economy (Raworth, 2017). It questions the systemic interactions between the dimensions of sustainability and the impact of human-made systems.

In short, TASK™ features:

- 112 multiple-choice questions (French or English), answered within 80 min
- Robust and relevant measure of sustainability knowledge
- Offers comparable metrics (by country and organisation)
- Produces reliable data and indicators that can be shared across organisations
- Issues a certificate that can be highlighted on a CV or LinkedIn profile.

To learn more, reach out to the Sulitest team.
Reflection

What inspired you about these activities?
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In what ways could you envision incorporating something like this into your classroom?
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Are you or someone from your university doing something inspiring that we could learn from and feature?
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The reflection pages throughout the i5 Viewbook can be used to privately reflect, or PRME welcomes those wishing to continue the conversation to connect with us at i5@unprme.org.