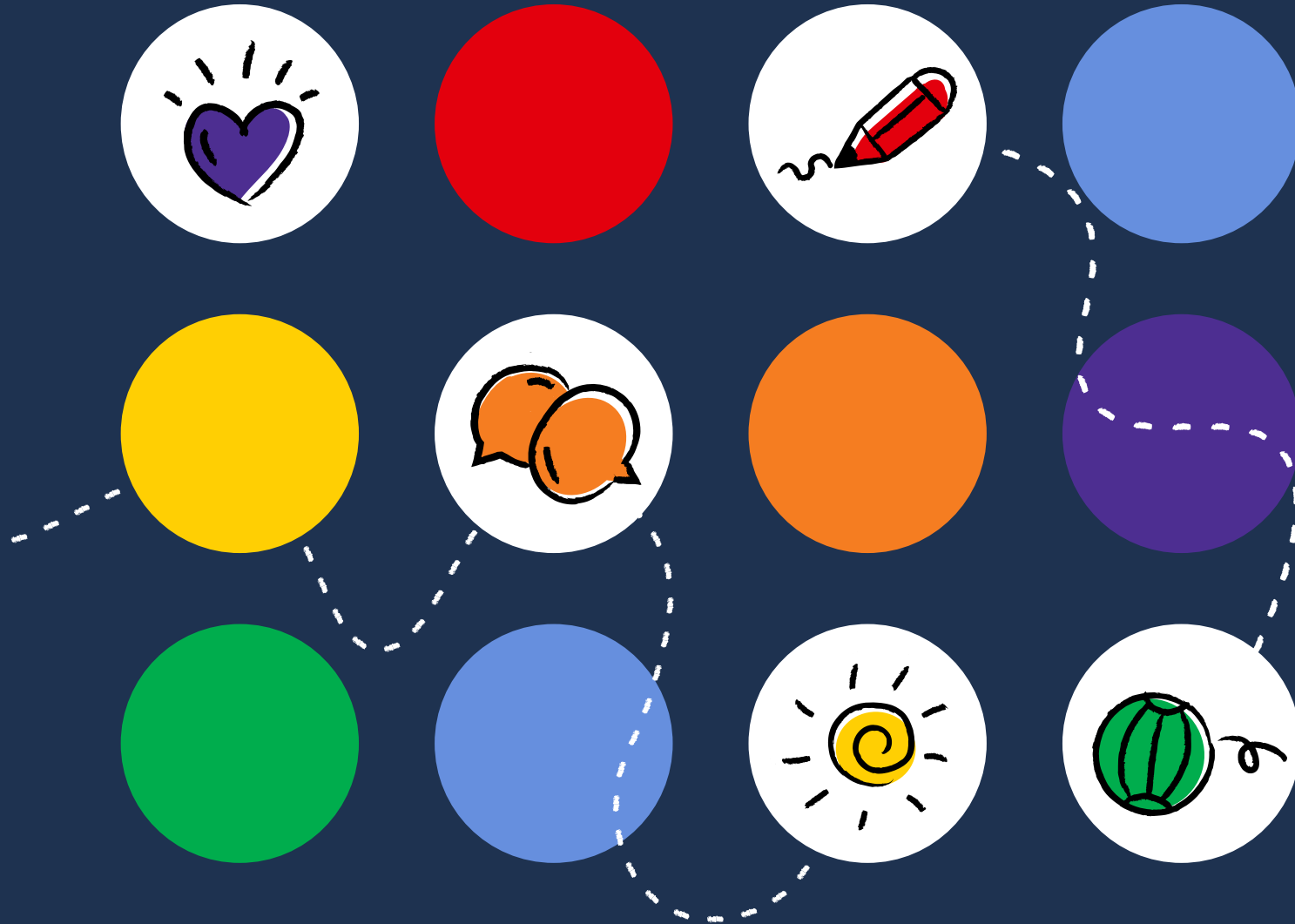
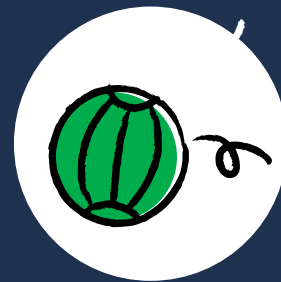
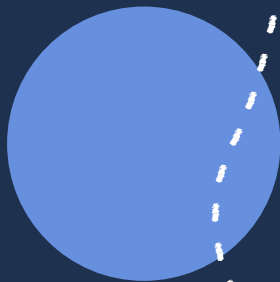
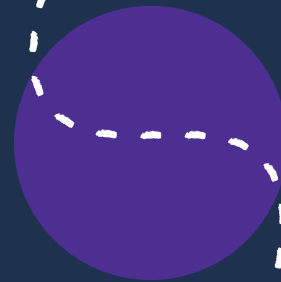
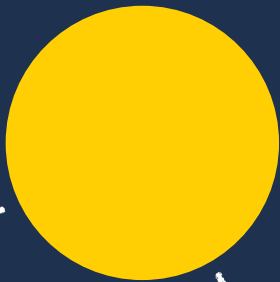
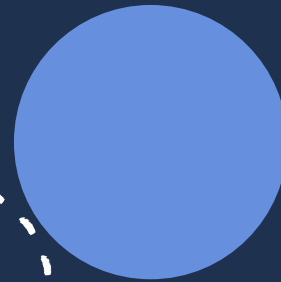
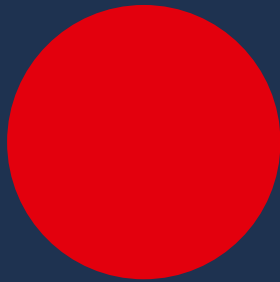


i5 Playbook

Transforming Business Education with 5 Impactful Methods



Acknowledgements

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Drawing on many years of studies, the LEGO Foundation distilled five experiential qualities that are key to playful learning: experiences that are joyful, socially interactive, actively engaging, meaningful and iterative. These are the i5 characteristics (LEGO Foundation, 2017). Such experiences involve and develop a broad range of skills, including cognitive, creative, social, physical and emotional skills. These are the i5 skills (Zosh et al., 2017). Beginning in 2022, PRME began a pilot project to understand how the use of pedagogies based on the i5 skills of holistic development and the i5 characteristics of playful learning can transform business and management education to develop future leaders who act responsibly and sustainably. Several groups of experts and practitioners gave critical feedback to this document's substance and shape.

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Foreword

Dear PRME community and educators around the world,

We are thrilled that you have chosen to join us on this journey to connect business schools with more impactful, creative, and playful pedagogies.

The Principles for Responsible Management Education (PRME) began work on the Impactful Five (i5): Learning in Leadership Education project formally in January 2022 through a generous grant from The LEGO Foundation. The grant seeks to take the landmark “Learning through Play” research for young learners and apply the lessons learned to adult learners in the business school context. PRME is inspired by the work done by The LEGO Foundation, which defines pedagogical characteristics to enhance student skill set development in a holistic, thoughtful, and playful manner. Translating this research for higher education, we are equally inspired by the applications, insights, debates, and dialogues that the PRME community members shared through the early stages of the project.

For the first year and a half of the i5 project, the PRME secretariat worked with members of the PRME Community at all levels – individual students, educators, and leaders; PRME Chapters, Working Groups, and Champions; and Board members from the PRME and i5 Advisory Boards. The eagerness to engage speaks to the appetite for these innovative pedagogies in university classrooms and business school curricula around the world.

As an advocate for innovative pedagogy, community engagement, and global collaboration, I am thrilled to present the **PRME i5 Playbook for pedagogical development: Transforming Business Education with Impactful Methods**. This Playbook is specifically designed to enhance teaching practices that inspire the fields of business education, responsible management education (RME), leadership education, sustainable development, and more. The Playbook offers a wealth of practical strategies for classroom engagement, examples of activities, and insights to help educators enhance their teaching methodologies and foster a dynamic learning environment for their students.

I would like to extend an invitation to all esteemed faculty members to explore the i5 Playbook and integrate these methods into your own pedagogy and praxis. By utilizing this resource, you will gain valuable insights and tools to engage students, promote active learning, and equip your students to be well-prepared for the challenges of the business world. I believe that this resource will not only strengthen the pedagogical skills of your faculty but also contribute to the overall excellence of your institution in pursuit of creative and innovative pedagogies.

The i5 Pedagogy presents an opportunity to challenge the existing paradigm and institutional standards in order to advance RME and the SDGs in the business school context. To accomplish this, we'd like to challenge you to apply the i5 foundation across all of higher education, particularly as it relates to:

- Reflecting on mission, vision, and values: Considering the present context of your business school or higher education institution, how do the characteristics of meaning, joy, active engagement, social interaction, and iteration complement or supplement the path you are already on?
- Incorporating sustainability into the curriculum: Integrating sustainability-related topics into core curriculum encourages students to develop a deep understanding of the social, environmental, and economic implications of their future business decisions. How can you bring methods of meaning, joy, active engagement, social interaction, and iteration to your classroom to advance or reform curriculum?
- Fostering responsible leadership: Through teaching and pedagogy, PRME institutions promote values such as integrity, accountability, and respect for stakeholders, preparing students to become responsible global citizens and change agents. How can you ensure that students are leaving your class with the skills they need to address the challenges of the 21st century?
- Engaging in research and knowledge sharing: By conducting and disseminating research findings, PRME institutions contribute to the creation of knowledge and innovative solutions that can advance the SDGs. How can we learn from one another and build on the momentum that the i5 project has created globally?
- Encouraging experiential learning: Experiential learning approaches allow students to apply sustainability principles in real-world contexts. How can we support students to take risks, think critically, and equip themselves with experiences that can advance sustainable development?
- Collaborating with stakeholders: By building partnerships and collaborative networks, PRME Community members leverage their teaching and research to influence sustainable practices and policies at a broader level. How can we move the needle on sustainable development in business, civil society, and education?
- Considering accreditation: As PRME Signatories consider the larger global footprint of their institutional commitments to the major accreditation and ranking bodies, weigh what is being measured. How can meaning, joy, active engagement, social interaction, and iteration positively shape this narrative in your own context?

- Advocating for responsible management education: Amplifying the voice of the academic community helps PRME drive positive change in business education and society as a whole. How can we grow our robust network of leaders and educators to embolden the RME paradigm and the 2030 Agenda?

Through these efforts, the PRME Community is driving the transformation of business and management education worldwide, equipping students with the knowledge, skills, and mindset required to address sustainability challenges and contribute to the achievement of the SDGs.

We look forward to learning from your experiences as you work through the i5 Playbook, share with your colleagues, and take creative risks in your own classroom. We hope the future conversations on the applications and implications of the content discussed in this Playbook will enhance business and management education around the world.

With hope for the future,



Dr. Meredith Storey, i5 Senior Manager

Meredith Storey

on behalf of the PRME Secretariat





Using the i5 Playbook

- Structure
- As You Read
- i5 Framework Overview

Structure

As the name suggests, a “playbook” aims to offer a set of strategies and moves that guide our classroom actions. While teaching is not a sport or a game, it is a field of practice in which we have goals and design group activities to achieve them. As classroom experiences unfold over time, we need to adjust our teaching and learning strategies, make choices and remember the fundamentals: What’s important to me? To my learners? What is my subject’s core goals and ideas? And what will best support my students’ learning? This i5 Playbook gives us concrete options to play the pedagogical game of developing responsible leaders in our classrooms. To best guide you, the professorial player-coach, it is organized into three main sections:

Anchoring Assumptions

There are five assumptions about developing responsible leaders that anchor the i5 approach. This is a section you want to read thoroughly as it lays out this approach’s core, research-based principles. It is important to consider how these principles map onto your and your institution’s guiding beliefs.

The i5 Methods (The i5 x 5)

This section is more than likely what you came for and will inspire and challenge you the most. It details each method in five subsections:

- 1) Definition, 2) Research, 3) Signature Moves, 4) Illustrations, and 5) 5-minute Stretch.

For a shorthand, we call this section the i5 x 5.

The Long Game

Learning is a journey and adopting the i5 way in your classroom and institution requires time, commitment, sustained motivation, and a community of colleagues. Since the i5 Playbook is a step among many in a lifetime of personal and professional development, this section includes counsel on what to do after you’ve read the Playbook to sustain your growth.

As you read the Playbook...



Pause to reflect.

Listen to your reactions as you read. Something may deeply resonate with you, or something might bother you. This is a moment to learn more about yourself as a person and as an educator. Reflection is a profoundly essential and indispensable aspect of the learning process. Consider the i5 Playbook as both a resource guide and a reflective workbook where you explore your thoughts, goals, and values as you read. It is not a fast-paced shortcut to best practices. There will be prompts throughout to stimulate dialogue with yourself and the content. It will be worth it to take the time.



Consider your context.

The Playbook includes examples from educators of various business school subjects across a range of socioeconomic, geopolitical, and cultural contexts. Your context is different in important ways. Your teaching experience, whether you are new to teaching or a seasoned veteran, may also create opportunities or constraints for experimenting. So, look for ways you can adapt (not replicate) these ideas to align with your personal values, your curriculum, your experience, and the culture of your setting.



Talk to others.

To deepen your learning, find others who can be critical thought partners. Share the Playbook with one or two colleagues and find a time to meet and discuss the content and your responses to the prompts.



Remember that i5 is holistic.

The elements within this Playbook should be understood as interwoven and interdependent. We present the ideas in a linear fashion with subdivisions to support comprehension of each element. However, in classroom practice, the elements are seldom disconnected or siloed. We make connections across the framework, yet you will perceive other correlations as you read. You might prefer to categorize something differently or see a link between ideas that we didn't describe. This is expected and encouraged as you bring your own lived experience to the framework. The goal is for you to act on i5, integrating it into your day-to-day life as an educator in a way that is authentic to you.

i5 Framework Overview

METHODS

Meaningful

Make learning **meaningful**

Role modeling
Personalizing
Surfacing
Dignifying



Joy

Foster **joy** and well-being

Delighting
Sensing
Contemplating
Rippling



Social

Develop supportive **social** interaction

Communitifying
Braving
Bridging
Teaming



Active

Facilitate **active** engagement

Animating
Linking
Teching
Authenticating



Iteration

Design for **iteration**

Compassing
Revisiting
Prototyping
Exploring



SIGNATURE MOVES

Anchoring Assumptions



1. Leadership is not an individual position but a complex **process of social influence** that shapes the thinking and action of others toward collective goals.
2. Attaining **sustainable development goals** is vital for long-term business and societal success.
3. Responsible leaders and managers demonstrate **self-awareness and ethical attention** to others and the world.
4. Powerful and lasting learning involves **holistic, interdisciplinary and playful** experiences.
5. To strengthen learning, business educators must shift from common models of presenting information to designing and **facilitating dynamic learning experiences** that enable students to construct their own meaning.

In today's globalized world, organizational leaders increasingly recognize that success requires looking beyond immediate rewards and profits (Laasch et al., 2020; Morsing, 2021; Pless & Maak, 2011; Teehankee, 2008). For example, during the recent pandemic, executives in many sectors myopically moved to cut losses and failed to prioritize employee health and well-being (Robinson, 2021). As a result, those organizations lost trust and legitimacy with a variety of their stakeholders. These organizations and their communities continue to reel from mass resignations, job vacancies and service disruptions. Moreover, studies suggest that companies that fail to recognize their social and ecological impacts risk marginalizing customers, alienating investors and eventual collapse (United Nations, 2021). An organization's ignorance or abdication of its societal role creates far-reaching and long-lasting damage (Marques & Gomes, 2019). Leaders who fail to understand their responsibilities to better society do so at their and the planet's peril.

Responsibility calls for leaders at all levels to possess more than technical knowledge of their business. It requires understanding their and their organization's interdependent relationships to the social and environmental systems that they are embedded in. They must skillfully navigate ambiguity and solve adaptive challenges within and across these systems

(Ancona, 2005; Heifetz et al., 2009). They need to empathetically weigh ethical dilemmas and consider the complex social consequences of their choices (Bennis, 2001; Senge et al., 2009, 2015). Perhaps now more than ever, today's leaders must learn to artfully collaborate and enable others to find a way through uncertainty (Ganz, 2008). As local and global citizens, how leaders learn responsible leadership matters.

For business school students to become responsible leaders, we, as educators, must believe in its value and have deep experiences in its practices. We must model the knowledge, skills and attitudes we seek to develop in students. If we don't believe in leading responsibly, exemplify it, or understand how to do it, we will struggle to help others to learn it. Developing responsible leaders in business and management schools is the same. The pedagogies we use reflect our own beliefs about business and the way learning happens. Too many higher education pedagogies support siloed subject matters, passive knowledge transmission, and antiquated analytic thinking skills. We each must critically reflect on our beliefs about why business leaders need to prioritize a holistic skillset, interdisciplinarity, sustainability, social inclusion, and ethics in today's world. We must engage in introspection and clarify our values. To best guide our students, we also must engage in envisioning futures and lifelong learning.

A core activity and principle of PRME is to create frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership. In that spirit, this Playbook presents a research-based model for developing a holistic set of

cognitive, social and emotional skills that are vital for today's business leaders. As you may recognize, the concepts and competencies of responsible leadership are drawn from a range of fields, including management education, leadership education, sustainable development and ethics. These pedagogical ideas stem from decades of studies in neuroscience, psychology and cognitive science. Collectively, they form the basis for effective teaching approaches that are student-centred, action-oriented, transformative, experiential and project-based. Overall, there are five assumptions about sustainability, leadership, responsible leaders and managers, and pedagogy that form an important foundation for the i5 approach:

1 Leadership is not an individual position but a complex process of social influence that shapes the thinking and action of others toward collective goals.

No matter one's position, leadership is a social activity that is not relegated to just those in the organization's top roles. Rather, roles up and down an organization—including managers, line workers, administrative staff, etc.—can and should develop responsible leadership skills to collaboratively address many of the world's complex challenges. We hope those in formal positions—whether they be line managers, team leaders, division directors, or top executives—engage in effective leadership. However, influential ideas and insights can come from anyone no matter their formal role (Day, 2000; Mintzberg, 2004; Platow et al.,



2017). When confronting complex challenges, tightly commanded top-down leadership models are ineffectual (Snowden & Rancati, 2021). As Senge et al. (2015, p. 28) noted, “We face a host of systematic challenges beyond the reach of existing institutions and their hierarchical authority structures.” The world is increasingly unpredictable, and its challenges are seldom simple enough for a lone business leader or a single organization to solve.

2 Attaining the United Nations Sustainable Development Goals is vital for long-term business and societal success.

The United Nation’s (2015) critical call to action identifies 17 global Sustainable Development Goals (SDGs), none of which are simple and

all of which require more than hierarchically decreed fiats. Instead of command-and-control, more dynamic models of cultivating-and-collaborating are better suited to solve the world’s contemporary challenges (Krishnan, 2021; Laloux, 2014). Long-term success for societies, and their comprising communities and organizations, depends on addressing education and economic inequalities, climate change, and political stability. Solutions to each create opportunities for innovation and new business. In sum, the 17 SDGs provide a clear view of the urgent challenges to be solved that require a new breed of leadership. They are the driving force behind the creation and long-term adoption of the i5 framework in business schools around the globe.

3 Responsible leaders and managers demonstrate self-awareness and ethical attention to others and the world.

Responsible leadership has emerged in the past two decades to describe what leaders must do to be effective: engage in a vital values-based, socially inclusive approach to tackle today's complex challenges of sustainable development (Adler & Laasch, 2019; Globally Responsible Leadership Initiative, 2009; Greige Frangieh & Khayr Yaacoub, 2017; Laasch et al., 2020; Leicht et al., 2018; Marques & Gomes, 2019; Morsing, 2021; Muff et al., 2020; Parr et al., 2022; Pless & Maak, 2011). To be a successful business leader in contemporary society requires a range of skills and strategies, such as thinking critically and systemically, convening diverse perspectives and types of expertise, co-creating visions and goals, and acting collaboratively (Boylan, 2013; Hardman, 2009; Holt et al., 2017; Holt & Marques, 2012; Kelemen et al., 2022; Pless & Maak, 2011; Senge et al., 2015; Snowden & Boone, 2007; Uhl-Bien & Arena, 2017). Responsible leadership extends this list by emphasizing competencies such as understanding ethical dilemmas, leading with humility and empathy, awareness of one's and other moral values, and building high-trust relationships across differences (Muff et al., 2022).

4 Powerful and lasting learning involves holistic, interdisciplinary and playful experiences.

A holistic approach brings together learning science with the intellectual, interpersonal and

affective skills needed to achieve responsible leadership. It integrates critical cognitive, emotional, spiritual and communal work. Rich developmental experiences involve learners in exercising autonomy, choice, and meaning-making, each of which increases learner motivation and engagement (Deci & Flaste, 1996; Ryan & Deci, 2000). They actively involve learners in social practices of exploration, collaboration and experimentation that are instrumental in human development (Vygotsky, 1978). Experiences should evoke emotional states of delight, surprise, challenge and uncertainty in learners that fuel memory and attention (Csikszentmihalyi, 1990; Damascio, 2000). Playful holistic learning experiences are extremely potent. Recent cross-cultural studies reveal that playful learning entails states of choice and agency, wonder and meaning-making, and joy and satisfaction (Mardell et al., 2016; Solis et al., 2019, 2021). Effective teaching and learning of responsible leadership should leverage playfulness to evoke and engage a range of socio-emotional and intellectual experiences.

5 To strengthen learning, business educators must shift from common models of presenting information to designing and facilitating dynamic learning experiences that enable students to construct their own meaning.

A more dynamic and socially responsible model of leadership demands an equally dynamic pedagogical approach (Care et al., 2018). How leadership attitudes and skills are learned should not blindly follow traditional teaching

techniques that persist in many business schools. Delivering monotonous lectures and requiring passive memorization for tests reinforce egocentric and ineffectual hierarchical models of leadership. Rather, classrooms should emphasize social processes of experimentation, collaboration, and collectively managing uncertainty, complexity, and wicked problems. Learners should critically reflect on their beliefs and values as they consider ethical dilemmas. Classrooms should invite learners to bring together stakeholders and negotiate different priorities and perspectives (Maak & Pless, 2006; Stone-Johnson, 2014). Learners should be immersed in real-world scenarios where they grapple with making sense amidst doubt and ambiguity (Klein, 2009; Lipshitz & Strauss, 1997; Roberto, 2003; Weick, 2002). Activities should empower learners to reflectively navigate situations where there is little order, control or right answers (Marion & Uhl-Bien, 2001; Teehanke, 2018). Future leaders must learn to experiment and collaborate in fluid and fast changing circumstances (Damhof et al., 2020; Scolozzi & Poli, 2015; Snowden & Boone, 2007). Business school educators must design meaningful experiences that enable students to confront their own beliefs and develop personal insights so that they can be responsible leaders who lead with integrity and authenticity.

These are the i5 anchoring assumptions for developing responsible leaders within and across business school classrooms. We invite you to consider these using a thinking routine tool called Connect, Extend, Challenge on the next page.

Reflect • i5 Anchoring Assumptions



How do the anchoring assumptions **connect** to what you already believe?

In what ways did they **extend** your thinking in new or different directions?

How do they contradict or **challenge** some of your beliefs and norms, if at all?

Reflect • i5 Anchoring Assumptions

Now that you have learned about and reflected on the i5 anchoring assumptions, let's go inward. **What anchors your practice as an educator? What values impact your teaching the most?**



Use the space below to jot down your anchoring values. *

Now, pick the top 3 values from your list. Briefly describe an instance when these values were evident in your classroom.

* For inspiration, here are some example values and principles based on the UN 2030 Agenda for Sustainable Development message on universal values: accountability, empowerment, equality, equity, gender equality, human dignity, human rights, justice, non-discrimination, openness, reflection, resilience, respect, social inclusivity, sustainability, tolerance, visioning, women's empowerment. (UNSDG | 2030 Agenda - Universal Values)

Reflect • My Goals for My Learners

Next, let's consider your learners. Read the list below of responsible leadership competencies.*

- **Adaptive experimenting**
- **Collaborative engagement**
- **Complex & systems thinking**
- **Creating a positive climate**
- **Cultivating belonging**
- **Emotional awareness & regulation**
- **Empathy & perspective taking**
- **Future visioning**
- **Gathering & synthesizing feedback**
- **Initiating & sustaining change**
- **Managing uncertainty**
- **Moral & ethical reasoning**
- **Negotiating & resolving conflict**
- **Problem finding & framing**
- **Resilience**
- **Self-awareness & introspection**
- **Values clarification**

* Culled from scholars on the topic (Gosling & Grodecki, 2020; Laasch et al., 2020; Laasch & Moosmayer, 2016; Muff et al., 2022).

Use the space below to list the responsible leadership competencies that you most want your students to develop. Consider the values and principles you noted on the previous page as well as the context of your learners (sociocultural, economic, political, geographical, etc.).



Reflect • My Goals for Myself


We have now arrived at the final and perhaps most important reflection before going into the i5 methods— Refining your goals is a lifetime activity so treat this reflection as one of many more to come.



What does learning about responsible leadership mean to me **personally and professionally**? Why does it matter?

Why am I **interested** in learning about the i5 framework for developing responsible leaders? How does this **align** with my personal and professional goals?





The Impactful Five (i5) Framework for Developing Responsible Leaders

The Shift in Business Education

The business school classroom is not just a place to learn, but a critical lever for realizing the vision of a sustainable world. As tomorrow's decision-makers, current business students hold immense potential to drive meaningful change and shape the future of business. Business school educators who share a commitment to advancing sustainable development have a unique opportunity to inspire and equip their students to lead and act sustainably. The future of humanity and our planet demands a radical shift towards more responsible and sustainable business practices, and this requires a new level of purpose and leadership from business schools.

PRME recognizes this urgent need and is dedicated to transforming business education through the implementation and global adoption of the Impactful 5 Framework for Developing Responsible Leaders (i5), a student-centred and holistic pedagogy. The i5 framework is not just a tool, but a call-to-action for business educators who believe in the power of the SDGs. It is for those who recognize that achieving these goals requires collective effort from all generations, and that the future of our planet depends on it. Through i5, educators can unleash the potential of their students and develop a generation of responsible leaders who are committed to making a positive impact on the world.

The Need for Play

Pedagogical methods for developing responsible leaders must cultivate and nurture a range of ethical, cultural, systems-oriented competencies (Gosling & Grodecki, 2020; Laasch et al., 2020; Muff et al., 2022). While there are pockets of pedagogical approaches that effectively develop some leadership competencies—such as proj-

ect-based learning, transformative learning, and experiential learning—playful learning approaches serve a range of competencies that are synergistic with responsible leadership. Self-awareness of values, collaborative envisioning, and complex reasoning are among the many holistic competencies of responsible leadership that can stem from playful learning. In “Play for Serious Times: Playful Pedagogy in the Pandemic”, Johnson and Salter state that “...a more playful, inclusive, empathetic tone for our courses may be exactly what faculty and students alike need in the years of pandemic recovery we are about to face.” (E. K. Johnson & Salter, 2022)

Professor Alison James recently conducted a study on the value of play in higher education and found that play “is sometimes tarnished by suspicions that it is frivolous, inappropriate for advanced study and undermines academic credibility...Fear and negative perceptions about playful learning are its greatest obstacle.” (James, 2022) Playful learning is so much more multidimensional than what is commonly understood. It includes holistic learning experiences that support learners' intellectual, social and affective development. It is seriously engaging, emotionally charged and cognitively challenging for both learners and educators.

Building upon reviews of playful learning research (Lui et al., 2017; Zosh et al., 2017), the i5 framework adapts five characteristics of playful learning into 5 impactful methods that business educators can use to develop responsible leadership in business classrooms:

- Make Learning **Meaningful**
- Facilitate **Active Engagement**
- Design for **Iteration**
- Develop supportive **Social** Interaction
- Foster **Joy** and Well-being

The 5 x 5

The sections that follow cover each of the 5 impactful methods in 5 ways, giving you a 5 by 5 of the i5 pedagogy for developing responsible leaders. The 5 sections are:

Definition The meaning and intention of the method.

Research Ties Relevance of the method to the literature on teaching, learning and responsible leadership.

Signature Moves High-impact actions that illustrate the essence of the method. They are the concrete ways that you can actualize the method in your practice and are like its autograph on your instructional design.

Illustrations Brief examples of ways to incorporate the method in your classroom with accounts from educators around the world. You will notice:

- The illustrations depict multiple signature moves at once. This illustrates the i5 pedagogy's holistic nature - if you try to focus on one signature move, you are bound to incorporate another one! This also means that you may see a label for a signature move that you haven't read about yet. If you're curious, there's no harm in skipping around to read about signature moves in other sections.
- The illustrations are more narrative than step-by-step instructions. They are meant to inspire your own creations. We caution against direct replication and underscore the importance of designing for your own students and context. Links and references are provided where possible.

5-Minute Stretch A quick exercise for you to check your understanding about the method and to begin strengthening your memory on the ideas presented.

Make Learning Meaningful



Real-life, purposeful experiences of compelling topics, ethical dilemmas and moral issues that provoke critical reflection and surface learner's values, beliefs, theories of self and the world around them.

SIGNATURE MOVES

Role Modeling
Personalizing
Surfacing
Dignifying

Make Learning Meaningful



Definition

To make learning meaningful is to honour and emphasize your students' existing knowledge and experiences. You serve as a facilitator of learning processes, rather than as a disseminator of information. You use your knowledge and expertise to create learning experiences where students have agency to construct their own meaning and connections. You routinely tap into your students' backgrounds and passions to provoke critical reflection on their beliefs and theories of the world around them. You engage students in the course subject by integrating topics that are relevant and enjoyable to them. Likewise, you make the learning environment meaningful for yourself by showing up in living colour with your own stories and curiosities. You practice being transparent and authentic so that your students can do the same, co-creating a learning community that is genuinely meaningful to all.

Research Ties

Meaningful experiences draw upon learners' personal values and interests while helping them build bridges between prior knowledge and new concepts. Decades of research by scholars in psychology and cognitive science suggest that meaningful experiences are fundamental to human learning and development.

Constructivism's central principles are widely accepted in social science: humans engage in sensemaking based on previous knowledge as they interact with their environments. It is through these interactions that we construct or create our own meanings.

Studies in adult development reveal that how adults engage in interpreting and reinterpreting meaning is a crucial skill in lifelong learning (Kegan, 1982; Mezirow, 1990). As we age, new experiences trigger important and disorienting opportunities to critically question one's assumptions, tacit values and deeply held biases and beliefs.

Connecting current experiences with prior beliefs opens the door to evolving new theories of self, others, and the world. For example, classroom research suggests generative topics that incorporate learners' interests are foundational in surfacing misconceptions and developing deeper understanding (Wiske, 1998). Neurological research suggests that this type of meaning-making engages and develops regions of the brain responsible for abstract thinking and task focus (Hobeika et al.,

2016). Further studies illustrate that meaningful experiences support knowledge transfer by connecting the brain regions related to memory-related learning and flexible representation (Gerraty et al., 2014). In sum, meaning-making is a powerful mechanism in human development and learning.

Responsible leadership hinges upon one's ability to construct meaning for oneself and with others. Several literature reviews reveal that critical self-awareness of one's attitudes, values, and areas of personal growth are cornerstone competencies of responsible leadership (Gosling & Grodecki, 2020; Laasch et al., 2020; Muff et al., 2022).

Experiencing dilemmas and weighing ethical dimensions of real-life choices can trigger introspection that clarifies values, motivations and aspirations. Engaging in relevant issues and topics that are personally and socially meaningful—such as the SDGs—create opportunities for questioning deeply held assumptions about how the world does and could work. Approaches, such as moral leadership (Bennis & Rhode, 2015) and narrative leadership (Ganz, 2007) reveal how leaders create and invite meaning-making with others through stories. Sharing narratives of identities and purposes builds shared meaning-making models of organizational values and norms. Such shared cognition of values and norms enables teams to better make sense of their experiences in complex environments (Cannon-Bowers & Bell, 1997; Marks et al., 2000). In addition, studies by Klein (1997, 1998, 2009) reveal how leaders connect past experiences and scenarios to real-time data to effectively diagnose situations and select appropriate strategies. Meaningful experiences form bedrock opportunities for critical reflection and ethical sense-making inherent in responsible leadership.

Making Learning Meaningful aims at developing responsible leadership competencies such as self-awareness, introspection, values clarification, fostering investment and motivation, moral and ethical reasoning, lifelong learning and critical reflection on assumptions, beliefs and biases.

Signature Moves



Role Modeling

Demonstrating responsible leadership competencies in observable ways that students can understand and possibly emulate.

As the educator in the classroom, you can give your students a close-up view of who a responsible leader is. Students form theories on responsible leadership by observing the actions, behaviors, and patterns of the surrounding leaders. Thus, showing students how to be a responsible leader can be more impactful than telling them how to be one.

Both students and educators alike are on a journey toward understanding and embodying responsible leadership. In the same way that you will engage students in personal reflection to unpack what is meaningful to them, it is important that you also engage in a similar work of self-examination to surface your values, build self-awareness, challenge your norms and uncover your own biases. Consider how responsible leadership competencies emerge when you interact with students, structure your classes, communicate with colleagues, and engage in business. Critically reflect on how you bring your true self to the classroom and how you demonstrate your most held values. Engaging with your students from a genuine place invites them to do the same, setting the stage for strong connections.

Consider who your own role models are. Who do you admire in the business world and else-

where? How do you emulate their actions and behaviors? By reflecting on your own role models, you might see what qualities of responsible or irresponsible leadership you are knowingly and unknowingly displaying to your students.

Investigating who your students admire in business and what draws them to these figures is a crucial step towards designing an effective and impactful classroom experience. By delving into your students' professional role models, you gain valuable insight into the qualities and traits they value in others. You can use this information to intentionally reinforce or challenge specific qualities in the classroom. For instance, you may discover that students are drawn to business leaders who are celebrated for their wealth and fame rather than their commitment to social and environmental sustainability. This situation presents an opportunity to challenge long-held narratives that equate business success primarily with power and profit, and instead promote narratives of success that prioritize the well-being of all people and the planet. By centring these values in your classroom, you can inspire your students to become compassionate and responsible business leaders who strive for a better future for everyone.



Personalising

Attuning to current students' backgrounds, interests and needs and giving them more agency to design their learning.

would with their stakeholders), students' attitudes toward the class, academic behavior and learning are all positively impacted (Meyers, 2009).

The i5 framework is learner-centred, meaning that student interests drive the learning experience. As the facilitator of the learning experience, you curate the content, and your learners vivify the context. The rich experiences, backgrounds, interests and preferences that your learners bring create the context.

Personalizing means resisting a one-size fits all or a one-year fits all approach with your course design. You are preparing them for the future they will enter and that future changes with every passing day. Even if your course has a well-designed, stable structure, it doesn't have to feel like a hand-me-down to your current students. Taking effort to keep your content timely shows respect and care for your present learners.

In addition to attuning to students' interests from a topical standpoint, Personalizing means inviting students to co-design their learning experience with you in some way. Where can you give your students options? What choices do your students get to make about their learning experience with you?

Personalizing creates the opportunity for you to make more genuine and personal connections with your students. It asks you to leave room in your syllabus to flex to your students' needs. Customizing learning experiences takes effort, yet the return on investment can be worth it. When educators show genuine interest in and care for their students (just as responsible leaders



Surfacing

Uncovering the values, norms and biases that exist in ourselves, ideas, societies, and systems.

Research reveals that many organizational initiatives fail because leaders target the symptoms of a problem without examining root causes or underlying dynamics (Foster-Fishman & Watson, 2017; Seelos, 2020). Becoming responsible leaders requires us to get to the root of the problems and solutions. There are deeply held perspectives and biases that make harmful business practices like sweatshop labour and industrial pollution commonplace around the world. Likewise, there are stalwart beliefs that inspire activism against these same ills. Bringing our personal, societal and institutional biases, values, and norms to the surface of our awareness enables us to address them directly, changing those that cause harm and strengthening those that bring relief. At best, Surfacing sets up a classroom community to unite around shared values that could've been left unspoken.

Developing a reflective practice that fosters self-awareness is among the most critical levers for developing globally responsible leaders. Nevertheless, adding required self-reflection is inadequate. Students need an external perspective that deepens the self-reflection and guides them to be critical about thoughts and feelings they may not have explored independently (Muff, 2013). Interactive and downloadable values sorting activities like these are effective ways to deepen student reflection on their values.

In the same way, students need support to develop a sharper awareness about the surrounding ideas and systems so that they can detect their implicit biases. Surfacing can lead us to a deeper under-

standing of our own values, motivations and sense of purpose in the world.

Surfacing can be a pathway toward disrupting the status quo of irresponsible behavior in the business world. It can reveal conventional thinking patterns that stifle growth and progress and stimulate the creative thinking that leads to innovation. Futures Literacy Laboratories are even a methodology to reveal, reframe, and rethink narratives, assumptions and worldviews (Miller, 2018). Surfacing can open students up to a new consciousness to develop new solutions to old problems. Lychnell and Vieker explain that achieving the SDGs...

...and the worldviews (Miller, 2018). Surfacing can open students up to a new consciousness to develop new solutions to old problems. Lychnell and Vieker explain that achieving the SDGs...

Lastly, Surfacing can prepare students to become more discerning and critical consumers of online content. With the internet's endless resources, students are exposed to a nonstop flow of information and opinions. Disinformation and misinformation spread rapidly, posing a significant threat to students' ability to distinguish fact from fiction. Making Surfacing a common practice in your teaching shows students that they can take no data at face value. There is always a story, so investigating motivations is important. In this way, you can help your students develop the digital literacy they need and avoid getting lost in the rapidly moving waves of information.



Dignifying

Honouring and supporting the identities and perspectives of minoritized and marginalized groups in your context.

Educators must be mindful of their environment's power dynamics. How an educator treats the narratives and perspectives of those from dominant and non-dominant groups can serve either to upend or to reinforce practices of prejudice, discrimination and erasure. Every locale is different, so the non-dominant groups will vary, yet these are typically groups that are ethnic or religious minorities, immigrants, refugees, lower socio-economic classes and Indigenous peoples. Individuals are also commonly marginalized by their political affiliation, gender, physical ability, sexual orientation and neurological differences.

Dignifying is about respecting and honouring your marginalized and minoritized students' identities. It is deliberately communicating and acknowledging that these students—along with their ways of knowing and being—have a place in your classroom and institution. They belong there, and they deserve to be there without shame or suppression. You empower them to be there with dignity.

The ways you give minoritized students the space to exercise their own linguistic, literate and cultural understandings in your classroom is important. Dignifying is concerned with employing culturally sustaining practices that "... support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence." (Paris, 2012, p. 95) For

example, you can affirm and connect to students' cultural backgrounds by encouraging the use of multiple languages. Or, you might use what might be considered alternative texts that represent their heritage, such as poems, song lyrics or artwork (Culturally Sustaining Pedagogy - Educator Excellence (CA Dept of Education), n.d.; Ladson-Billings, 2014).

Even in a largely homogenous classroom setting, Dignifying is about giving students access to a range of voices and perspectives beyond the dominant ones. This includes looking circumspectly for ways to decolonize your curriculum and pedagogy (Battiste, 2013). Responsible leaders demonstrate cross-cultural understanding and are sensitive to how power can uplift or oppress. Dignifying is being intentional about direct and indirect communication on what cultural, economic, political, religious or social ideologies are deemed normal or right. It's important to consider what dominant narratives and ways of being reinforce oppressive practices that harm others in your context. Consider, for example, the authors and readings you choose, the way you communicate with your students, and the forms of student expression you accept.

The Nigerian novelist Chinua Achebe said it this way: "Until the lion learns how to write, every story will glorify the hunter." The key question to reflect on about Dignifying is, how do you give space to non-dominant perspectives and identities in your classroom?

Illustrations

PROTESTS & PROFESSIONAL DEVELOPMENT

Role-Modeling and Authenticating

Marina Schmitz at the IEDC-Bled School of Management in Slovenia models responsible leadership for her students by sharing her personal motivations and her own ongoing education. She explains, “I bring my full self to the classroom so that people know my identity and values.” Her students saw how she considers herself an activist-scholar when they all attended Fridays for Future protests together.

Marina is continuously learning topics that require her to confront deeply held beliefs, and has taken courses on topics such Intro to Decolonial Sustainability provided by Possible Futures or Lead from the Heart: How to Embrace Emotions at Work by the House of Beautiful Business. She shares these types of new ideas with her students and invites their perspectives on them as thought partners, rather than as audiences for her new expertise. She practices attentive listening with her students, crafts careful replies to their emails and shows a vested interest in their lives, sometimes providing informal mentorship outside of class on career moves or private matters. Marina confesses that she used to overwork and still strives for balance. She resolved that, “If I were to cut back on anything, cutting back time with my students wouldn’t be one of them.”



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How do your students know what you deeply care about?

Illustrations

ACTIVATED ON EARTH DAY

Role-Modeling, Animating & Authenticating

By actively engaging in environmentally friendly practices, educators can encourage their students to do the same. Witnessing their teachers take part in activities like planting trees, recycling or participating in a community cleanup can help students understand the importance of taking care of the planet and inspire them to make positive changes in their own lives. Additionally, when teachers involve their students in community centric activities, it can foster a stronger sense of connection to their local community and shared responsibility for the environment.

As a part of Earth Day 2023, on two different sides of the planet, professors Aurora Díaz Soloaga and Christian Van Buskirk got to work!

Professor Aurora Díaz Soloaga at the Almaty Management University in Kazakhstan joined a city-wide effort to plant pine trees and clean up garbage in Baum Grove, a natural park that supplies a huge area of the city with fresh air. Volunteers collected 5,000 trees and 15,000 cubic metres of garbage that day. She invited students to join her as a part of the Introduction to Sustainability Mindset class.

Professor Christian Van Buskirk at the Gustavson School of Business at the University of Victoria in Canada spent his Earth Day playing in his garden and setting up his bee house. He had his students work on an in-class activity promoting bee houses, so he brought in his bee house to familiarize students with the structure and how it works.



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Illustrations

IMPACTFUL STUDENT SURVEYS

Personalizing and Communitifying

To connect with your students' personal interests, you need to understand them. While you can anticipate some of their curiosities and backgrounds, hearing directly from them gives you more accurate data and helps mitigate assumptions and stereotypes. Here are some approaches you can consider using at the beginning of a course.

- **PRE-COURSE SURVEY** - Before the first day, you can assign a [survey](#) or an [Assignment Zero](#) where students answer questions like: What prompted you to take this course? What are your career goals? Is your workload high/low/normal for this time of the year? (Fleming, 2003).

- **SYLLABUS QUIZ** - Use this “quiz” to gauge students' understanding of the syllabus. This quiz covers crucial topics such as assignments, communication, grading, and any of the course design's unique features. It is especially useful for introducing new or unexpected elements, like the i5 approach. A syllabus quiz can help clarify expectations and prevent misunderstandings about the course design from the outset.

To engage students in the course design process in an even more impactful way, consider a syllabus negotiation, like the one Kaplan and Renard used in their negotiation and conflict management course. This allows students and instructors to develop a collaborative syllabus in place of the more common instructor-determined version. (Kaplan & Renard, 2015)

- **HANDS ON QUIZ** - The previous approaches can be used in online or hybrid classrooms. For in-person sessions, try making the survey more playful by using an artful, hands-on approach. Still ask the same questions as in the surveys mentioned above, but use materials such as index cards, scrap paper, coloured pencils, and other supplies. This approach can help students connect more personally to the course content and shape a more enjoyable and memorable experience.

What happens after the survey is as important as the survey itself. Based on student responses, you may modify pacing, add or delete content, or identify readings from authors that reflect or contrast your students' backgrounds.

Once Dirk C. Moosmayer, Senior Professor of Strategy and Sustainability at the KEDGE Business School in France, reviews the data from his [pre-course survey](#), he divides students into diverse teams for group projects. He uses a creative icebreaker activity called Creating Curiosity to assemble the teams. At the beginning of the session, each student gets a piece of paper that displays their name on one side and a seating description on the other. These seating descriptions describe other students and include directions such as “Sit to the left of the person who worked on organic farms in Costa Rica” or “Sit to the right of the person who spent six months cherry-picking in Norway.” Through these prompts, students are encouraged to exchange stories and experiences related to sustainability at their respective roundtables. This interactive activity fosters a sense of camaraderie and community amongst students, which sets a positive tone for the rest of the course.



How do you know what your students care about?

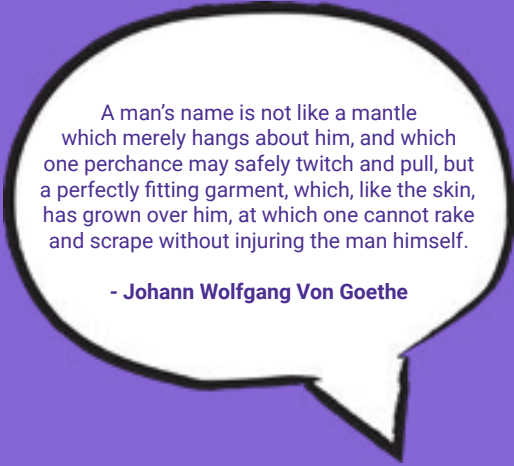
Illustrations

AFFIRMING CULTURAL IDENTITIES

Dignifying and Personalizing

Attending to students' diverse cultural backgrounds is essential for business educators to create an inclusive and equitable learning environment where all students feel valued and supported. Here are a few ways business professors have shown honour and respect to students from marginalized cultural identities at their schools.

- Benito Teehankee, Professor of Business Ethics at the Ramon V. del Rosario College of Business at De La Salle University in the Philippines, uses Filipino indigenous psychology (Sikolohiyang Pilipino) concepts and practices in his one-on-one advising with Filipino MBA students. He noticed students' struggles with certain ideas in Western texts quickly subsided when he explained them using Sikolohiyang Pilipino. Their discussions became more grounded and less abstract, and students' resulting work became more authentic and less mechanical. Students also became more relaxed and humorous when discussing their projects' difficulties.
- Professor Aurora Díaz Soloaga at Almaty Management University in Kazakhstan is dedicated to ensuring her students feel confident in their learning. Students sometimes get discouraged and frustrated when they struggle to understand a topic or to express themselves in English, the language of instruction. To support them, Aurora switches to speaking their native language and invites them to do the same.
 - A person's name not only holds significant meaning but also links to their identity. Accurate name pronunciation creates a positive environment for both students and professors to communicate effectively, establish respect and build relationships.



A man's name is not like a mantle which merely hangs about him, and which one perchance may safely twitch and pull, but a perfectly fitting garment, which, like the skin, has grown over him, at which one cannot rake and scrape without injuring the man himself.

- Johann Wolfgang Von Goethe

Additionally, as societal norms change and younger generations who value respect and identity become decision-makers, the demand for inclusive solutions in professional settings is rapidly increasing. Universities use apps like Namecoach which allow students to record and share their name pronunciation schoolwide.

- Christian Van Buskirk, Professor at Gustavson School of Business at the University of Victoria in Canada, aims to decolonize and Indigenize his marketing courses as a part of an ongoing university-wide initiative that aligns with Canada's Truth and Reconciliation Call to Action. To decolonize and Indigenize is to resist settler colonialism's assimilation practices through the protection and maintenance of Indigenous intelligence, traditions, and ways of life (George, 2019). Christian and his colleagues use case studies related to Indigenous entrepreneurial ventures, invite Indigenous guest speakers from the community, and participate in Indigenous Cultural Acumen Training. Students learn to challenge colonialist ways of approaching business and critically explore new sociocultural ways of work in today's world.



How do your students know you respect them?

Illustrations

DELVING DEEPER

Surfacing, Personalizing, Linking, Bridging

Skimming the surface of a topic can lead to incomplete knowledge and hinder critical thinking. Here are three ways business educators have taken their students a layer down.

DISCUSS VALUES - Natascha Radclyffe-Thomas, Professor of Marketing and Sustainable Business at the British School of Fashion Glasgow Caledonian University London, participated in [World Values Day](#) with her students, an annual campaign to increase the awareness and practice of values around the world. Students in the module “Sustainable Luxury” reflected on questions such as ‘What are Values?’ and ‘Can Values Change the World?’ The class revisited World Values Day activities throughout the module and students used them to inspire their final manifestos. They linked their values to sustainable leadership and wrote about how their values influenced their study and work choices. One student, Luna Granell, reflected, “I realized that women’s rights and sustainability are both...related to my selected values...In the future, I aim to inspire others... and contribute...to an industry that focuses on female sustainability leadership.” Another student, Luna Sanchez, created a [video manifesto](#) about increasing women’s contribution to sustainability leadership.



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GO ON A JOURNEY - In her class on Corporate Social Responsibility (CSR) at the Almaty Management University in Kazakhstan, Professor Aurora Díaz Soloaga wants students to understand why CSR varies across the world. Rather than just lecturing them, she takes them on an hour-long research and reflection journey to compare how CSR developed across different regions. She asks them to compare the development of CSR in the United States and Western Europe with the development of CSR in Kazakhstan. Through web surfing, brainstorming and recalling memories from their parents and grandparents, students come to realize the vast differences in history, culture, and circumstances that make it unfair to broadly apply CSR obligations across countries. Students shared older generations’ stories of a post-Soviet Union period marked by poverty, inflation, instability and uncertainty, realizing how difficult it was for a country and its people to develop solidarity and social responsibility. The exercise often stuns students into silence. This reflective journey leads students to approach CSR with more kindness and understanding.

ASK ABOUT BIAS - Chimene Nukunah, Professor at Milpark Education in South Africa, asks probing questions to stimulate deeper thinking. She explains, “As a lecturer on the Social Responsibility and Environmental Management online course, I [asked] students to interrogate their own personal biases as they responded to the questions posed. For example, a question was asked about how to address South Africa’s climate change issues. Most students tended to suggest Western solutions without taking into consideration the country’s social challenges and context. By questioning their responses, the students began to realize their personal biases of always wanting to get solutions from the West.”

5-minute Stretch

<p>1 A student asks you if she can submit her weekly course reflections as Tik Tok shorts. Before responding, you consider how this may be an opportunity to practice which signature move?</p>	<p>Personalizing</p>	<p>Surfacing</p>
<p>2 Chin-Yu Oh is a Chinese international student at a university where English is the academic language. In the first class, he introduced himself to you as Charlie to make it “easier” on you, yet throughout the course you noticed him switching back and forth between names. After class one day, you ask him what name most feels like him. He replies, “Chin-Yu.” You address him as Chin-Yu going forward. This small act is an example of which signature move?</p>	<p>Personalizing</p>	<p>Dignifying</p>
<p>3 You travel out of the country to a conference where another participant offended you with an ageist joke. When you return, your students ask you about the trip, and you tell them about the joke and how you reconciled with the participant in a brief hallway chat. The conversation turns into a discussion about the subtle and overt ways ageism shows up in the workplace.</p>	<p>Role-Modeling and Surfacing</p>	<p>Personalizing and Dignifying</p>
<p>4 You were inspired to replace some of your lectures with student discussions. A few weeks later, several students come to you after class to express their discontent. They expected you to share more of your knowledge rather than ask them so many questions. Although you felt convicted about your new approach, you saw that all your students weren’t ready for it. In the next session, you explained the course design to the whole class and redesigned a few of the upcoming sessions.</p>	<p>Surfacing and Dignifying</p>	<p>Personalizing and Role-Modeling</p>

Think of a time when you used one of these signature moves. In a few sentences describe what you did and how students responded.

FosterJoy & Well-being



Fostering holistic wellness by creating joyful experiences and supporting emotional, mental and spiritual fulfillment

SIGNATURE MOVES

Delighting
Sensing
Contemplating
Rippling

Foster Joy & Well-being



Definition

Fostering joy and well-being is a major artery in the heart of the i5 classroom. It invites you to create learning experiences that allow students to experience their full emotional selves—feeling delight, pleasure, wonder and surprise. Other feelings, including sadness, loss, disappointment and anger, are welcome as they are a natural part of our human experience. Recognizing and caring for one's own and others' holistic selves is critical to responsible leadership. Equipping your students with the tools to understand themselves, others and the world around them prepares them to navigate business world challenges while maintaining their mental and physical well-being. This method creates opportunities for students to understand their emotional landscapes so they can lead with confidence and empathy and cultivate healthy collaborative relationships in the workplace. By incorporating practices that invite and celebrate emotions your students can develop life-long skills for overall wellness.

Research Ties

Positive emotional states have important roles in human development and learning. States of happiness and fulfillment serve as the basis for several cognitive processes such as motivation, attention, long-term memory and sustained mental engagement (Damascio, 2000; Ryan & Deci, 2000; Seligman & Csikszentmihaly, 2000). Neuroscience research has revealed that emotional states are integral in the formation of learning neural networks (Immordino-Yang & Damascio, 2007). More specific studies suggest that joyful experiences are associated with increased dopamine levels in the brain's reward system that are linked to enhanced memory, attention, mental shifting, creativity and motivation (Cools, 2011; Dang et al., 2012). In addition, meaning-making is formed by encountering novelty and engaging in meta-cognition: the reflective management of one's thinking. Research suggests that each stimulates activity and higher dopamine levels in brain regions instrumental in learning, such as reward and memory (Bunzeck et al., 2012; Molenberghs et al., 2016).

Of course, very few learning experiences are purely joyful; learners may and should encounter negative affective states as they learn. Bouncing back from feelings of confusion, frustration, fear and disappointment is essential to learning and learning how to learn (Davidson, 2000; Yeager & Dweck, 2012). That said, learning experiences should avoid creating traumatic or long-lasting negative affective states, which risk undermining one's ability to handle stress and challenges later in life (Donaldson et al., 2015). Instead, learning

experiences should ensure that, while negative emotions will arise, they are navigated and balanced with explicit opportunities for feeling joy, delight and satisfaction. Though learners will experience negative emotional states, such as frustration or fear, positive affect builds resilience.

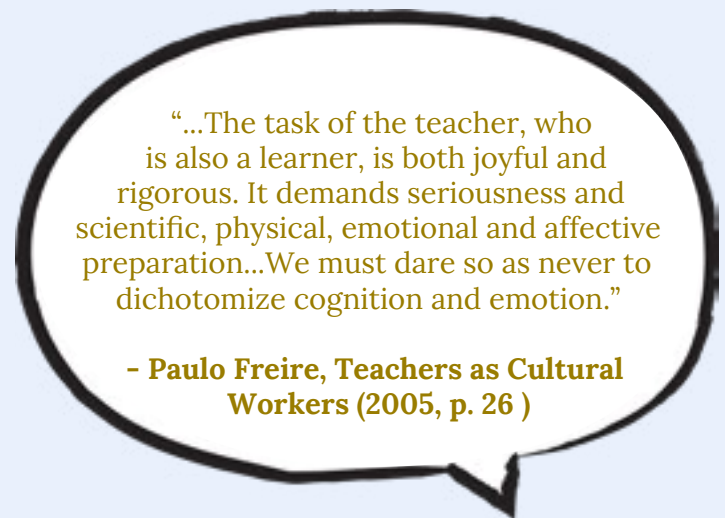
Protecting the well-being of self and others is a critical component in responsible leadership. As organizational scholar de Vries (2001) emphasizes, experiencing joy is an essential dimension of both organizational and individual mental health. Studies suggest that leaders who cultivate a positive climate—the organizational conditions that enable shared positive experiences, emotions and interpretations of meaning—greatly enhance employee engagement, motivation and retention (Cameron, 2012; Mendes & Stander, 2011). Such positive emotions are the bedrock of high-quality relationships that enhance creativity, coping mechanisms and resilience when facing challenges (Heaphy et al., 2011). Feeling committed and connected fosters a sense of belonging and interdependence that is vital to team and organizational effectiveness (Hackman & Wageman, 2005).

In order to learn from difficult experiences, effective leadership entails supporting critical reflection that develops mental and emotional resilience for longer-term organizational success (Laasch et al., 2020; Vera et al., 2020). Studies and fieldwork by Foster-Fishman & Watson (2017) suggest that leaders who recognize the patterns and puzzles that they and others see promote the critical awareness necessary for understanding and changing complex systems. Such work requires leaders who are skillful at sensing and navigating the range of their own and others' emotions in order to overcome defensive routines and entrenched assumptions (Argyris, 2008; Hackman, 2002; Kegan & Lahey, 2009; Wilson, 2006).

Business classrooms that bypass this holistic critical reflection risk developing individuals who lack the sensitivity to challenge the status quo, thereby perpetuating the irresponsible leadership practices that have been normalized in the last century. One of the reasons businesses have performed so amorally is that business education has traditionally

reduced business operations to an input-output model, largely ignoring mental phenomena—like ethical reasoning and morality—or the intricacies of human (Ghoshal, 2005). Considering all these factors, developing responsible business leaders demands a holistic education that recognizes and embraces the full spectrum of the human experience.

The method of fostering joy and well-being seeks to develop competencies such as emotional awareness and regulation, emotional resilience, belonging and creating a positive climate.



Signature Moves



Delighting

Infusing fun, surprise, wonder, and celebration into the teaching and learning experience.

Injecting enjoyment into business classrooms benefits everyone—students can play and engage with one another and educators can connect informally with students as individuals. Delighting relieves the anxiety and pressure often found in business schools by making the learning experience more lighthearted, satisfying and interesting for everyone. This is especially important as students and communities are still recovering from the effects of the pandemic (Johnson & Salter, 2022). Sprinkling in novelty through icebreakers, interactive games or humor, can strengthen the class community. It can help to build trusting relationships among students, making it easier for them to collaborate in teams and on projects. Moreover, the business world is constantly evolving, and it takes creativity and innovation to keep up. By bringing fun and surprise into your classroom, you can encourage students to think more spontaneously and develop the necessary skills to succeed in dynamic business environments.

Delighting can take many different forms depending on you, your learners and your cultural context. You might create a singing ritual to celebrate student birthdays. You might show images or bring in objects related to your course that spark surprise, awe or wonder. Or you might create an interactive scavenger hunt that reinforces a skill

or course concept. Such experiences can spark communal laughter, amazement or pride. Each of these opens emotional and creative doorways.

Delighting importantly includes rejoicing in student accomplishments, commemorating progress and providing affirmation. Celebrating moments throughout the learning experience can encourage students and build their confidence. By marking their achievements (and noting missteps in a supportive way), students are more likely to stay engaged and motivated, and develop a positive attitude towards their learning.

Delighting may be uncommon in many business schools, so experimenting with it has its risks. Students could view your attempts as a useless waste of valuable class time. Be clear with them about the purpose. Consider the timing, backgrounds of your students, the culture of your institution and its potential effects. The day after a local tragedy may not be the moment for a fun game or humour. It takes wisdom, insight, awareness and sensitivity to know the when, where, and how of Delighting in your classroom. However, calculated risks can reap rich returns.



Contemplating

Guiding students in reflection about their inner, spiritual, and physical selves through contemplative practices and meta-reflection.

To thrive in our complex world, students need the space to manage stress and ground themselves in something that gives them the strength to persevere. Contemplating creates restorative reflective opportunities to reconnect with one's values and purpose. They help students examine their thoughts, emotions and beliefs to gain a deeper self-knowledge. To achieve the SDGs, the creators of the Inner Development Goals noted that leaders need a greater inner capacity to deal with sustainable development's challenges. Leaders need to develop skills and qualities like humility, courage, optimism, self-awareness and presence. By incorporating contemplative practices in your classrooms, students can develop these inner qualities that will be reassuring when they need to make decisions that prioritize people over profit, and the planet over financial prosperity. In sum, Contemplating are practices of well-being that buoy students as they learn to responsible leaders.

There are many contemplative practices that have been adapted into classrooms, such as meditation, mindfulness, nature immersion and reflective writing. For example, you might weave a stretching exercise, breathwork or meditation into your class. You might venture outdoors to use Walkaboutyou exercises. Or you might share a provocative prompt and invite students to silently ruminate for several minutes. Students might also be resources for contemplative moves who could share or even lead a contemplative session. SJIMR recognizes

the relationship between contemplative practices and business and has integrated a Science of Spirituality class into its management curriculum. In it, students learn how to apply practices and insights from wisdom traditions such as Advaita Vedanta and Buddhism to contemporary business challenges. Religious and spiritual motivations have been some of the strongest forces of change that the history of the world has seen – for the better or for the worst. Business classrooms need not ignore the power that spiritual and religious beliefs have in business in the real world. Consider ways you can invite your students to reflect on how their own spiritual and religious beliefs align with practicing sustainable and responsible leadership.

Inner work entails personal reflection and dialogue. The signature moves of Surfacing, Braving, Sensing and Rippling all point to engaging students in open, honest conversations that can be emotionally charged and transformational. These expansive conversations inherently extend beyond the classroom. As such, integrating these moves can equip your students with the capacity to deal with the thoughts and feelings that will surely arise in the days and years to come.



Rippling

Enabling students to grasp the profound impact of individual and collective actions in an interconnected world.

The i5 framework offers a holistic approach to responsible leadership, emphasizing the need to consider the interconnectedness of all beings and systems in decision-making. This approach challenges the anthropocentric narrative that places human interests above all else and instead encourages leaders to be considerate of the impact their decisions have on others. To be responsible leaders, students must understand the ripple effect of their actions on all facets of life –people, animals, places, systems, ideas, etc. This requires examining the relationships between oneself and others, oneself and the natural world, and between different systems. By recognizing the web of rippling connections within our world, business students can develop a more holistic understanding of their role in building a sustainable future.

Through discussions, diagramming, investigation and other activities, you can enlighten your students about how their actions impact the world around them. For example, Professor Natascha Radclyffe-Thomas introduces sustainability to non-fashion students at Toulouse Business School in France by noting how many tons of clothes get returned or discarded simply because many people do not know how to sew on a button. After asking students how many of them could sew a button (only 3 of 24 could), she brought buttons, felt, needles and thread so that by the semester's end, everyone would be able to sew a button. One of the students reflected, "It now sticks in my mind that whatever humans do in a business activity,

there will be impacts resulting from it, socially and environmentally. Therefore, it's businesses' obligation to oversee the sustainability impact resulting from their business activity to the society and do accordingly to fix any errors they contribute to society." (Read the full case study on Business and Buttons [here](#).)

Rippling integrates systems and complex thinking into your classroom. It invites students to examine how different system elements interact with each other and how changes in one part of the system can affect other parts. As a responsible leader, one must continually balance and shift perspectives, moving flexibly between the micro and macro levels of a situation to understand how the parts of systems relate and how to influence them (Foster-Fishman & Watson, 2017; Laasch et al., 2020; Muff et al., 2022). Simulations are often rich sources for Rippling. In a simulation, students might represent different actors within a system, make decisions and examine the effects of their and others' decisions on the system. For example, in a honey supply chain scenario, students would be assigned as retailers, wholesalers, distributors or beekeepers. Each player makes decisions based on customer demand. Various systematic decisions can cause delays, shortages, customer dissatisfaction and even corrupt practices to meet customer demands. Simulation games can illustrate how one actor's seemingly minor decision can have significant impacts on the entire system.

Rippling practices, particularly when facing deeply rooted complex social issues, are crucial to responsible leadership (Adler & Laasch, 2019; Gosling & Grodecki, 2020; Muff et al., 2022; Rieckmann, 2018). Taking the honey simulation game further, a business student could analyze how honey production involves material sourcing, manufacturing processes, transportation and waste disposal. This analysis can help identify potential negative impacts on the environment, such as pollution or habitat destruction, as well as on human rights, such as exploitative labor practices or unsafe

working conditions. Through Rippling, the student can also identify potential solutions or improvements that consider the interconnections between the supply chain's disparate parts and stakeholders involved, rather than addressing issues in isolation.

Rippling powerfully showcases how interconnected and complex the world truly is, highlighting the crucial role of interdisciplinary and trans-disciplinary approaches in business education. It demonstrates how various fields and topics are interdependent, emphasizing the need for students to think outside of traditional disciplinary boundaries. To do this, you can engage students in discussions and projects that require them to consider perspectives beyond business. For example, a finance professor might have students consider the psychological factors that influence investor behavior and market dynamics, such as cognitive biases and heuristics. Or they might invite a behavioral scientist to discuss the complexities of human behavior and how that informs financial decision-making.

In the quest for sustainable development, Rippling is a vital move that should be integral in the business classroom. It uncovers the often-overlooked relationships between various entities and illuminates the world's interconnectedness. This holistic perspective allows for critical thinking and reflection on causality, enabling students to grasp the complexity of systems at play. Empowered with this understanding, students can make ethical and responsible decisions that advance sustainable business practices. Rippling serves as a powerful reminder that our actions' impacts reverberate far beyond ourselves, creating waves of change that shape our collective future.

Illustrations

BOARD GAMES

Delighting, Authenticating

Boards Games was first launched in 2013 as a co-curricular activity through the Corporate Governance Club (CGC) at the American University School of Business. CGC remained active until about 2015. Ahmed Abdel-Meguid, Professor of Accounting and Associate Provost for Enrollment Management at the American University in Cairo, was the founding faculty advisor (2010-2014). While the CGC is inactive, the revamped Board Games have been reintroduced in 2022/2023 through a joint effort with Dina El-Bassiouny Assistant Professor at The American University in Cairo as part of the course Financial Statement Analysis. PricewaterhouseCoopers technically supports this Year's Board Games.

Board Games is a simulation of a board of directors' meetings. Through these meetings, students role-play the various board constituents, such as various directors and board chairperson. Each team (i.e., board) is given a realistic business scenario, typically involving a dilemma of leadership, ethical or sustainability nature. The actual simulation is preceded by an introductory session on corporate governance with a focus on the roles of the board of directors and how it functions. Through video recordings and live role-playing, faculty and business professionals evaluate the boards. Evaluation is dictated by three main criteria. First, the demonstrated comprehension level of the scenario and sustainability-related concepts. Second, the level of 'tension' in the discussions, the depth of the debate among the board members, and the logical flow of conversations leading to the final decision. Third, the board's overall performance and functioning.

A former student from one of the earlier runs of Board Games returned to Ahmed years later to explain how the experience impacted him. Because of the Board Games emphasis on real and challenging topics, he was able to explain with confidence his perspective on money laundering and corporate corruption. He got the job!



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Illustrations

IMPROV THEATER

Delighting, Sensing and Animating

Together with Fabian Bruggeman, an improv theater coach and expert, Marina Schmitz used an improv theater workshop to animate activities in her class, Future Scenarios for Sustainable Business Solutions. The workshop included a range of activities that engaged students' minds and bodies. Students shared that the embodied experience was unlike most of their other business classes, and they found it refreshing and enjoyable. To understand Marina's improv class, here are three activities she used:

- Yes but - yes and! -Think about any characteristic/challenge of your industry and then think about the necessary steps to initiate transformation. First, answer each idea by adding "yes, but..." in front of the sentence. Repeat this exercise by only answering with "yes and".
- Two-headed expert interview-One person asks questions about the industry, and two performers portray a two-headed expert, who must alternate every word when speaking, and thus allowing building of sentences.
- Magic box - The task is to pull as many magical items as possible from a box in a specific time frame. Students take turns removing an object from the magic box, miming, or acting out its use, and returning the object to the box before passing it on.

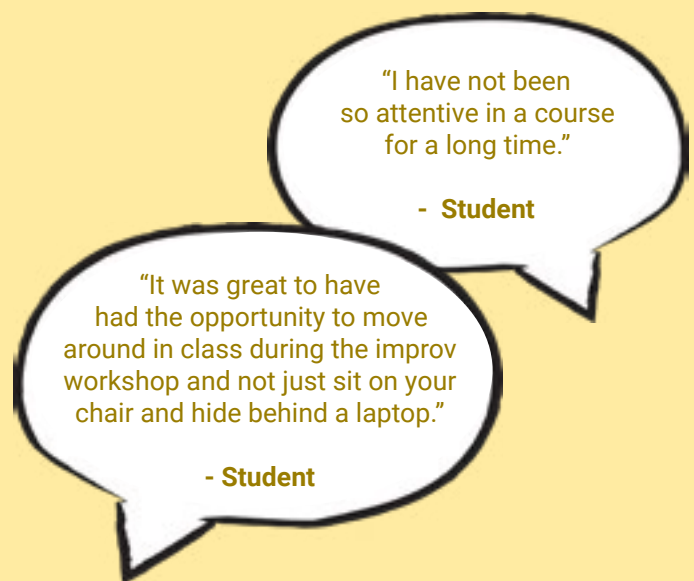
Reading Recommendations to learn more

- Getting to Yes And: The Art of Business Improv by Bob Kulhan

- The Improvisation Edge: Secrets to building trust and radical collaboration at work by Karen Hough
- The Improv Handbook: The ultimate guide to improvising in comedy, theatre and beyond by Tom Salinsky and Deborah Frances-White



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Illustrations

GAMIFYING THE MUNDANE

Delighting, Animating

Consider giving a makeover to the course topics that students consider stale. By incorporating game-like elements such as challenges, rewards and playful competition, you can make even the most mundane and complex business concepts more accessible and enjoyable for your students. Here's how two professors took two topics from exhausting to engaging.

The Great Auction of Skills

Professor José Luis Camarena at the Externado University of Colombia wanted to enliven students' reflection on skill development and team composition in his course First Steps in Corporate Social Responsibility. He and his colleague Marcela Ortega developed "The Great Auction of Skills." The objective is for the students to form a high-performance team. The catch is that they must buy the managerial skills they believe are most vital for team members to have. They are given a modest amount of fake money and little time to place their bids. To be successful, students must show their ability to analyze, strategize, work as a team and quickly make decisions. The most challenging aspect of the game is generating sound strategies with limited time and money while not losing sight of the main objective.

Students become fully engaged in this joyful competition with each other. Students remark that the game especially helps them to see the importance of having diverse teams, of considering everyone's needs, of cooperating instead of competing and of forming alliances to achieve the objective in less time.

Golden Combination Role Play

Professor P. Bala Subramanyam, Program Chair of Big Data Analytics at the Goa Institute of Management wanted students to learn how to make wise decisions regarding the selection of data models and software for a particular data set and customer analytics goals. He wanted students to never forget the golden combination of decision-making in this arena—problem, data and software.

To do this, students were assigned into groups representing each of these aspects. For example, some students played the roles of customer analytics goals, like attrition, development, engagement and behavior. Others played the roles of software and statistical models, like regression, classification and text analytics.

Those not in the role play voted for the best problem, data and software combination, with top performers earning prizes. The game sparked high student engagement and lively debates on key course concepts. The game seemed to be a success and one that would be a lasting memory for the students.



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Illustrations

SEMESTER WITH A TREE

Sensing, Contemplating, Rippling, Animating

There are a number of books and reports that could be considered companions to the i5 Playbook. One book that is especially complementary in the PRME Education Series is *Revolutionizing Sustainability Education: Stories and Tools of Mindset Transformation* by Ekaterina Ivanova and Isabel Rimanoczy (Ivanova & Rimanoczy, 2021). It contains stories from educators around the world on how they bring sustainable mindset development into their classrooms. This illustration is a summary of Chapter 7: A Semester with a Tree: Meaning Making and Global Learning Contexts (Lees, 2021).

Michael Lees, a professor of religion, philosophy and creativity with 25 years of experience in higher education, advocates for journaling as a powerful introspective practice. To support undergraduate students in their development of spiritual, eco-literate and sustainable mindsets, he introduces a unique semester-long journal activity. Students are to befriend a tree and converse with it throughout a semester.

Michael calls it the Tree Journal. It is intended to reveal and illuminate parallels between the students and their companion trees. Students open their Tree Journal and are immediately posed with a new take on an age-old question:

“How can we develop sustainable mindsets?”

To follow are poetic quotes and progressively deeper question prompts. Recognizing globalization’s influence and its unique learning pressures, Michael incorporates

prompts that help students develop social consciousness and an appreciation for their role within the larger ecosystem. The questions morph the tree into both a companion and a mirror for students. The first few weeks start with simple questions like, “What is your tree friend’s name?” and “What does your tree friend like to do?” In later weeks, the questions become more probing, like “Does your tree friend trust the world surrounding it? Why or why not?” and “How does your tree friend think about itself in relationship to living on a planet that is part of a universe?” (p. 86-88).

Based on spiritual pedagogy, Michael designed the Tree Journal to cultivate wisdom. The exercise prompts students to engage in meaning-making and explore the significance of what they are learning and its real-world relevance in personal, local and global environments.

Speaking on behalf of her tree friend, Effie, one student writes,

“How can we develop sustainable mindsets?”



How can we develop sustainable mindsets?

Illustrations

TRANSDISCIPLINARY LENS

Rippling, Authenticating, Surfacing and Bridging

Jeremy Williams, an economist at Zayed University in Abu Dhabi, has made transdisciplinarity a core part of his teaching for the last decade. He still works to cultivate transdisciplinary thinking by using practical dilemmas, illustrations, comics, graphics, videos and other means students find relatable.

He begins his courses with discussions on how disciplinary, multidisciplinary, interdisciplinary, and transdisciplinary approaches are each useful in their own way of addressing sustainability-related problems. Students then explore a topic to uncover how transdisciplinary approaches can minimize harm to and elevate the voices of the populations most implicated in the issue. For example, in a discussion about increasing school enrollment of girls in developing countries, students use data sets and readings to understand links between female-enrollment rates and economic growth. After exploring economic arguments for investing in female education, they consider other disciplines that are relevant to the problem and how they may connect or conflict with a purely economic argument: the political science of power relations, sociology of gender inequality, history of woman empowerment, ecological science of economic growth, etc. They also consider what input the girls, their families and community would have in this debate. Students conclude by critically debating the desirability of consilience of knowledge to seek practical solutions for society.

AN EXPERIMENT ON BALANCE

Sensing, Contemplating, Animating

Professor Adriana Caldana and doctoral student Marcelo Silveira Borges de Oliveira from the School of Economics, Business Administration and Accounting at Ribeirão Preto of the University of São Paulo (FEA-RP/USP) co-developed a new course on Teaching Responsible Leadership. Their goal is to foster personal growth and equip students with essential leadership skills using a bifocal course design.

- The course is divided into two parts. The first part of four classes focuses on business theory. The second part is the experimental section that takes students on a journey of self-awareness and personal development.
- The second experimental part is further divided into three segments: 1) connection with self, 2) connection with others, and 3) connection with the world, systems and sustainability.
- Class activities range from the pragmatic to the more abstract. For one assignment, students will divide in groups, choose an SDG and act on addressing it in a community in Brazil. Another session will be in total silence, with students going on a reflective walk around campus.

Adriana and Marcelo, driven by the transformative potential of the i5 framework, embarked on an inspiring journey to introduce it in their course. At the time of this writing, they are still conducting the course for the first time. Despite being new to the experience, they embraced the opportunity and proved that taking that first step is achievable and impactful. Their courageous endeavor serves as a testament that getting started with i5 is within our reach.

5-minute Stretch

Draw a line to connect each key concept, term or action to its corresponding signature move (some may apply to more than one).



Develop Supportive Social Interaction



Collaborative processes in which learners gather, observe, listen, think, communicate, negotiate and act with others with different perspectives, practices and cultures.

SIGNATURE MOVES

Communitifying
Braving
Bridging
Teaming

Develop Supportive Social Interaction



Definition

One of the most unpredictable factors in a classroom is the people—where they come from, what they believe in, and how they’re going to interact with each other. Likewise, one of the most powerful forces in a classroom is the people—the connections they can make, the ways they offer support and empathy, and the lightbulb moments that arrive through their exchange. Developing supportive social interaction means designing collaborative processes in which learners can gather, observe, listen, think, communicate, negotiate and act with others with different perspectives, practices, and cultures. A keyword is supportive—this is the practice of harnessing the power of human connection to create transformative learning experiences for students.

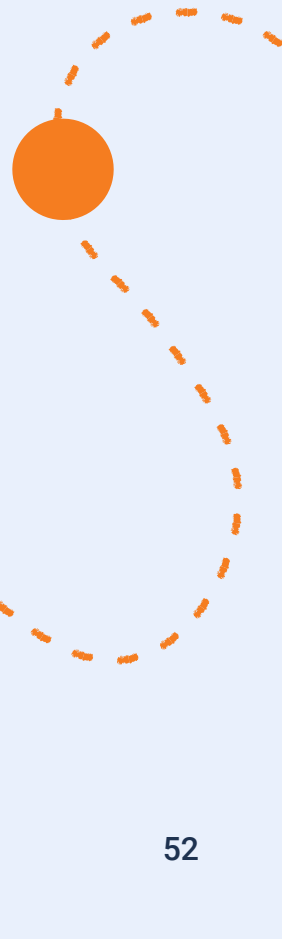
Research Ties

Learning is a social activity done in fields of practice in which we observe, communicate and act with others. Influential studies in social psychology and cognitive science have long cemented the view that learning is a social operation situated in communities of practice within a cultural context (Dewey, 1938; Lave & Wenger, 1991; Lewin, 1951; Vygotsky, 1978). Learning is not simply an individual and isolated enterprise. Rather, it is done within a social field of interactions, whether alongside engineers or within a language community. Equations and rules of grammar are examples of knowledge that live within a social system of activity that includes practices and norms that vary across cultures (Engeström, 1999). Educational research has shown that social interactions in groups support a range of learning outcomes, such as academic achievement, deeper conceptual understanding, and pro-social behaviors and attitudes (Webb & Palincsar, 1996). Peer interactions teach us not only explicit skills and knowledge but also the informal norms and tacit values of a culture (Marsick & Watkins, 2001; Schein, 1985). Nurturing and maintaining supportive social connections is also critical to lifelong learning and development (Siemens, 2005). Furthermore, neuroscience research on learner-peer engagement suggests that social interactions stimulate brain regions vital to perspective-taking, self-regulation, and executive function (Diamond, 2013; German et al., 2004).

In a globalized world, responsible leadership fundamentally depends on quality social interactions. When facing complex and systemic challenges, ef-

ffective problem-framing and solving hinges on collaborative processes that demand cross-cultural competencies (Dugan & Komives, 2007; Guthrie & Callahan, 2016). Research suggests that successful leaders are attuned to implicit cultural values and are skillful at understanding multiple, competing perspectives (Brandenburger & Nalebuff, 1997; Maldonado et al., 2018; Maldonado & Vera, 2014). They engage various stakeholders early on to understand the established issue, identify potential solutions, and explore how actions might influence the system (Dreier et al., 2019; Foster-Fishman & Watson, 2017; Kim, 2001; Seelos, 2020). Senge et al. (2015, p. 31) notes that effective leaders “create space where people living with the problem can come together to tell the truth, think more deeply about what’s happening, explore options beyond popular thinking, search for higher leverage, and change through cycles of reflection and learning over time.” Key to this approach is understanding, building and sustaining the networks of social interactions that will support learning and change (Centola, 2021; Centola & Macy, 2007).

Developing supportive social interaction in classrooms can help develop responsible leadership competencies, such as collaborative engagement, deep listening, perspective-taking, empathetic communication, cross-cultural understanding, negotiation, conflict resolution and sustaining relationships.



Signature Moves



Communitifying

Establishing a community in which students can engage with each other in healthy, trustworthy, and productive ways.

Engaging in social interactions during college offers valuable opportunities for students to enhance their thinking abilities. Through conversations with individuals from diverse backgrounds, perspectives, and cultural practices, students can broaden their understanding and develop critical thinking skills. These interactions provide meaningful learning experiences and contribute to personal growth and intellectual development. Communitifying is about laying the foundation to make these types of social interactions possible.

Communitifying is about helping students identify shared values, goals and a common identity so that they can embrace a communal learning experience instead of primarily an independent one. It is about strengthening the collective so that students can receive and offer support to each other as they encounter new ideas and grapple with maturing understandings. This looks like setting community norms, taking time for students to get acquainted, or organizing group outings that might be unrelated to course content. In classrooms where students understand that learning is a common goal and feel connected to each other, they are more apt to ask for help when they feel challenged and offer help when they see another student in need. Students become committed to each other's

learning, and they accept their role in everyone's education. Instead of feeling alone or in competition, students can appreciate the we rather just the me in learning. This connection to the whole is an important value to uphold in the development of responsible leaders.

Communitifying is about building trust among the students so that the class can be a space where students can feel safe and supported enough to make mistakes, fail and grow. Learning authentically takes honesty and vulnerability, and trust is typically a prerequisite for these to happen. Establishing trust with students requires creating opportunities for them to share personal stories about themselves, such as cultural traditions or impactful experiences. By providing a safe space for students to express themselves authentically, you can cultivate a more inclusive and culturally responsive learning environment -one where students feel seen, heard and valued for who they are beyond the surface level. Trust-building activities do not necessarily tie directly to content, yet they are a part of strengthening the learning community so those curricular learning outcomes can be reached.

Communitifying fosters authenticity, which can make the learning experience more real for the learner and can encourage deeper learning. Interpersonal learning comes when students can share the range of their thinking and emotions, especially if they differ from their fellow classmates. How unpopular or dissenting voices are treated is key to the safety and liberation of the community. Through norm-setting, your class community can determine together how to approach differences. Your facilitation also signals to students how to invite and respond to diverse voices—the loud and the quiet, the aggressive and the passive.

Communitifying builds relationships that invite students to be supportive and accountable to each other. This looks like creating opportunities for students to converse, work together and play together in various group sizes—pairs, trios, quartets, etc. It looks like intentionally designing activities in which students will encounter struggles and need collective support. This strengthens bonds across the community like connected chain links, making it a stronger learning community.

Social dynamics fluctuate and influence facilitation decisions. As the facilitator of the learning experience, Communitifying means choreographing the rhythm between the communal and the individual. You understand the function of independent reflection, solitude and individual work in the larger community. You pay keen attention to live social interactions and adjust as needed to sustain both individual and community learning. This involves Sensing the emotional waves in a classroom, a signature move within Foster Joy and Well-being that will be discussed later.



Braving

Guiding students to bravely engage in controversial topics, complex experiences and difficult conversations.

Responsible leaders are willing to enter the unknown, face challenges, and act in the presence of danger and uncertainty. Braving prepares your students to be individuals who know how to encounter problems with courage, skill and with collective strength.

This signature move takes its name from the visionary work of Janine de Novais on Brave Community. Her research-based, learner-tested approach shows how to embrace, rather than avoid, discussions on racism, injustice, inequality and politics within educational settings. She shows how to leverage the classroom as a vehicle for developing the bravery and empathy needed to have transformative conversations (De Novais, 2023). If business students are to become the brave, responsible leaders in the future that we need, the business classroom must evolve into an environment where their courage can grow.

There is no shortage of difficult topics in business and in life. With Braving, you identify the topics that your students care about and issues that real people are confronting and provide students with the tools and support to engage with these issues. For example, you could use the Brave Community framework mentioned earlier or the four agreements of Courageous Conversations about race. You might hold

debates for students to seriously consider various sides of arguments, which can help them become more familiar with various viewpoints on a subject. Sharing insights, exchanging feedback, disagreeing and debating all support learning. Such dialogue can foster deeper conceptual understanding and stronger relationships.

Beyond conversations, you might immerse your students in courage and confidence-building experiences. By exposing them to new ideas, places and people, you help them get more comfortable with unknown territory while developing the skills to traverse it. This might come in the form of games, puzzles, escape rooms or virtual reality experiences. These are opportunities for students to fall back on their learning community for support and learn how to face challenges with others. Learning how to solve problems with others is an important aspect of becoming a responsible leader.

Braving doesn't mean that students will win every time. Sometimes there may be losses, and this is a very real part of real life and real business. By creating experiences where students brave new and demanding situations, you give room for students to experience unexpected and negative outcomes. You would then support them in learning how to respond to consequences and recover. This can help them build leadership skills of perseverance and resilience.



Bridging

Connecting students to different cultures, disciplines and perspectives in ways that broaden and clarify their understandings.

In the ever-globalizing world, responsible leaders must be culturally competent and be able to hold competing ideas and interests at once. Responsible leaders especially must intentionally go to the margins to seek understanding. Siloed thinking and acting perpetuates the oppression of groups with less power and quieter voices. Building bridges across groups can increase understanding and minimize racism, prejudice, injustice and destructive forms of tribalism and nationalism that divide us.

Bridging seeks to connect and clarify. Exposure to different people and viewpoints is a first step, yet it is incomplete. (Hamilton, 2018). Bridging asks for more so that you do not perform inclusion with superficial gestures or a single story. This means pairing exposure with critical analysis. In tandem with exposing students to diverse individuals, you share the historical context for why those differences are important and sustained. You might add an analysis of why these differences exist to avoid the usage of stereotypes. This requires allowing these people to speak for themselves so that learning about them is more often replaced by learning from them. Include their voices where possible in a way that is honourable and dignifying.

Bridging can take place within the learning community itself. Different perspectives, cultures and beliefs already exist within your classroom. You might learn about your students' identities in a pre-course survey and design intentional moments or team assignments for different individuals to

connect. You might highlight these differences for them so that students can begin understanding how to work with colleagues with different views and expertise and leverage those differences when appropriate.

Learning how to work across disciplines is necessary for students to develop as responsible leaders. In the real working world, professionals often collaborate across various departments and with various stakeholders. Similar to Linking, engage your students with educators, students, and professionals outside of business. In the same way that you might prepare students to be sensitive to ethnic, religious or political differences, recognize the distinct cultures across disciplines, and establish norms with students. Show them how to treat them with the same curiosity and respect as a different ethnic culture. Respectfully understanding and affirming other disciplines' idiosyncrasies and norms will be appreciated. Knowing how to engage with others with various expertise and knowing how to bring that expertise to the surface and leverage it helps students develop the skills to work in cross-functional teams in their careers successfully.



Teaming

Organizing group experiences that explicitly develop students' critical communication and interpersonal skills.

While individual experiences have a place in the learning process, interpersonal social interactions are crucial to how learners master content and develop vital cross-cultural and critical thinking skills. Teaming goes beyond assigning group work, rather, it is intentionally designing social interaction that builds interpersonal skills.

Teaming first involves intentionally developing personal attitudes and behaviors needed to successfully work with others. It's about building the self-awareness and emotional intelligence central to managing and sustaining relationships. How can you help students become cognizant of their deepest selves and how they best collaborate? How do you help students understand themselves, so they understand their desired work environments and the company cultures that are most suitable for them? What beliefs and biases about independence, collaboration and competition might they have that impact how they work with others? Teaming is using discussion and self-reflection to help students articulate their personal mindsets, preferences and proclivities about working with others. As you will come to read later, this type of reflection overlaps with Sensing and Contemplating in the Foster Joy and Well-being method.

Teaming is designing group assignments that have personally meaningful goals and encourage

personal investment. Students are less likely to engage in teamwork if the project lacks substance for them. Designing projects that connect to students' shared interests and have defined outcomes with personal impact can increase self-motivation and feelings of accountability. Although you can't guarantee that all students will invest equal energy, a provocative topic or project can be a good insurance policy for individual engagement in team assignments. It also stimulates collective energy and group commitment.

Teaming involves intentionally developing communication and interpersonal skills. It is also an opportunity for students to learn how to act ethically with others. With support like a team charter described in the next Illustrations section, you can guide students in conversations about conflicts of interest, respecting boundaries, establishing agreements, accountability and managing roles. You can design experiences where students learn how to listen to each other, offer and receive constructive feedback, have critical conversations, navigate disagreements, express emotions, and navigate social dynamics. You can see here that there are many connections between Teaming and other signature moves (e.g., Prototyping, Braving, Bridging, Communifying, Personalizing, Surfacing).

Illustrations

HANDS-ON FEEDBACK

Communitifying, Teaming, Delighting, and Animating

Professor José Luis Camarena at the Externado University of Colombia uses a card game to foster authentic and empathetic communication between his undergraduate students in his course, First Steps in Corporate Social Responsibility. Developed by his colleague, Marcela Ortega, the activity invites students to recognize skills and abilities that other class members demonstrate. The students arrange cards from the Open Mind Feedback and Development card deck on the floor so that all members can see them. Each student chooses a card to give to their partner and explains how they have observed the skill.

As an activity that focuses on the human being, students comment that they feel recognized for who they really are and not only for what they know. Students love the activity and ask for more time to play with the cards. They express commitment and respect for trying to give feedback to another human being. The class members also use the activity to offer constructive feedback to each other on areas for improvement. The activity seems to work best with senior-level students who know each other well yet might be useful as a self-reflection tool for newer students.



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Illustrations

NINE MOODS OF SHEEP

Communitifying, Role Modeling, Sensing, Delighting

Toloue Miandar recently introduced a new icebreaker exercise at the beginning of her Business Ethics and Sustainability courses at Bologna Business School. She used a “sheep scale” meme that displays nine sheep in different moods. She invited the students to pick a sheep to describe their current mood. It immediately set a joyful tone in the classroom, and then gave Toloue the opportunity to share the mixed emotions she felt in recent months. While she was excited to begin a new class, the state of women’s rights in her home country often saddened her. She shared that she is personally committed to raising awareness about the ongoing freedom movement in Iran. She then connected it to the topic of corporate responsibility and how it starts at the individual level. Students showed genuine interest and empathy for Toloue. This exchange set the foundation for a community built on authenticity and trust was laid. Toloue’s open and heartfelt sharing set the tone for the course and paved the way for her and her students to build real connections with each other. This shows how a simple icebreaker can become a powerful way to cultivate an environment of openness, sharing and genuine connection.

Illustrations

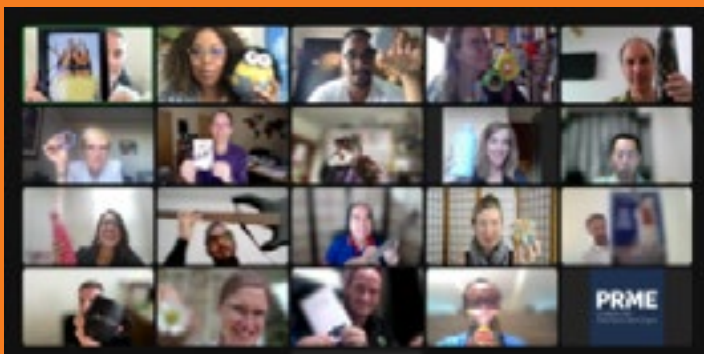
BREAKING THE ICE

Communitifying, Animating, Delighting

Icebreakers can be a simple and quick way to start infusing your classroom with the spirit of i5. They often require little preparation, can cover multiple signature moves at once and make an easy return on little investment. Consider trying these icebreakers in your next session.

60 Seconds of Joy

Fitting for online or in-person settings, ask your students to find something in their physical space (like a picture, tchotchke, etc.) or on a mobile device (like an app, meme, etc.) that brings them joy. Have students get into small groups and give each person 60 seconds to explain why the item brings them joy. You can customize this icebreaker for your setting. If you're online, ask all the students to display their joyful items all at once so that everyone can scan the screen and notice what joy looks like across the class. This invites students to come on camera and can set an interactive tone for the virtual session. (This icebreaker was devised during the i5 project by Amber Kamilah from Project Zero and Professor Expert Pedagogy Group Member Christian Van Buskirk.)



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We're Twinning

Maria Pietrzak, Professor at the Warsaw School of Economics in Poland, began using icebreakers to help students get to know each other better to build a community of mutual trust and understanding. One of her favourite icebreakers amazes students every time. They break into pairs, and she asks them to find as many things as possible that they have in common in two minutes. Afterward, they are always impressed by the number of things they share alike. This fits in-person or virtual classes.

Going Boating

This in-person icebreaker expands on We're Twinning. Ben Teehankee, Professor at De La Salle University in the Philippines, asks students to form groups of up to five people based on a common characteristic, like favourite colour. This way, the group members discover their commonalities right away. To keep the group small for conversations, groups of six members must spin-off into groups of three to avoid the boat "sinking". Ben asks them to introduce themselves, then shares getting-to-know-you questions on a screen. These questions can start quite light like, "What is your hobby or pastime?" or "What is your favourite food?" He gives them 2-3 minutes for the introductions and answers to the getting-to-know-you question. Then he asks the members to say goodbye to their boatmates and to regroup with another boat based on new characteristics like month of birth, number of siblings, etc. The getting-to-know-you questions can progress to more personally disclosing questions for each new boat group, like, "What is your vision for your career?" "What frustrates you most about your relationships?" Ideally, the last question relates to the topic of the class, like, "What did you find confusing about the assigned reading?"

Illustrations

INTENTIONAL DIVIDES

Bridging, Teaming, Communitifying, Personalizing

Responsible leaders must be able to collaborate and engage effectively with individuals who differ from them. Business educators can help prepare students for this by deliberately forging connections across differences. Let's see how two professors did this.

Mixing It Up for Research

As the Chairperson of the Centre for Social Sensitivity and Action at the Goa Institute of Management (GIM) in India, Divya Singhal coordinated a three-day workshop for 10 Chief Ministers Fellows. She designed the workshop, Understanding Research Methods, to provide the fellows with the necessary framework and contextual knowledge to navigate the intricate research landscape. The workshop design itself was a part of the learning. Learning from diverse perspectives in research helps researchers to mitigate bias, identify blind spots, challenge their assumptions and foster cultural sensitivity. In the long run, it can help researchers broaden their ethical and cultural considerations in a way that produces nuanced insights that advance knowledge. Divya wanted to make sure the fellows would be exposed to divergent perspectives. Before the workshop, Divya collected their background information.

Of the 10 fellows, three focused on finance/revenue and two focused on health. She distributed the interest areas across small teams, and over the three days, changed seating arrangements everyday, designed breaks as bonding moments, and started each day with 'open chat' sessions to encourage informal dialogue and connection.



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Cross-Collaboration for Innovation

Samuel Sebhatu, a Senior Lecturer at the Karlstad Business School in Sweden, also uses student background information to form groups. In this case, he bridges students across cultures to complete their Sustainable Business Model Innovation projects. On the first day of class, Sam forms groups of both Swedish and international students. It wasn't uncommon for these groups to silo themselves, so Samuel saw this as an opportunity to build bridges between students and to strengthen their sustainable inventions. Along with the grouping, Samuel created an environment where students could comfortably and authentically share personal stories. Students eventually came to see the value in the cross-cultural groups, especially when it came to the problem-solving and innovation aspects of their work. For example, what was a simple childhood chore for one student (making a potato-based bag with her mother) became a brilliant sustainable invention in the eyes of her groupmates (replacing plastic bags with eco-responsible starch bags). Students came to see how making personal connections with others from different cultures could be enlightening and powerful. Students also began to feel a greater appreciation for their own backgrounds and experiences.

Illustrations

TEAM CHARTER

Teaming, Communifying, Braving and Animating

Teamwork can help develop the collaborative and interpersonal skills that are so essential to healthy professional relationships. Christian Van Buskirk, Professor at Gustavson School of Business, University of Victoria in British Columbia, Canada includes a critical first step in his team assignments. He emphasizes the importance of transparency, intentionality, reflection, and accountability by having student groups develop team charters at the outset of their work together.

The charter template prompts students to document individual and shared values; goals for working together (which can be different from the task, such as team cohesiveness), rules of engagement (such as respecting different viewpoints or advance notice of absence), specific strategies for managing team conflict and each team member's signature to denote accountability and consensus. While the group task may be clear because Christian assigned it, the charter (or contract) acts as a guiding template for students into conversations they wouldn't typically have about the process of working together.

Christian incorporates team charters in his courses Introduction to Marketing, Leading People and Organizations and Fundamentals of Marketing Management which range in class size from 55 to 100 students. He invites them to disperse across campus to work on the charters together. Some teams may stay in the main room, while others may find quieter nooks and spots on the lawn to have intimate conversations.

One student commented that, "This was the best team experience I have had in my entire

time at university." Christian attributes the team projects' success in his courses to providing and requiring students to develop this charter. This activity prompts them to focus, discuss, document and reflect on process when working with other people toward a common goal. Additionally, the charter allowed him to redirect students to their own agreements when team issues arose, preventing major group dynamic challenges. Most importantly, Christian uses the team charter to challenge students to act as leaders within their teams while they complete course-specific tasks.



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Illustrations

GLOBAL CLASSROOM EXCHANGE

Bridging, Braving, Linking, Authenticating, Animating

The Social Impact Fellowship between Almaty Management University (AlmaU) in Kazakhstan and Lehigh University in the US is a multi-year initiative designed to promote cross-cultural exchange and tangible solutions to shared challenges. Students learn to build collaborative research capacities while creating projects to increase social and ethical awareness. Students are currently collaborating on three original and ambitious projects: Air Pollution in Almaty, Sustainable Development training for K-12 and developing an IRB at AlmaU.

The fellowship includes workshops and immersive experiences that integrate experiential learning, research and entrepreneurial engagement. Students from each university meet remotely several times during the academic year, exchange their in-country fieldwork and research and work together in all the different stages of the process.

The project started just before the COVID-19 pandemic and continues to shift based on the students' needs and interests, and the facilitators' capacity. There have been five faculty facilitators and around 40 students from both universities.

Professor Aurora Díaz Soloaga describes some of the ways she and the project team supported students in the cross-cultural exchange:

Speaking different languages

“For some of [the AlmaU students], this is their first experience in communicating in English with an academic purpose, so stimulating their leadership in the process always convenes their responsibility and makes them react proactively. ...We take advantage of small and personal conversations to encourage their role in the project...to overcome...feelings [like] nervousness, shyness, or inferiority.” She further explained that the Lehigh professor was “very considerate...in this sense... promoting in her students' patience, empathy and a sense of mutual cooperation.”

Cultural norms

“We had opportunities to make them explicit, especially during the fieldwork. We promoted informal meetings to get to know each other better. Both the faculty facilitators encouraged the students to verbalize norms considered important in the two cultural contexts, especially when working together from a professional or academic perspective.” When conflict or misunderstanding arose, “We decided to openly comment on the preferences of our and the other team...while learning the reasons for those different views.”

Balancing cultural representation

“Perhaps academically the Lehigh students dominated the field while they have the main initiative in promoting next steps...so their work culture, in that sense, marked the path. But the exoticness of the Kazakh and Kirgiz...students for the US students many times dominated the conversation and became a source of conversations, surprises and fun.” “The cooperation is based on a clear win-win framework. The Lehigh side knows that AlmaU's counterpart is absolutely necessary for successful project completion (and vice versa). This is a reality not only from a technical point of view but ...from a cultural point of view: it is necessary to understand and deepen the Kazakhs' idiosyncrasy to understand how to positively influence their way of dealing with air pollution and ecological awareness. So many times, the facilitator from Lehigh provoked conversations and changes of impressions about the peculiarities of Kazakh language, culture and traditions.”

5-minute Stretch

Read Professor Kigundu's dilemma below. Suggest 4 different actions he can take to address his challenge using each of the Signature Moves.

Professor Kigundu has noticed that his business students are not working together well in their assigned groups. The international students tend to isolate themselves within the groups as well. Additionally, students express skepticism and annoyance with the idea of group projects in general. During class discussions, cliques seem to form along the fault lines of language and social class. A sense of individualism and competition pervades the classroom and exacerbates these issues. Professor Kigundu faces the challenge of creating a classroom environment that encourages collaboration and cooperation, while also addressing the international student's isolating experience. What are some moves that Professor Kigundu could make to break down the barriers between students and promote a sense of community in the classroom?

Communitifying

Braving

Bridging

Teaming

Facilitate Active Engagement



Dynamic “hands-on” and “minds-on” experiences in which learners are developing the thinking, contextualized practices, and agency to find, navigate and solve problems

SIGNATURE MOVES

Animating
Authenticating
Linking
Teching

Facilitate Active Engagement



Definition

Facilitating active engagement means making your business classroom a place of student action and expression. You create the conditions for students to be motivated to participate and to be personally invested. You design physical “hands-on” activities with materials and objects, as well as intellectual “minds-on” activities with provocative ideas and challenging questions based on real-world experiences. You organize activities that call students to make decisions in real-world business situations, practicing behaviors and mindsets of responsible leaders. You regularly bring students into the physical, virtual, social and intellectual spaces that business professionals live and operate in. You expose them to working professionals’ real narratives and perspectives, helping them develop their personal and professional vision. In actively engaging learning environments, learners choose to focus their attention and may find themselves so immersed that they experience flow.

Research Ties

Learning is not a passive enterprise. Commitment and active participation are critical components. Evidence for the positive effects of active engagement in human development and learning is consistent across decades of research in psychology and cognitive sciences. In contrast to passive or powerless experiences, active engagement involves states of agency and self-efficacy—each of which are essential elements in human motivation and development (Bandura, 2001, 2006). Research in higher educational settings suggests that opportunities to develop and demonstrate empowerment leads to increases in student learning outcomes across a variety of disciplines (Freeman et al., 2014; Munna & Kalam, 2021; Yannier, 2021).

Choosing what and how to focus creates the conditions for highly motivating “flow states” (Csikszentmihalyi, 1990) in which learners balance challenge and competence in immersive activities. Activities in which learners act and think flexibly with knowledge are potent performances that build, deepen and demonstrate understanding (Perkins, 1998). Research in neuroscience suggests why active engagement is powerful in learning: it increases brain activity in regions responsible for executive function, memory, attention and decision-making (Diamond, 2013; E. L. Johnson et al., 2014; Kühn et al., 2012). In sum, actively engaging in tasks and ideas greatly enhances learners’ agency, motivation and understanding.

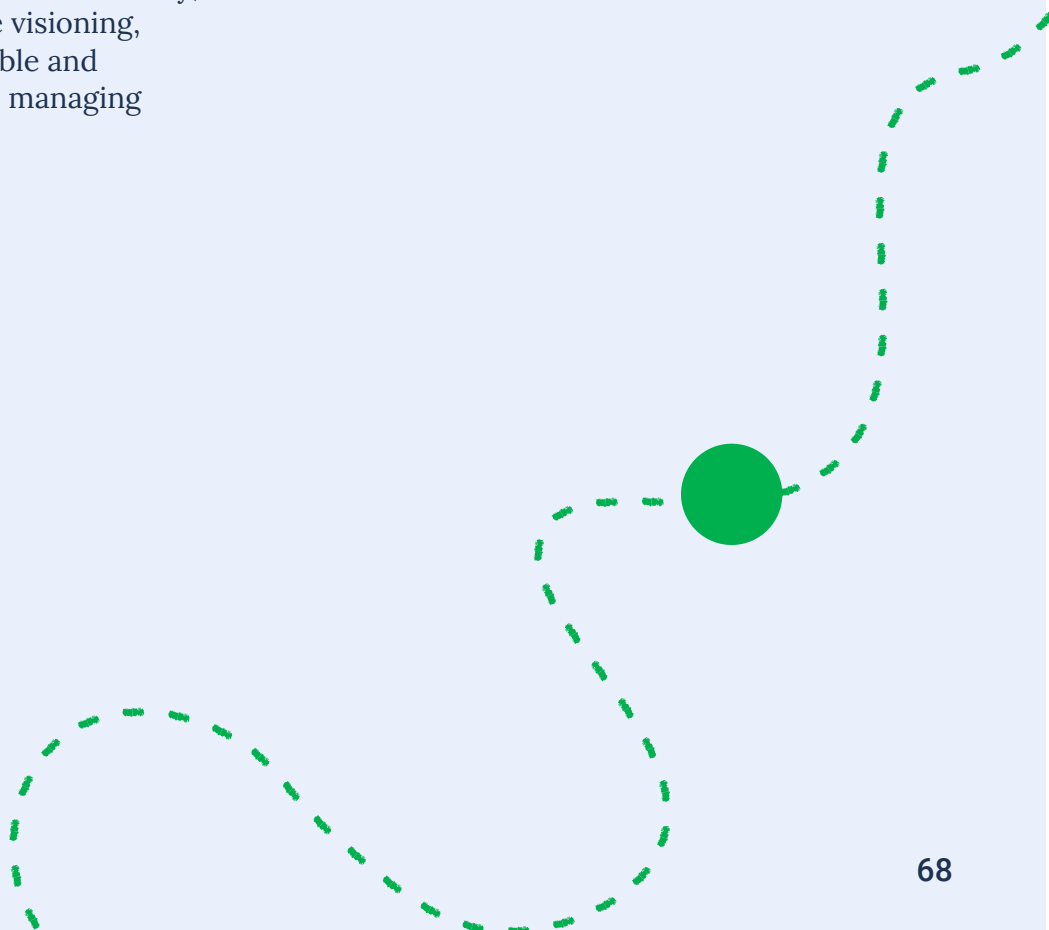
Being a responsible leader requires high levels of attention, engagement and empowerment. Such engagement requires vigilant scanning for patterns in the environment, examining and linking events, finding relationships and devising strategies with

others (Kim & Lannon, 2013; Muff et al., 2022; Wilkinson & Leary, 2021).

Today's business challenges leave little room for leaders to be inattentive, distracted or apathetic. Responsible leaders need culturally appropriate skills of focus, assertiveness and the ability to negotiate distractions (Hennig & Schiller, 2021; Ma & Tsui, 2015). Shifting entrenched dynamics may require envisioning futures that could emerge but do not yet exist (Scharmer, 2007). Such speculation is challenging in many turbulent workplaces driven by rapid production of knowledge, new technologies, globalization and the competition for the attention of all stakeholders (Uhl-Bien 2017, Allen et al., 2022).

Looking to the future, effective leadership will continue to call for high levels of active engagement in the physical and virtual worlds (Allen et al., 2022). In business, attention, thinking and communicating are increasingly mediated through various software, digital media and online collaborative platforms (Guthrie & Callahan, 2016). Being able to maneuver continuously advancing technologies will be an essential skillset.

Facilitating Active Engagement aims at developing competencies such as empowerment and efficacy, problem finding and framing, future visioning, complex and systems thinking, flexible and provisional thinking and action, and managing uncertainty, doubt, and ambiguity.



Signature Moves

Animating

Incorporating activities that focus students' attention, energize them, or ask them to perform an action that invites them to physically move in their space or surroundings.

An i5 classroom bustles with student activity. Students are active in their own learning, and they are expending as much, if not more, energy than the educator. Class topics and tasks elicit motion—whether it's intellectual or physical, students are moved.

Animating involves mind-on tasks that focus students' attention and heighten their present awareness. Real-world business affairs involve complex and creative activities that require presence of mind. In animated classrooms, you would create mind-on tasks that empower your students to make real-time decisions. One benefit of a designed learning environment is that you can set the pace for these mind-on tasks. Animating can be fast and slow. You might increase your students' focus by slowing them down and removing distractions that impede active processing. For example, you might dedicate time during a class period for students to slowly observe or assess something—like a piece of artwork, a data set, or a complex graph. This slowing down can help develop their attention to detail. Similarly, you might use rapid activities to develop your students' agility and enhance their time management skills.

Animating also involves hands-on tasks that invite

students to use their bodies. The human body is an acknowledged and appreciated asset in the i5 classroom. You might design activities that ask students to maneuver in their physical environment, tinker with physical items, make a craft using art materials, use dance for sensemaking, take action in their neighborhoods, visit a place of interest or simply use their body for expression.

When considering the myriad of ways to animate learning experiences, be mindful of your students' physical and intellectual capabilities and preferences. Recognize that one student's active engagement may differ significantly from another's. For example, you may have students who are extremely shy, use wheelchairs or have non-visible health conditions. It's important to learn the diverse ways your students can move and design accessible activities for them.

Lastly, consider how the physical learning space can prime students for energizing experiences, movement and more playful interactions. For example, you might arrange seats in different shapes, reconfigure the desks, facilitate an outdoor session, or sit at a single table if your class is small.



Authenticating

Expose students to real-world issues and engage them in experiences that are authentic to their current and future realities.

“I’ve never used that in real life.” It’s common to hear a student say this when reflecting on a past learning experience. With i5, the goal is for your students to look back at their time with you and say, “That class prepared me for reality.” Authenticating means that you prioritize incorporating experiences that are authentic to both your students’ present realities and their visions for their future selves.

A critical way for business schools to prepare their students for the real-world is to level the walls between disciplines in classrooms. Although most business schools organize learning into separate subjects, authentic learning confirms and upholds that reality is interconnected. Authenticating means learning is issue-centred and problem-based. Students engage with topics that are real, complex, open-ended, multifaceted and interdisciplinary. (Dickson et al., 2013; Muff, 2013). The SDGs, for example, are impossible to achieve with siloed expertise, so how can we prepare students to address them? You must expose students to real-world case studies (Gosling & Grodecki, 2020). Immerse students in provocative and challenging topics that will stimulate their commitment and emotional investment in the learning experience. If you’d like to use a semi-fictional case study, use one like Stella McCartney Sustainable Luxury that immerses students in a real business and engages them in active role-play, debate, decision-making, and visioning exercises. This type of Authenticating enables students to develop a deep

appreciation for and understanding of the world’s true nature and machinations (Abdelgaffar, 2021).

There are a multitude of real worlds that your classroom can open into, starting with your own institution. Consider how you can lower the walls between courses within your own or neighboring departments to create interdisciplinary approaches like the Mosaics at Dickinson College. You might go a little further and connect with seemingly unrelated student clubs, as you will see in the upcoming illustration about an athletics student club in Sao Paulo. You might integrate service and/or experiential learning into your course and connect with a local community. You might organize experiences abroad where students can study the actual needs of groups that are important to them as you will see in a later example as well. Situating your students in real-life experiences like these can help your students not only develop leadership skills but also nurture competencies like cross-cultural understanding and ethical capacity (Guthrie & Callahan, 2016).

Authenticating also involves simulating ordinary tasks and experiences that students can expect in their professional lives: preparing for job interviews, conducting and receiving performance reviews, collaborating on team projects, drafting work plans, crafting business proposals, etc. By incorporating practical activities like these, your students can be more prepared and confident when they encounter them later. You can make these activities more playful and real by using improv theater, simulations or creative facilitation techniques. By Authenticating, your students can experience your classroom as a real gateway to their future.



Linking

Building meaningful links and relationships between students and industry professionals, businesses, community organizations, and others.

Connecting with local businesses, nonprofits, NGOs, and a variety of other stakeholders can enliven classroom experiences, improve course alignment with up-to-date industry knowledge, and foster relationships.

Linking creates strategic exposure for students. The real business world's inner workings can seem obscure and intimidating to inexperienced students. By inviting guests into your classroom, students can gain access to contemporary, and sometimes insider, cases of business successes and challenges. Bringing in business professionals that engage with students authentically provides a window for students to see how businesses operate. Linking invites students to surpass business theory and enter the heart of business—the people.

With the goal of developing your students into responsible leaders, it's important to prioritize creating diverse and inclusive learning environments that foster connections between students and professionals from all walks of life. Linking involves exposing students to a broad spectrum of professionals from diverse backgrounds who can offer varying positions and perspectives. Additionally, it is crucial to actively seek out opportunities for students to engage with and learn from the communities they seek to impact. By doing so, students can develop a deeper understanding of nuanced, different perspectives and become more culturally responsive and empathetic global citizens.

By diversifying the narratives that students encounter, you can create a more inclusive learning environment that empowers them to think critically and approach complex problems from angles that are innate to them.

Making connections with real people personalizes the lessons for students. Intimate conversations with experienced professionals can offer valuable insights and strategies that students will not ordinarily encounter in academic articles and books. Recall the World Values Day example from Professor Natascha Radclyffe-Thomas. She invited guests in to share how their personal values guided their daily actions at work. Students listened to firsthand accounts of business professionals making values-based decisions—a mark of responsible leadership. Involvement of industry experts like this helps to personalize the course content in a way that motivates students to make personal decisions about their own futures (Dickson et al., 2013; Gosling & Grodecki, 2020; Radclyffe-Thomas et al., 2018).

Finding ways to collaborate with businesses and organizations can lead to real-world action. This partnership can be a form of experiential learning that requires students to evaluate decisions' real impact. It enriches the way students view various stakeholders within a business and the relationships between them. In this way, students can develop fuller knowledge and more nuanced understanding of business affairs and outcomes, influencing their potential to lead responsibly (Dickson et al., 2013).

Students need connections to advance personally and professionally throughout their lives. Linking could take the form of connecting students to mentors and coaches that support their long-term development and intergenerational knowledge transfer.

Tapping into your own personal and professional network for collaboration is a first step. Going beyond your own connections and having students identify collaborators can encourage student ownership of the process, leading to experiences that are even more meaningful to them. For example, students may explore LinkedIn or Facebook for affinity groups and begin establishing and extending their own professional networks. Students could use a site like Aim-2Flourish to identify local businesses that are using sustainable practices that they would like to engage with or to source inspiration for projects they would like to initiate locally themselves.



Teching

Creating opportunities for your students to use technologies in effective and healthy ways.

Students must be prepared to lead in today's Fourth Industrial Revolution, a time of rapid technological growth and increasing global connectivity. With emerging breakthroughs in banking, artificial intelligence, genetic engineering, social media, blockchain, Web3, 3D printing and many other frontiers, the digital horizon that students need to navigate is expansive (Allen et al., 2022; Lanzolla et al., 2020; Schwab, 2022). Students need support and guidance to develop the technological expertise, digital literacy and healthy digital habits that responsible leaders will need to navigate this age that blurs the biological, physical and digital.

UNESCO defines digital literacy as “the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for employment, decent jobs and entrepreneurship. It includes competencies that are variously referred to as computer literacy, [Information and Computer Technology] literacy, information literacy and media literacy.” (Law, Nancy et al., 2018) A crucial part of providing quality, equitable education is determining how you can build your students' digital literacy.

Teching involves exposing students to the technologies that they might encounter in their future work so that they can gain familiarity and prowess. To prepare your students for career success, they need to begin using the technology that they will use in their future jobs in your class(es). For an accounting class, for example, what accounting

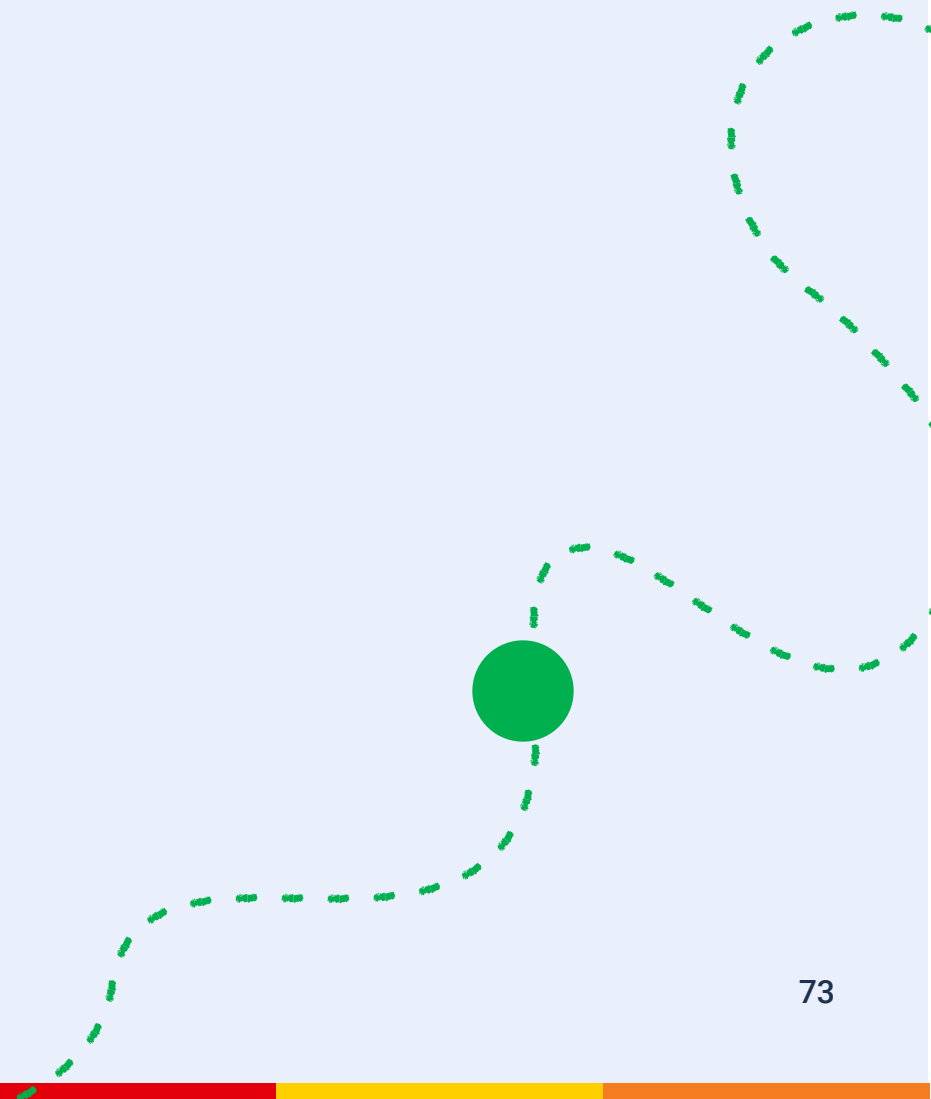
software is most used by top accountants and firms? How can you arrange for your students to practice with this software? This inquiry applies to any subject.

Futurist thinking comes into play next. What technologies are on the horizon in a specific field? What roles are being advanced through technology and what roles are becoming obsolete? Maintaining how your industry integrates technological progress will enable you to bring relevant tools into your classroom. Gain comfort evaluating recent technologies' benefits and limits as well as experimenting with them. Together, you and your students might investigate trend reports, use futurist-minded thinking tools, the Futures Thinking Playbook, or you might task students to make industry forecasts. These types of activities can help students build necessary skills, like analysis and pattern recognition, for technology-related decisions in their future roles.

Next, consider the ways you use and require your students to use digital technologies throughout the learning experience itself. Learning about the latest edtech tools annually can help you keep your classroom fresh and improve your tech skills as well. For example, how do you share content and engage students in discussions? Some educators use tools like Mentimeter or Kahoot to make classroom discussions more interactive. Virtual collaboration boards like Miro, Mural, Padlet or Jamboard are especially fitting for online classes. Another way to enhance the learning experience is by requiring students to demonstrate their learning in numerous ways. For example, you might choose to strike a balance between familiar and latest technologies to strengthen students' existing skills and build new ones. Or you might use academic digital information literacy activities like the ones at the STAK project. Knowing how to strategically use digital technologies is especially important now due to the increase in online and hybrid learning. As online education becomes more normalized,

using innovative teaching methods that sustain interest, attention and student engagement will be necessary (Abdelgaffar, 2021).

A seemingly antithetical question to ask in this section about Teching is, what can you do that technology can't do in your classroom? Technology need not dictate the classroom experience. Knowing when and how to use digital technology is vital to having a healthy relationship with it. Helping your students develop healthy digital habits—and modeling them—is an essential aspect of Teching. Straight away, you could use a tool like the Digital Habits Checkup to help your students evaluate their digital well-being. You can also explore the Digital Citizenship Curriculum to brainstorm ways you can incorporate digital well-being into your course. Also, consider connections to Surfacing and how digital habits and digital literacy relate to students' media literacy and online consumption.



Illustrations

TRANSFORMATIVE IMMERSION

Authenticating, Linking, Exploring, Braving, Bridging, Sensing

The Development of Corporate Citizenship (DoCC) program at the S.P. Jain Institute of Management and Research (SPJIMR) is a powerful example of transformational, immersive, experiential learning. For over three decades, DoCC has been empowering students with a unique, non-classroom learning experience. At the heart of DoCC lies the belief that civil society is a tremendously valuable learning mechanism. By embarking on social internships across South Asia, students gain a deeper understanding and appreciation of issues related to equality and justice. They get to meet inspiring grassroots pioneers, explore community challenges and visit exemplary work centres that embody social responsibility.

The DoCC program leverages NGOs' power to provide hands-on learning opportunities for students. With a vast network of over 300 partner organizations across 26 Indian states, as well as Nepal and Bangladesh, the program offers diverse and enriching experiences. Through this immersive approach, students are tasked with reflecting on and applying their management skills in unstructured environments. DoCC randomly assigns them to locales, where they are at least 500 km away from their hometown. The experience is crafted to expand students' boundaries and encourage them to openly embrace new challenges.

DoCC sets out to ignite a sense of empathy and understanding within students towards the people and cultures that make up rural South Asia. As students embark on their social internships, they are exposed to the harsh realities of underprivileged communities. They

witness firsthand these groups' struggles and adversities. These experiences leave a profound impact, stirring a range of emotions within them.

Chandrika Parmar, Director of DoCC, shares a poignant memory from a group of students who were deeply affected by their encounters with local starving children. For the first few nights, the students barely slept as they grappled with witnessing this heartbreaking reality. Through their experiences, the students gain empathy, compassion, kindness and wisdom. They emerge from the program with a deeper understanding of the world and a profound sense of purpose. Through the program, students develop the vital skills and knowledge to engage and communicate with marginalized and vulnerable groups more effectively and compassionately. DoCC ignites a passion for social responsibility within students, empowering them to become changemakers in their own careers.

Throughout the year, the DoCC hosts several events and outreach activities to connect the development sector, corporate world and civil society for meaningful conversations and fruitful collaborations. The program also has its own SDG Dashboard to track alignment with the SDGs. DoCC recently published their first magazine, "Stories of Impact: Exploring the World of Grassroots Experiences," where you can read the transformative stories of students in their own words.

Illustrations

COLLABORATION WITH STUDENT CLUBS

Animating, Authenticating and Personalizing

Faculty from the School of Economics, Business Administration and Accounting at Ribeirão Preto of the University of São Paulo (FEA-RP/USP) understand the power of enabling students to actively connect academic and practical worlds via student organizations. The university does not organize the student organizations. Rather, it creates supportive conditions for groups to form, find, explore, and address real-world problems. Along the way, students feel empowered and develop necessary managerial and complex thinking skills. FEA-RP/USP faculty support students in social projects such as “Juntos contra a COVID-19,” a project their student athletic association organized to raise funds for people needing COVID-19 treatment. This same student group committed to reducing waste at parties and by the end of the year, students used 20,000 fewer disposable cups than the year before (FEA-RP Report). Such student-led and faculty-supported groups promote the development of a variety of responsible leadership skills beyond what the formal business program could otherwise achieve.



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REAL WORLD ACTION

Authenticating and Linking

The Emerging Markets Initiative at the Universidad Externado de Colombia gathers and trains international student teams to create solutions for small and medium enterprises in topics such as management, corporate social responsibility, circular economy, base of the pyramid and social business entrepreneurship. These companies often lack resources, so the students provide no-cost consulting services and experience actively providing pro bono work for deserving businesses.

You might consider working with colleagues to incorporate an action requirement at the program level. The De La Salle University College of Business in the Philippines established a final project course called Insider Action Research for final-year students. In this course, students select an important workplace issue and collaborate with stakeholders to understand the issue’s genesis and develop solutions to address it. The faculty’s goal with the course is for their students to become agents of change in their work contexts by applying methods of observation, critical reflection, collaborative analysis and scholarship (Teehankee, 2018). Students must successfully defend their project papers to a panel of faculty as a graduation requirement.

Illustrations

THE GREEN BUSINESS LAB SIMULATION

Animating, Authenticating, Prototyping, Delighting

18 MBA students enrolled in the Responsible Management Unit at Edith Cowan University School of Business and Law in Australia. They participated in an experiential and authentic learning experience called the Green Business Lab.

The students worked in teams to run a fictional business across three business cycles and determined each of their C-suite roles. They were tasked with making ethical and responsible operational and leadership decisions to improve the company’s sustainability and triple its bottom-line performance.

Each team competed against other teams and their simulated companies. Professor Mehran Nejati, the unit coordinator, and two collaborators Judy Lundy and Sue Hickton facilitated the simulation. It enabled students to apply ethical decision-making and responsible leadership to various business environments and practice sound analytical skills by information processing and problem-solving.

At each business cycle’s end, the facilitators guided a debriefing session for the teams. They received feedback from the company CEO (led by the unit coordinator) at the end of each round. After three business cycles they presented their company’s performance to a fictional Board of Directors, comprising two academics and two doctoral students. The feedback provided throughout the experience, debriefing sessions and peer-learning complemented students’ learning experience and contributed to the co-creation of knowledge.



“The experiential side, it also gets your adrenaline pumping—we have something to achieve, we can apply new thinking, we can apply it in innovative ways, we can look at things very differently from just the normal textbook.”



“...with this it gives more room for innovation—it is not predetermined. That is what I really really love about it. You are going to get somewhere, but how you get there, what performance objectives you set, that is all up to you. Really really love that.”

“The experiential side, it also gets your adrenaline pumping—we have something to achieve, we can apply new thinking, we can apply it in innovative ways, we can look at things very differently from just the normal textbook.”
- Elmer De Castro, Student

...with this it gives more room for innovation—it is not predetermined. That is what I really really love about it. You are going to get somewhere, but how you get there, what performance objectives you set, that is all up to you. Really really love that.”
- Ngambo Flora Kabalata, Student

Illustrations

GUEST SPEAKERS

Linking, Authenticating

Toloue Miandar, Assistant Professor at the Centre for Sustainability and Climate Change at the Bologna Business School in Italy, invited guests to three of the seven sessions in her online class, Sustainability-Oriented Innovation. The 30-student course, which took place on evenings and weekends for 3-3.5 hours, consisted of graduate students and executives who were usually tired by the time the sessions began. The additional voices and perspectives of the guests – two industry leaders and one senior researcher from Toloue’s own professional network – made for lively Q&A discussions. The class community, along with a few of the guest speakers, stay connected on LinkedIn where they still share and discuss sustainability-related subjects.



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Illustrations

TWO-IN-ONE FIELD TRIP

Animating, Authenticating and Linking

Professor Christian Van Buskirk planned a two-part field trip that exposed 50 students and faculty to two different worlds of business.

The first stop was Level Ground coffee where Co-Founder Stacey Toews gave a tour of their sustainable production facility and a presentation that covered their company strategy, operations, talent management, and customer experience. He explained how they embedded sustainability throughout their entire operation. With warm hospitality, Stacey provided Level Ground’s freshly brewed fair trade coffee and treats from a local bakery. Stacey’s ability to educate and inspire students to be bold, curious, and explore possibilities left a profound impact on their understanding of real-world opportunities and challenges.

The next stop was Butchart Gardens which provided a contrasting lens as a world-renowned tourism attraction with National Historic Site of Canada status. Students met with CEO Dave Cowen and Director of Communications Jill Smillie. They shared how they manage demand, waiting lines, different segments of customers, post-pandemic operations, and reliance on key partners in tourism.

Christian conducted a debrief the next day and followed it up the next week with a team assignment in which students used concepts like gap analysis to identify strengths and opportunities at Butchart Gardens and presented their ideas to the class. Christian says, “It was phenomenal.”



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Illustrations

THE RISKS AND REWARDS OF ACTIVE ENGAGEMENT STRATEGIES - Transparent Reflections from a Professor

Animating, Delighting, Contemplating

Jeffrey Rosen is a Professor of Practice, Urban and Environmental Policy and Planning at Tufts University. Upon learning about i5, Jeff decided to try out some new activities in a new class, Impact Investing for Catalytic Impact: Filling Capital Gaps. Taking a moment to pause, Jeff muses on the successes and shortcomings of the time he spent with his 16 students this past semester.

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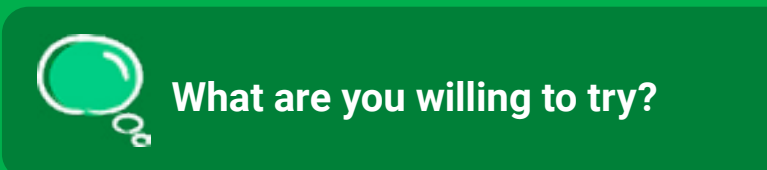
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5-minute Stretch

1	A critical way for business schools to prepare their students for the real world is to maintain a separation of disciplines.	True	False
2	Service learning and experiential learning are examples of Authenticating.	True	False
3	Linking invites students to surpass business theory and enter the heart of business—the financials.	True	False
4	Tapping into your own personal and professional network for collaboration is a good first step for Linking.	True	False
5	We are living in the age of rapid technological advancement that blurs the digital and physical called the Fifth Industrial Revolution.	True	False
6	Knowing when and when not to use technology in your classroom is an example of Teching.	True	False
7	Animating means requiring all students to participate in fast-paced physical activities.	True	False

Which signature move within Facilitate Active Engagement did you find the most intriguing?
 What's one small way you could act on it in one of your courses?

Design for Iteration



Cycles of performance and feedback that provide opportunities for risk-taking, experimenting, learning from mistakes and making changes in thinking and actions.

SIGNATURE MOVES

Exploring
Prototyping
Revisiting
Compassing

Design for Iteration



Definition

Learning develops over time as students engage in cycles of action, feedback and reflection. This is the spirit of designing for iteration—creating cumulative connective experiences in which your students can experiment with ideas, take risks, course-correct in real time, prototype solutions and collect input just as business leaders do in real-world settings. Designing for iteration invites you to develop learning cycles in which your students can try out different concepts and actions, make mistakes, give and receive feedback, and revise. These iterative learning experiences ask learners to show the courage to fail to reveal insights to help them improve. Such activities build healthy lifelong skills of learning how to learn and persevere through trial and error.


Research Ties

The power of iterative experiences in human development and learning has a strong basis of evidence across a wide range of research. Cycles of action followed by feedback, reflection and revision are core components across a variety of well-established learning theories, such as experiential learning (Bateson, 1972; Kolb, 1984), workplace learning (Illeris, 2003; Marsick & Watkins, 2001; Raelin, 2008), and organizational learning (Argyris & Schön, 1996; March, 1999). Understanding that learning is incremental and gained through iterative processes is evidence of a “growth mindset,” which research suggests is predictive of resilience, motivation, and personal development (Dweck, 1999). Iterative experiences create a fabric of ongoing feedback and formative assessments that contribute to deeper conceptual understanding (Wiske, 1998). Research suggests that iterative experiences support important cognitive processes, including perseverance, counterfactual reasoning, cognitive flexibility and creative divergent thinking (Lui et al., 2017). Moreover, neuroscience research suggests that iterative experiences activate the brain regions involved in perspective-taking, flexible thinking, creativity, judgment, and decision-making (Kleibeuker et al., 2016, 2017; Van Hoeck et al., 2015). The perseverance required in iterative thinking is linked to reward and memory networks that underpin learning (Boorman et al., 2011; Nemmi

et al., 2016). In sum, a wide range of research offers ample evidence for the power of iterative experiences in supporting learning.

The ability to iterate and learn from mistakes is crucial for responsible leaders. When facing complex challenges, leadership requires adaptive responses of probing, sensing and experimenting with others over time (Snowden & Rancati, 2021). Many contemporary challenges are interconnected and complex, making it difficult to easily define and understand before moving into problem-solving mode (Dreier, et al., 2019; Heifetz 2009). Often, the very process of problem definition can help uncover deeper systemic issues to solve and potential solutions. When solutions are unclear and uncertainty is high, leaders must display provisional thinking and prototyping with various stakeholders. Uhl-Bien and Arena (2017, p. 10) describe this undertaking as “richly connected interactions that allow diverse people, ideas, pressures to collide and combine in ways that generate the emergence of novelty.” As new and unexpected understandings emerge, cognitive flexibility and agility are key. Leaders must hold their theories tentatively as they quickly scan, detect and make sense of patterns in their environment (Cannon-Bowers & Bell, 1997; Klein, 1998; Weick, 2002). Iteration invites testing provisional theories in ways that minimize biases and uncover potential flaws in their thinking (Luca & Bazerman, 2020). Leaders enable cognitive flexibility with others by creating practices that support groups to successfully navigate uncertainty such as phased planning, just-in-time feedback and rapid prototyping (De Meyer et al., 2002). Such approaches to leadership often involve improvisation in real time as leaders closely read and react to unfolding situations (Vera & Crossan, 2005, 2009). The skills and mindsets to iterate are essential elements in contemporary responsible leadership.

In sum, designing for iteration aims to develop responsible leadership competencies, such as prototyping, adaptive experimenting, gathering and synthesizing feedback, and initiating and sustaining change.



“Today’s business school students who don’t identify and correct what they are doing wrong are tomorrow’s chief executives making the same mistakes with a large C company.”

– Nitán Nohria, Former Dean of Harvard Business School

Signature Moves

Exploring

Designing open-ended, sometimes ill-structured, learning experiences where students are encouraged to mess about, experiment with ideas, and take calculated risks.

Creating opportunities for curiosity-driven exploration driven, or what educational philosopher David Hawkins (1978) famously calls “messing about,” is a key move educators can make with their students. These are experiences that have no clear wrong or right answer. Instead, they invite learners to explore ideas, possibilities and work on potential solutions through trial and error. Learners may take uncertain steps, or there may be multiple paths to a potential solution, even ones that contradict each other. When students engage in exploration, they can embrace paradoxes while problem-solving and consider a wide range of possibilities. This openness can lead to increased innovation. Exploring creates the time and place that allows divergent and expansive inquiry into a given question, problem or phenomenon.

For example, you might present an ethical dilemma, a complex case, or a real-life scenario in which students grapple with ambiguity and brainstorm the potential paths forward. Students could engage in online games or simulations that invite them to openly explore and experiment with various parts of a problem. You might pose a big question, such as “What is equity?” or compare two provocative and contrasting points of view and ask, “Who is

right and why?,” to engage students in informal debate about ambiguity. You might use Creative Problem Solving protocols to generate ideas through convergent and divergent thinking. Or students might look closely at an everyday object or system (e.g. a smartphone or a neighborhood trash collection) and explore it through using a thinking routine such as Parts, Purposes, Complexities. Such experiences ask students to grapple with challenges with unclear solutions.

Exploring may not be a common classroom practice in many business schools. Learners are more often presented with well-structured concepts with clear processes that lead to a correct answer. However, the real world rarely presents itself in such clear-cut ways. Exploring encourages learners to develop the iterative sense-making skills responsible leaders need to untangle and solve the complex challenges they will face.



Prototyping

Embedding cycles of ideation, development, drafting, feedback and revision into assignments and learning experiences.

It is important to offer business school students moments to explore, experiment, and revise their hypotheses and theories to fit new knowledge. While this move is like Exploring's investigative nature, Prototyping organizes the process through deliberate phases of additional creating, feedback, and revising.

A classic Prototyping example is a classroom that includes design thinking processes where students brainstorm, create provisional solutions, test and gather feedback, and revise. For example, you might ask students to improve a dysfunctional supply chain process or develop a toy with sustainable materials. Rather than jumping to a final solution, they consider the user needs and develop an initial idea draft that can be shared for piloting and feedback. Using feedback, they quickly iterate the idea and engage in further development and testing. UNESCO's [Futures Literacy Laboratories](#)—labs at over a hundred universities that explore solutions to complex social issues – engage students in similar experiential workshops in which learners test a range of viable solutions to the world's most pressing problems. While many of these experiences might take days or even weeks, in contrast “design sprints” radically constrain the time, giving teams only a handful of minutes to create initial, loose and testable ideas.

With Prototyping, make sure to give the feedback stage sufficient time. Feedback is a powerful force when it reveals a gap between a learner's performance and their desired outcome. Task-focused specific feedback can help students make incre-

mental improvements. From this, they will be able to observe their progress and gain a keener awareness of the fine-grained changes they make over time. This sharpens and deepens their understanding. Feedback powerfully influences learning, so it is crucial to provide supportive materials about how students can best offer and receive thoughtful commentary, like the [Ladder of Feedback](#). See peer feedback's powerful effect on a young student's performance in Austin's Butterfly.

Prototyping can be coupled with existing assignments to enhance learning. For instance, you might scaffold your students' final essays by requiring them to share rough drafts, collect feedback from you and or peers, and revise accordingly. In a world in which many business schools are worried about generative AI's impacts, Prototyping is a move that makes learning visible and holds the learner socially accountable.



Revisiting

Going back to artifacts of students' thinking about a topic over time to reveal the progression of their understanding throughout a learning experience.

Students are often required to produce a final project at a course's end to showcase their final thinking and understanding of a subject. However, there are many stages of thinking that occur between the first and last day of class. Learning happens as ideas about a topic gradually transform into conceptions that are deeper, broader and more connected. For students to experience learning as a process of evolving ideas, they need to be able to observe how their thinking shape-shifts over time. This is the aim of Revisiting: empowering students to reflect on evidence of their learning and gauge how it evolves over time.

Core to this move are documentation¹ processes in which learners and teachers gather and interpret artifacts of learning. Your students might write regular reflections in a personal journal that they (and you) can revisit. Some educators use tools such as [ePortfolios](#) or [Connected Scholar](#) in which students select and share drafts and final pieces that demonstrate their learning. Over time they can look back at their work to see progress. Or you might ask students to submit video responses on [FlipGrid](#) to open-ended questions used at the beginning of the course that shows their thinking on topics prior to the semester. At the midpoint and end, you might ask students to look back on these

responses and notice changes in their thinking. You might publicly scribe class discussion notes using collaborative whiteboards so that they're visible to the students. You might have students jot down their thoughts on index cards and post them on a bulletin board. Students could revisit these later and explore how their ideas have shifted. Returning to artifacts of learning invites you and your students to observe how their theories evolve over time. Revisiting fosters an environment where students experience learning as an iterative process.

1. This section is a placeholder for a reference or footnote, but the text is garbled and illegible.



Compassing

Decentering testing and summative grading to focus more on the student learning journey.

The pressures of testing, marking and grading can make it challenging for students to experiment, take risks and simply enjoy learning. The more a student is preoccupied with how well they're doing, the less engaged they tend to be with what they're doing (Kohn & Blum, 2020). Instead of primarily using summative assessments that tend to demotivate students, Compassing invites educators to create tools and processes of formative assessment—ways that learners gather ongoing information to gauge their progress and change direction if necessary.

What compasses can we offer our students that will guide their learning? A rubric is a tool that many educators offer students. They have clear evaluative criteria and descriptions of what differing achievement levels are. Rubrics can redirect a fixation on summative grading by inviting students to use them throughout their learning process—consulting it as they write an assignment or develop a project. It empowers students to self-reflect on their progress as they are learning. A rubric can also organize peer feedback to make it more targeted and actionable. While your institution may require particular types of final testing, look for ways to offer tools that enable students to critically reflect on and redirect their thinking along the way. In sum, Compassing offers more opportunities for students to engage in ongoing self and peer assessment of their learning.

Offering students tools so they can self-reflect on their progress is one way to embed Compassing moves into your classroom. Another way is to

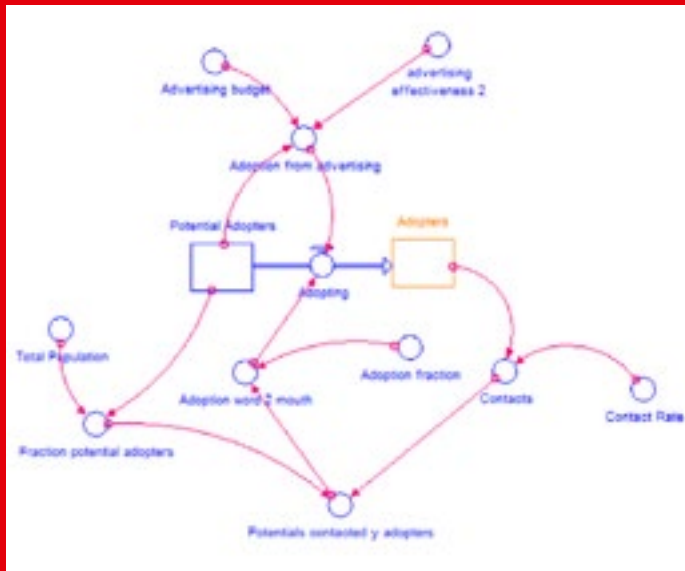
incorporate alternative forms of assessment and ungrading strategies. This might look like a declaration quiz, which is a checklist of assignment requirements that students mark with true or false. It may look like specifications grading, which specifies exactly what students would need to complete to achieve specific grades. It demystifies and de-emphasizes grades, much to Compassing's point. Most grading systems are antiquated and fall short of providing any real measure of a student's capabilities and learning. They tend to reinforce the industrial model of robotic training and scoring, far from a humanistic point of view. With Compassing, you provide students with the necessary tools to determine their learning objectives and navigate their experiences towards achieving them.

Illustrations

PLAYING WITH DYNAMIC MODELS

Exploring, Rippling, Animating

José Luis Camarena, Research and Development Coordinator at the Externado University of Colombia, uses Systems Dynamic Modeling with his students in his undergraduate course, Corporate Governance and Corporate Social Responsibility. Students openly explore mapping and changing variables in causal loop diagrams. They observe how their decisions influence outcomes, subsystems and feedback mechanisms. While he does not tackle dynamic modeling in depth in the class content, students respond positively to this type of exploratory exercise as it helps build their systems and complex thinking skills.



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PUZZLING RESEARCH

Exploring, Animating, Delighting

Professor Divya Singhal, a distinguished faculty member at the Goa Institute of Management in India, employed a clever and effective metaphor to explain a vital part of the qualitative research process. Her objective was to familiarize her Post Graduate Diploma in Management students (51 in total) with content analysis, a key part of their Research Methods course. She sought to make the learning process engaging and enjoyable for them. Divya introduced a kids' jigsaw puzzle game to her students without showing them the ultimate image. She then requested that a few of them play the puzzle and narrate their process. This involved looking at the pieces and identifying any commonalities to make connections. In this process, she was able to draw parallels to content analysis, chunking, and common themes. These connections helped students understand these ideas better through the engaging puzzle activity. From there she was easily able to draw on the analogy and discuss content analysis with the students.

Illustrations

I USED TO THINK . . . NOW I THINK

Revisiting

Professor Natascha Radclyffe-Thomas at Glasgow Caledonian University London invites her students to reflect on their changing ideas on sustainable marketing practices by using a thinking routine, “I used to think...now I think.” It’s a simple practice in which learners look back to their prior ideas and notice small or large shifts in their thinking. For example, one student wrote, “I used to think brands mainly greenwash and use ethics to appeal to consumers. Now I think it can be a genuine value and authentic part of a brand.” Another student reflected, “I used to think not much, I was more naïve and believed many businesses held good ethics...I now think this is not taken as seriously as it should be and needs to be more transparent.” By using the thinking routine, students were able to see and describe how their understanding has evolved.

3 STUDENTS 1 TEST

Compassing, Teaming, Personalizing

Dirk Moosmayer, Professor at KEDGE Business School in France, heard something that changed the way he looked at exams: “The best exam question is– ‘Ask an intelligent question and answer it.’” Using this as a base and building upon it with i5 concepts, he created a new final exam for the students in his Sustainable Business Vision class. Students were told upfront that they have an essay-like exam that covers the course content. It involves three students at a time:

- **Student 1 writes an open-ended question.**
- **Student 2 responds to the question.**
- **Student 3 assesses the response and scores it.**

All three students discuss the question, the response and the assessment, then agree on a final grade.

Dirk gives the students pointers at each step. He gives Student 1 guidance on what makes a good question, like real world relevance and connection to course content. For Student 2, he shares the makeup of good answers, like the balance of different perspectives and references to course content. He requires Student 3 to write down their assessment, noting the response’s thoroughness, its strengths and weaknesses and how much it reflects an understanding of class content.

Afterward the students reflect individually in their ongoing journal, then in an in-class group discussion. The students become co-producers of their own assessment experience, giving them some level of personal ownership of their learning. This assessment’s core function is to help illustrate that the learning performance of each individual depends on the cohort and vice versa.

Illustrations

EXPLORING IN SIMULATIONS

Exploring, Delighting, Authenticating, Animating

Simulation experiences allow students to practice managing a business in a risk-free environment free of real-world consequences. This helps them learn practically from their mistakes and achievements.

CAPITALISM 2

At De La Salle University in Manila, Philippines, business professors employed Capitalism 2, a computer-based business simulation, to instruct undergraduates on socially responsible strategic management. The widespread availability of internet cafes around campus, the game's affordable download price, and the university's support of PRME initiatives made the game a promising tool for in class use and in an inter-class tournament. By playing the game, students practiced decision-making in key areas, such as marketing, manufacturing, hiring, capacity planning, and inventory management. They observed the real-time consequences of their decisions and enjoyed playing with their peers. Students' main motivator in the game seemed to be financial gain. However, the professors think that a proper introduction to socially responsible practices prior to gameplay could help students more critically consider the social impact of their decisions. (Daradar & Teehankee, 2014)

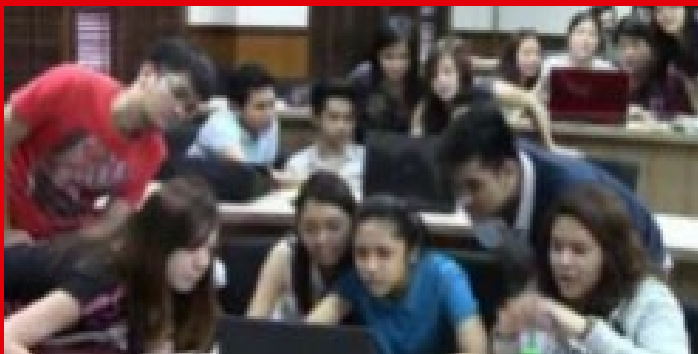


Figure 1. Students using Capitalism 2 simulation in a classroom.

REALLY NICE FASHION COMPANY

Jeremy Williams, an economics professor at Zayed University in Abu Dhabi, created a simulation game for his class of undergraduate students majoring in Business Transformation after learning about i5. Students role-play as adult children who recently took control of the family business that their parents founded, the Really Nice Fashion Company (RNFC). In teams of 3-4 students, they held weekly management meetings to discuss how to deal with current real-world issues, such as inflation caused by the Russian invasion of Ukraine and supply chain problems brought on by the increasing frequency of extreme weather events. Their final project was to create a business plan. Along the way, students learned about all the traditional economics topics like supply and demand, market structures, international trade, and fiscal policy. However, this time, they learned about them through the lens of RNFC while accounting for real contemporary public policies like the Paris Agreement and net zero by 2050 and the realization of the SDGs. Jeremy reflects on the class:

“During the course of the semester, we explored various real-world issues, such as inflation caused by the Russian invasion of Ukraine and supply chain problems brought on by the increasing frequency of extreme weather events. Their final project was to create a business plan. Along the way, students learned about all the traditional economics topics like supply and demand, market structures, international trade, and fiscal policy. However, this time, they learned about them through the lens of RNFC while accounting for real contemporary public policies like the Paris Agreement and net zero by 2050 and the realization of the SDGs. Jeremy reflects on the class:

Illustrations

FEEDBACK CYCLES

Compassing, Revisiting, Prototyping

Constructive feedback empowers students to revise their work, test ideas, identify flaws, and grow. Through feedback cycles, students cultivate resilience, adaptability, problem-solving skills, and gain confidence. Let's explore how two professors incorporate feedback cycles into coursework.

PEER REVIEW IN LAYERS

Samuel Sebhatu, a Senior Lecturer at the Karlstad Business School in Sweden, takes a unique approach in his course on Current Research in Business Administration. Instead of relying on traditional exams, he emphasizes comprehension of the subject matter and the development of critical thinking skills. To achieve this, he utilizes a combination of three individual assignments, one group assignment, and multiple layers of peer feedback. His approach redirects students' focus from grades to a deeper understanding of the content, fostering a collaborative and reflective learning environment.

- Students present their three individual assignments to the instructor and a group of 10-15 classmates for feedback. Then they have one more day to revise their work before submitting it.
- Students work in pairs for the final assignment. Then those pairs are assembled into groups of 8-12 students to give feedback to each other. Each of these groups is then assigned an official peer-review group of 8-12 other students. Each pair then gives a final presentation to their peer review group and has up to four more days to update their assignments and submit them.

Initially, students had mixed views about the peer review process, but upon engaging in it, they found that it led to meaningful discussions, deeper interaction with classmates, a fresh perspective on assignments, and a sense of personal contribution to the learning of others.

FACULTY FEEDBACK AS MILESTONES

Ana Simaens is the Associate Dean for Engagement and Impact at Iscte Business School in Lisboa, Portugal. In her Strategic Management course, students embark on an enriching semester-long assignment that unravels the intricacies of business strategy. They select a company, analyze its internal and external dynamics, and uncover its existing business strategies and alignment with the SDGs. The assignment consists of three intermediate milestones and a final pitch and report. Students' ultimate mission is to propose a new and robust business strategy for the company.

Feedback plays a vital role throughout the semester, emphasizing a journey of growth over an isolated moment of testing. At each milestone, students receive detailed faculty feedback. Multiple classes are dedicated to teamwork development where students work together on the assignment and get feedback and clarifications from the faculty. The culmination of their efforts is a comprehensive final report that showcases their growth and synthesis of knowledge gained throughout the semester. It's a learning experience that prepares students for the collaborative and iterative work needed for strategic decision-making in the business world.

5-minute Stretch

Complete this 3-step iterative exercise. Complete each step before reading the next one (cover up the screen/paper if you are tempted to look!).

STEP 1 - Define what it means to you to Design for Iteration. Write down what first comes to mind quickly.

STEP 2 - Briefly scan the definitions of each Design for Iteration signature move. Then, rewrite your definition above.

STEP 3 - Reread the definition of Design for Iteration on page 37. Refine your definition from above.



The Long Game

Transformational change doesn't happen quickly for any learner, including educators who are learning to teach in new ways. There will be formidable challenges, setbacks, and moments of confusion as we begin to tinker and try new things with our students and in our institutions. A long-game view reminds us that, while it is urgent to shift how we develop responsible leaders, deep personal and institutional change requires time and perseverance. Drawing on lessons from the dozens of business school educators engaged in the i5 project, below is a list of tips to bear in mind as you begin this journey.

The Long Game

Start Small

Experimenting with and changing classroom practices can often feel unwieldy. Select an area where experimenting feels manageable. Perhaps it is a new reflection prompt with your students. Or you see an opportunity to bring in a guest speaker from the community to briefly share their experiences. Or maybe start with rethinking how students will exchange feedback in a project's early phases. Consider small areas to tinker with that feel useful to you and your learners. Don't try to revise everything all at once. Change can be incremental. Beginning in modest and manageable ways is sometimes a smarter way to build and maintain momentum. Small actions can have disproportionately large and long-lasting effects.

Find Your Team

Doing this alone is not recommended. Find a few close allies, colleagues or friends who can be thought partners and sources of feedback. Perhaps you know one or two colleagues at your university who share similar goals or teach related subjects. Maybe you know some other educators in PRME chapters or other cross-university networks who share your values. Find a regular time to meet with them. Share your goals and experiments. If possible, visit one another's classes. As you and your colleagues apply the i5 framework, you may reach a point where you want to talk with your dean or department leader about your observations. Connect it to your school's goals and ask for their support. Look for ways to share your experiments more broadly with other colleagues in your institution. You could even get inventive like the creators of the Sustainable Supperclub. Remember that change is more sustainable through the relationships you create along the way.

The Long Game

Model Modesty

When sharing this approach with colleagues, offer your insights with humility. While advocating for this approach's value is important, avoid antagonizing others. Audiences who feel that they're being reprimanded may undermine the long game of change. After all, remember that it is unlikely that others can (or should) do exactly what you do in your classroom. Share not only what worked but what didn't. When presenting these ideas to colleagues, be sure to share your puzzles, challenges and concerns. Invite others to consider your questions and offer you valuable feedback. Stay curious as you hear ideas and be sure to thank your colleagues when they offer advice. Model your commitment to these ideas by modestly sharing your own journey—the highlights as well as the struggles.

Walk the i5 Talk

Lean on the i5 methods as a guide to structuring your own learning. Find areas of your practice that feel most meaningful to you. Engage in active and iterative experimentation and reflection cycles. For example, build in time after class to debrief with a colleague or your teaching assistants. Create reflective routines and use the i5 self-assessment tools. Create encouraging social interactions with colleagues who can support your development. These five research-based methods reflect ways in which we develop deep and lasting learning. Let them shape the design of your own learning experiences. As you navigate the demands of professional life, remember to prioritize your well-being and find joy in the journey. And, as you learn something new, revel in the possibility of transforming the world of business. Remember, with the right mindset and approach, every step of the journey can be an opportunity for growth, discovery, and delight. Embrace the remarkable possibilities that lie ahead.

Answer Key for 5-Minute Stretches

<p>Make Learning Meaningful</p>	<p>1. Personalizing / 2. Dignifying / 3. Role-Modeling and Surfacing / 4. Personalizing and Role-Modeling</p>
<p>Foster Joy and Well-being</p>	<p>Answers will vary. Connections based on the writing include:</p> <ul style="list-style-type: none"> • Delighting – games, role play, improv, wonder, affirmation and awards, levity, surprise, humour, dance • Sensing – inner development, emotional granularity, self-awareness, emotional intelligence • Contemplating – vigils, marches, nature immersion, inner development, reflective writing, self-awareness, meditation, mindfulness, silence, dance, metacognition • Rippling – Interconnectedness, interdisciplinary lens, personal accountability, systems thinking, causality, transdisciplinary lens
<p>Develop Supportive Social Interaction</p>	<p>Answers will vary. Possible answers include:</p> <ul style="list-style-type: none"> • Communifying – Do icebreakers that help students get to know each other like We're Twinning or Going Boating in the illustrations. Another good example is the 2-minute life story in which students are grouped into pairs and have two minutes each to share their life story. Then after both students share, the class forms new pairs and retell their life story again. You can continue this for however many rounds seem fitting. You can invite students to note how their stories shift as they go through the rounds. • Braving – Do an activity like the privilege walk that explicitly displays differences and have group dialogue about it (make sure to mix up the different student groups). • Bridging – Consider doing a potluck or a show-and-tell where students can share about their culture in a way that evokes pride. You could kick this off by first Role-Modeling and bringing in something to class that is very specific to your own ethnic, religious, cultural, or social identity. • Teaming – Since the groups have already been assigned, you could pair groups together to offer feedback to each other (like Samuel's example in the Iteration section) and use a feedback guide that includes elements of Delighting to make the experience more playful. You might also introduce playful and competitive games that will build a sense of joyful camaraderie within the teams
<p>Facilitate Active Engagement</p>	<p>1. False / 2. True / 3. False / 4. True / 5. False / 6. True / 7. False</p>
<p>Design for Iteration</p>	<p>Answers will vary. If you know that another colleague has completed the exercise, consider sharing your responses with one another and reflecting on your experiences of iterating on the definition.</p>

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