

The Impactful
Five(i5)
Viewbook

i5PRIME

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The Impactful five (i5) Characteristics



Make learning **MEANINGFUL**



Foster **JOY** and well-being



Develop supportive **SOCIAL** interaction



Facilitate **ACTIVE** engagement



Design for **ITERATION**



Learn with our First Movers

Testimonies from pilot one experts



"I am very grateful for being able to participate in the i5 project. It has broadened my horizons not only in teaching methodology, but also in effective project execution. Moreover, it has been a wonderful opportunity to meet great people &

collaborate internationally with faculty members

from PRME chapters all over the world. From the very start of the i5 initiative I got a lot of value added and hope that every user of i5 playbook will benefit from it."



Maria Pietrzak,
SGH Warsaw School of Economics





“Being one of the explorers of the possibilities that i5 can illuminate in education, as an early adopter, is a privilege, an honour, and a responsibility for which I am very grateful. This journey has been, above all, an inner journey: I reflect on my way of teaching, my relationship with my students, my educational responsibility. Then I see how little by little the attitude of the students, astonished, curious, amused, reflects my own enthusiasm. I see great potential for each student, as well as for each teacher and each university. I believe that the system is profoundly transformative, and that it is a matter of time, courage and commitment to **bring this new perspective to the classrooms of many more cities in Central Asia and many other regions.**”



Aurora Díaz Soloaga,
Almaty Management University

"At FEA-RP/USP, our context involves an institution of teaching, research and academic extension, financed by public resources.



‘Training leaders for the future we want!’

this has been my work agenda. I am always seeking to align my students with the purpose and values of PRME in the classes, research and social projects. I have a degree in Psychology and I have worked in Human Resources for over 20 years, I feel that my role is to develop managers focused on the challenges that sustainability imposes. Just so the companies of the future will be more committed to sustainable development.

I focus my projects on two fields: Sustainable Human Resource Management and Education for Sustainable Development. I have noticed the growing interest of undergraduate and graduate students in researching these topics. From a pedagogical point of view, getting our students involved on these projects and debates is my way of contributing to future generations of socially responsible managers.

For me, being part of the i5 ExPeg Group is the best way to share and continue learning to improve our pedagogical practices to develop responsible leaders in a global perspective."



Adriana Cristina Ferreira Caldana,
School of Economics, University of Sao Paulo





“At De La Salle University's Department of Management and Organization, our educational mission is to "develop competent, humanistic, nationalistic, and socially responsible business leaders, professionals and entrepreneurs that serve as change agents in society." We do this through a Code of Ethics for Business and formation on critical realist action research for our MBA students. This teaching mission requires a values-based and engaging pedagogy which involves the hearts and minds of students in a holistic manner. This is where the i5 framework will be helpful for us since the i5 elements

strongly support the development of reflexive and collaborative leadership practices, which we call Expected Lasallian Graduate Attributes, among our students which we want them to practice as business leaders. As we move forward in pursuing our educational mission, the i5 framework will serve as a coherent and practical guide for improving the way we teach. It increases our confidence **that our business graduates can become a positive influence in their organizations and in society as a whole.**”



Benito Teehankee,

Ramon V. del Rosario College of Business, De La Salle University



“I love my job and being involved in (i5) projects made me enjoy what I do even more. As an educator I see myself as a facilitator to create a collaborative space, an environment that we (students and myself)

can all co-create together, and that has been the spirit of (i5) too. It is also about the sense of belonging to the (i5) community; an exploring, sharing, and learning journey together with a group of likeminded educators coming from different corners of the world with the objective of focusing on pedagogical approaches for development of responsible management education, what could be more interesting than that?!



I am looking forward to the growth of (i5) project and I would like to support the dissemination of that in my institution and at the Chapter level.”



Toloue Miandar,
Bologna Business School





“The impactful 5 project has helped to rethink some of my teaching techniques for the better. Being part of this project has helped me meet extraordinary people who are very committed to teaching responsible leadership and know classroom experiences from different parts of the world. I consider this project to be very important, not only for management education but in general. Since it fosters learning that students appropriate,

generating memorable experiences and enhancing valuable skills for their professional performance.

What follows now is to promote this project to the rest of my Faculty, University, and region to incorporate more colleagues and be able to disseminate good pedagogical practices. I hope this project will continue to be nurtured and strengthened with the contributions of more and more professors, students, and stakeholders relevant to teaching in business schools.”



Dr. José Luis Camarena,
*Externado University Colombia's School
of Business*





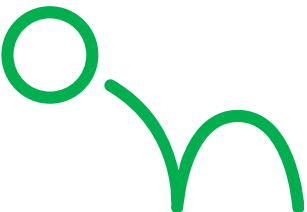
"I'm Vice Chair of the PRME UK & Ireland Chapter and working in the area of responsible business education focused on the fashion and luxury industries which face multiple social and environmental challenges. I am an educator who takes my whole self to work and I consider it a blessing to work with the next generation of sustainability leaders.

The i5 principles and practices have allowed me to expand my repertoire of creative teaching practices & foster sustainability literacies amongst my post-graduate students.

This year our MBA Sustainable Luxury students collaborated with MITHILAsmita, a craft-based social enterprise, to run embroidery workshops via Zoom led by a rural craftswoman based in India. The making activities were engaging themselves, bringing the realities of the fashion supply chain to life but beyond this they created an environment within which we could discuss topics such as rural poverty and gender equality, relating these to responsible leadership practices and sustainable development. After the workshop one student reflected

"Sustainability is not something I've given a second thought about in my entire life... The workshop helped me understand the hard work that goes behind each garment and the artisans behind it who are underpaid for their labour was an eye-opener... Sustainable leadership is about understanding the interconnectedness of economic development, social justice, and environmental conservation. It requires taking into account all stakeholders, from those who create and source luxury materials to those who use them."

Following the session several students volunteered to assist MITHILAsmita's founder providing marketing and acting as guides at an exhibition held in London to showcase and celebrate women's craft, showing a personal commitment to sustainability beyond the classroom."



Natascha Radclyffe-Thomas,
Glasgow Caledonian University



"To engage in the i5 Pedagogy Expert Group opens a new window for me to exchange and learn from many colleagues with excellent teaching

practices and brilliant ideas on developing various pedagogical innovations on educating and nurturing responsible leadership.

The Impactful Five Pedagogy's five characteristics are interesting and effective responses to today's challenge to teaching through which both students and faculty staff could extend their imagination and bring in innovation in their learning & teaching activities. The i5 Project could be implemented at each school grounded on local culture and context to show its relevance and social impact. To cultivate more next-generation changemakers to cope with increasing challenges and crises, responsible leadership through education is the most fundamental power of transformation."



Xuanwei Cao,

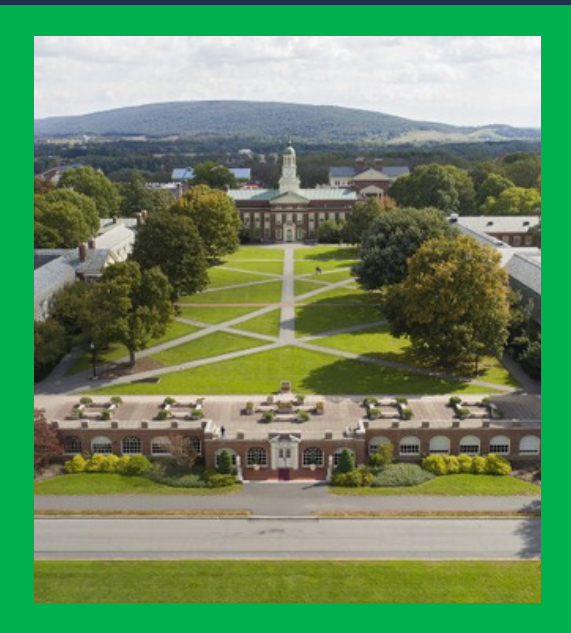
International Business School Suzhou (IBSS), Xi'an Jiaotong-Liverpool University



**International
Business School
Suzhou at XJTLU**
西浦国际商学院



Learn with our Champions



Melissa L. Intindola,
*Freeman College of Management,
Bucknell University*

"We are currently working on the idea of writing our own multidisciplinary case to use for assessment, and as an example of i5 cross-disciplinary work in our college. While we already progressive in many ways (for example, the classroom I teach in actually has giant stickers for each of the SDGs on the walls), this case is something we hope to use for 1) demonstration of our commitment to i5, 2) assessment of our own curriculum and as a means of identifying gaps, and 3) demonstrating our commitment to societal impact to our students via our curriculum for purposes of continued AACSB excellence."





"With exams round the corner for the First year students of the Post Graduate Diploma in Management (PGDM) program, anxiety was bound to surface and emotions heightened. In order to monitor and ensure the well-being of the students, a Happiness Booth was set up at the Activity Plaza of the institute in collaboration with the institutional emotional wellness partner- YourDost Solutions Pvt. Ltd for one day. An inalienable feature of leadership is self-awareness, and its absence significantly complicates the process of becoming an effective manager. The Happiness Meter available at the booth provided an objective and unbiased self-awareness. It measured and reported the stress and happiness levels of individuals with the help of a scientific meter. This was followed by a counselling session with a Counselling expert who shared tips on overcoming stress with all. The students were able to sense and navigate a range of emotions within themselves and others, including anxiety and apprehensions. Thus began the journey of integrating the i5 framework at BIMTECH."

Meera Kapoor,
*Birla Institute of Management
Technology (BIMTECH)*



"Summer internships are a mixed bag of opportunities often treated with an initial apprehension. Each student is assigned a faculty mentor to address what they should during their internship tenure. The focus is on industry-relevant academic rigor. While I designed my 2.5 hours' session on Summer Internships in Finance on March 19, 2023, I tried to make learning meaningful by:

Role Modeling – Sharing my experience as an intern and providing an honest account of the challenges as well as communication gaps I face. Thereafter we had a dialogue about how the internship expectations have evolved, with live accounts of previous year interns. The connect was genuine and could abate the proverbial 'fear of unknown.'"

Daitri Tiwary,
*Birla Institute of Management
Technology (BIMTECH)*





"As a lecturer on the Social Responsibility and Environmental Management online course, I used surfacing in the online discussions by asking students to interrogate their own personal biases as they responded to the questions posed. For example, a question was asked around how to address the climate change issues faced by South Africa. The tendencies for most students were to suggest Western solutions without taking into consideration the social challenges and the country's context. By questioning their responses, the student began to realize their personal biases of always wanting to get solutions from the West. The same strategy was also used in a diversity short course that I ran with one of my colleagues."



Chimene Nukunah,
Milpark Business School



"In my Leadership and Change module, I tried to make learning meaningful by adding a section in the formative assessments on reflection. Students were asked to reflect on their own bases of power and to evaluate which power tactics they use and elaborate on why they use these power tactics, and to what effect. Based on the responses provided by the students, we realized that most of them struggled to immerse themselves in the assessment and reflect on the question. We are still monitoring the student progress but aim to bring in more reflection exercises early in the programme."

Jane Usher,
Milpark Business School

"We have introduced short videos on most of our online courses on the postgraduate qualifications to make it more interactive. The reason these videos are short is because we are mindful of the fact that some students have data challenges. In addition, these short videos keep the students captivated and engaged with the content. It also brings variety to the teaching and learning methods."

Thea Ngele & Nazmira Sayed,
Milpark Business School





"Learning about the i5 Framework has prompted me to reflect on my teaching practices and to consider the student experience in my class from a different perspective. Though I've always believed that learning is as much about people as it is about the material, it is with the i5 Framework that I am able to situate how this can translate more effectively in the Business school classroom. Through the five experiential lenses introduced, there is now a more holistic checklist for the educator to note - complete with guiding activities that hopefully will help students gain more than just acquire knowledge.

With my i5 journey still early, the changes I'm introducing to the classroom are tentative but tangible. For example, I've been more confident about introducing play through games and other activities. I am also designing more opportunities for students to personalize the learning experience, making the process one they can own. In time, and with greater intimacy with the i5 framework, these will all hopefully be second nature."

Daniel Loy Hui Siang,
*School of Business, Monash
University Malaysia*





Amy Gleiser is leading the development of a PRME Micro-Credential for faculty at Conestoga College that will prepare faculty to integrate Principles for Responsible Management Education (PRME), and the UN Sustainable Development Goals, into their everyday teaching practice. The i5 framework is incorporated into this micro-credential and participating faculty will be given time in 5 different breakout rooms with one piece of the i5 circle assigned to each room. In these breakout rooms, faculty will be asked to brainstorm teaching practices that align or think of examples of current teaching practices that relate back to the part of the circle they are assigned to. This breakroom exercise will help inspire faculty to incorporate i5 and provide them with a wide range of examples of how to do so.



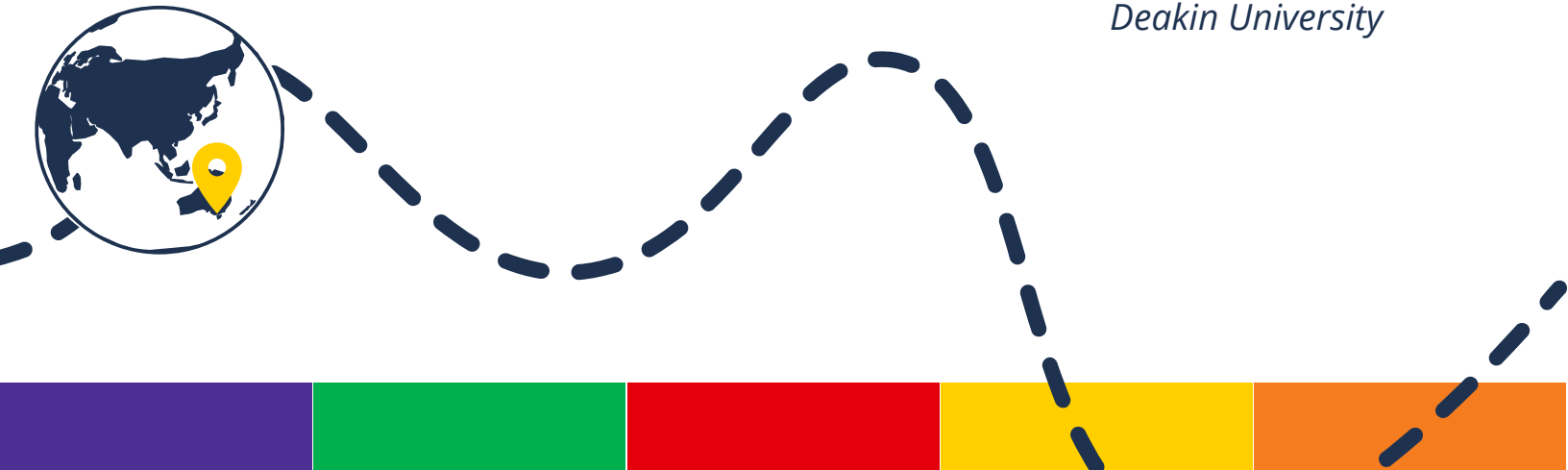
Amy Gleiser,
Conestoga School of Business




“It was indeed a great learning experience through the (i5) project. I have introduced the practice of sustainable development in my post graduate unit I chair and teach (Digital Innovation and Financial Markets) by introducing a section on sustainability in Topic 4 under the title: “Financial technology and sustainable bond market”. The sustainable bond market development has become possible with the development in Big data and financial technology. The capacity for processing and analyzing Big Data to improve environmental social governance (ESG) and sustainable development goals (SDG) analytics via artificial intelligence (AI) techniques, machine learning (ML) models, and natural language

processing (NLP) has facilitated the rapid growth of sustainable finance in general and the sustainable bond market in particular. Notably, sensor technologies (remote sensing, the Internet of Things, etc.) and distributed ledger technology contribute to the growth of the sustainable bond market in the form of green bonds, social bonds, and sustainability-linked bonds. The underlying principles of green, social, and sustainability-linked bonds are derived from the issuers' use of proceeds, the underlying project evaluation and selection process, the management of proceeds, and the style of reporting. Critical to the application of financial technology in the sustainable bond market segment is the capacity to utilize ESG data to generate issuer-level and issuance-level analytics.”

Kannan Thuraiamy,
Deakin University





"We were aware of the announcement of i5 in 2021 and followed the various updates during 2022. Our Dean, Professor Morris Mthombeni, is a member of the i5 Advisory Board as were some other PRME colleagues of mine. The energy around i5 started to grow towards the end of 2022 after a presentation by Meredith Storey on 26th October 2022 at a PRME Champions meeting. I wrote to Meredith after that meeting and this resulted in an email exchange about systems thinking and how we might build on our existing teaching practices. This was a very useful exchange of ideas and I realized that some of the discussions at the PRME Champions meeting had assumed that i5 was about the 'what' and 'how' of teaching and my thinking was, at that stage, focused on the 'what'. Refocusing from 'what' to 'how' was an important adjustment for me personally. We were able to adjust at an early stage thanks to the very helpful feedback and advice from the i5 team.

At GIBS, our PRME work is always a team approach and this has been the case for the i5 initiatives. So the obvious next step was to speak with our colleague Hayley Pearson, which we did in early November. Hayley identified that there was an opportunity to 'connect and extend' the i5 principles into an existing GIBS Post-graduate Diploma in Business Administration(PDBA) full-time programme. This PDBA already used a gamification approach to skills development for young graduates developing their careers and improving their employment prospects.



We now have several GIBS programmes where the i5 principles and signature moves have been applied to either the design of a new programme or to 'connect and extend' an existing course design. All of these are post-graduate programmes. The two new programmes are both for corporate/executive education. One of the existing programmes is for young graduates (the PDBA full-time) and the other is a course in the first year of the GIBS Executive MBA programme.

We look forward to having more GIBS faculty join us in 'connecting and extending' the use of the i5 principles."

**Dr. Jill Bogie,
Hayley Pearson, &
Dr. Theresa Onaji-Benson,**

*Gordon Institute of Business Science,
University of Pretoria*



"I had the pleasure of attending the workshop. It was very interesting. I believe the framework you presented is applicable in the design of activities. For my part, I would like to share that I am not a professor, but I work in an area that supports professors in designing innovative activities. With that in mind, I would like to invite some teachers from my school to pilot the framework in practice. The first pilot will be conducted with Dr. Christiane Molina, who also attended the workshop and invited me to join. I will be working closely with her to review her reflections and implement the framework."



María Eloísa Pérez González,

EGADE Business School, Tecnológico de Monterrey



"The PRME team at SSE is currently working with the Pedagogy department to develop a module on responsible management/leadership education for both a PhD course, and our 4T course for tenure track which will be held in May. As part of these courses, the PRME team will provide the module participants with an overview of RME, as well as to give guidance as to how their courses can be improved to integrate more sustainability-focused content. The 15 framework has been used to give participants examples of how to create impact in their classroom and increase their course rating."

Blaze Horn,

Stockholm School of Economics





"When CUNEF Universidad embarked on this journey of learning and spreading the PRME i-5 project work through the Champions 2023, we were willing to meet and share with other colleagues this new way of teaching and learning, where joy, gamification and actively engaging methods were in place to help professors and learners to better connect and get the most out of their class time together.

Upcoming Milestones for CUNEF Universidad on the (i5) adoption and implementation are:

- Learn from the best practices already being deployed through Champion work, by attending webinars and conferences scheduled for 2023, and by revising the documentation developed by the participants of previous PRME Champions.
- Scale the (i5) training processes from the individual-level to the institutional-level, starting by mapping how SDG's are integrated into our teaching activities, and developing seminars for those instructors involved in such activities, resulting in the full integration of the i5 framework.



- Develop a robust community or practice from the existing connections in this group and spread and promote the lessons learned with other institutions.
- Engage with members of our institution whose work is not yet evolving around sustainable development, or are not familiar with PRME topics, and resulting in making the (i5) pedagogy and practice relevant across all domains of business school teaching and learning.



Patricia Enriquez Nistal,
CUNEF Universidad



Get Involved!



Learn more about the Impactful five (i5) Project:
<https://www.unprme.org/the-impactful-five-i5>



Join us at the PRME Global Forum:
<https://www.unprme.org/global-forum>

Connect with the PRME community:
<https://i5.unprme.org/>

How to start the process for yourselves:

- Reflect on your own pedagogy
- Consider how these characteristics can come alive in your work
- Infuse/trial and error
- Share your experience
- Get involved



i5PRIME

