

iMPACTFUL 5 (i5)

PRACTICES FOR TEACHING RESPONSIBLE LEADERSHIP

Today's global challenges demand us to use more than cognitive skills - we need creative, social, physical and emotional skills as well. If business schools adopt practices that foster holistic skills in students and teachers, then tomorrow's leaders can be better equipped to solve complex, interconnected global problems. We believe that these impactful 5 (i5) practices can transform business education, ultimately developing the responsible leaders that the world needs.

Building upon Zosh et al's review of playful learning research, we adapted their five characteristics of playful learning into five core practices that educators can use to develop responsible leadership in their classrooms:*



Make Learning **MEANINGFUL**

Guide students in critical reflection that surfaces their values, beliefs, and theories of self and the world. Attune to students' backgrounds and interests by discussing compelling topics that matter to them and incorporating culturally sustaining practices.



Facilitate **ACTIVE** Engagement

Integrate dynamic "hands-on" and "minds-on" real world experiences that engage students in active problem-solving. Connect with communities, businesses, organizations and other stakeholders to examine problems from inter- and transdisciplinary lenses.



Design for **ITERATION**

Schedule cycles of learning and feedback to provide students opportunities for risk-taking, experimenting and learning from mistakes and failures. Document how student thinking changes over time and use alternative forms of assessment.



Develop Supportive **SOCIAL** Interaction

Organize collaborative processes for students to practice observing, listening, negotiating, and communicating with others with different perspectives and cultures. Build learning communities based in authenticity and trust to inspire transformative learning experiences.



Foster **JOY** and Well-being

Incorporate moments of delight, levity and wonder to stimulate enthusiasm, enjoyment and other positive affective states. Engage students in contemplative practices and metacognitive reflection to explore their identities and their impact on the well-being of others and the world around them.

i5 in Classrooms

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Rarely standing alone, the i5 practices reinforce each other and enrich the learning environment for both students and teachers. These four stories from PRME members show how i5 practices strengthen learning and teaching.



During a sustainability course, Professor Natascha Radclyffe-Thomas from Glasgow Caledonian University London explained to her students that many clothing items get returned or discarded for the simple reason that many people do not know **how to sew on a button**. A quick poll revealed that only 3 of the 24 students knew how to do this. Later, Natascha brought buttons, felt, needles and thread so that everyone would learn to sew on a button before the end of the class. This simple, yet profound activity set in motion a life skill of responsible consumption that can extend far beyond the course.

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Professor Christian Van Buskirk from the University of Victoria in British Columbia, Canada emphasizes the importance of reflection, accountability and interpersonal skill development by having students craft **team charters** as they begin group projects. The charter guides student groups into conversations they wouldn't typically have about teamwork, including a discussion of individual and shared values, rules of engagement, and strategies for managing conflicts. The charters challenge students to act as leaders within their teams through intentionality, transparency, and open communication.



Dr. Samuel Sebhatu from the Karlstad Business School in Sweden uses **multi-level peer assessment** to focus his students' attention on the experience of learning through iteration rather than on grading. Instead of using exams to test his 40+ students, he asks students to demonstrate their growing aptitudes in three individual assignments and one group assignment. Students present their individual assignments to a group of classmates for feedback, then are given time to edit it before submitting. The final assignment is completed in pairs, assessed by two peer review groups, edited based on feedback, then submitted.

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Professor Benito Teehankee from De La Salle University in the Philippines, has recently been experimenting with using **Filipino indigenous psychology** (Sikolohiyang Pilipino) in his one-on-one advising with Filipino students. He noticed that their usual struggle with certain concepts as explained in Western texts quickly subsided when he explained them using Sikolohiyang Pilipino. By using this culturally sustaining practice, students' explanations of course concepts became more grounded and less abstract, and their coursework became more authentic and less perfunctory. Students also became more relaxed and humorous when sharing about their difficulties with coursework.



i5 and the United Nations Principles for Responsible Management Education (PRME)

Through the generous support of the LEGO Foundation, PRME is partnering with Harvard Project Zero and Sulitest in a three-year program to advance pedagogical approaches that develop holistic skill sets within PRME's global network of educators. The **(i5) Leadership in Learning Program** is motivated by two-time sensitive opportunities: the ability for business schools to adjust to the current global challenges by shaping a new style of responsible leader who has the skills to lead more holistically, and the need to increase the relevance of business school education in the emerging landscape of digital learning and open access academic content. The ultimate beneficiaries of the i5 program are business school students in PRME Signatory schools.

The **LEGO** Foundation

PRME
an initiative of the
United Nations Global Compact

PZ PROJECT ZERO
HARVARD GRADUATE SCHOOL OF EDUCATION

Sulitest.org

The PRME Principles

PRME was founded on the principles of responsible management education (purpose, values, method, research, partnership, dialogue). These principles define the guiding pathway for PRME and align with the vision set forth by i5. Through the i5 project, PRME will:



Develop the capabilities of students to be future generators of sustainable value. *Purpose*



Incorporate the values of global social responsibility. *Values*



Create educational frameworks, materials, and processes that enable effective learning experiences for responsible leadership. *Method*



Engage in conceptual empirical research. *Research*



Interact with managers of businesses and explore jointly effective approaches. *Partnership*



Facilitate and support dialogue and debate among educators, students, business, and other stakeholders. *Dialogue*

See the full text of the 6 principles at unprme.org/what-we-do.

The SDGs

The Sustainable Development Goals (SDGs) provide a framework for the present understanding of the global sustainable development narrative. They provide a lens through which to consider the pressing issues of our time.

Much like the Millenium Development Goals, the SDGs are not the definitive lens to consider the complex and ever-changing global development challenges. Through the i5 project, we will address the critical issues underpinning the SDGs, while also creating a foundation for creativity and criticality that outlives Agenda 2030.

