



***Sustainable and Responsible Management:***  
*A decade of Integrating Knowledge and Creating Societal Impact through Innovation and Entrepreneurship*

**TRACK 11:**  
**Putting Impact Front and Centre: Creative i5 Pedagogies for Responsible Leadership**

**TRACK CHAIR(S)**

**Professor Natascha Radclyffe-Thomas EdD** (Professor in Marketing and Sustainable Business, Glasgow Caledonian University London)

**Marina Schmitz** (Lecturer, IEDC-Bled School of Management; Senior Consultant, Polymundo AG.)

**Tim Breitbarth PhD** (Professor for Sustainable Management and Corporate Social Responsibility, CBS International Business School, Cologne)

**Dirk C Moosmayer PhD** (Professor for Sustainability and Strategy, KEDGE Business School, Bordeaux)

**Samuel Petros Sebhathu, Ph.D** (Assistant Professor in Business Administration, Karlstad Business School; Researcher at the Service Research Center (CTF), Karlstad University)

**KEYWORDS**

*Education for sustainable development; Pedagogy; Responsible leadership; Creativity; Values*

**TRACK HIGHLIGHT**

This track, convened by members of the PRME i5 Expert Pedagogy Group, showcases innovative examples of PRME i5 (Impactful 5) pedagogies applied in practice, ones that successfully engage with sustainability and responsible management by surfacing students' personal values, connecting with real world problems and that culminate in authentic assessments. Furthermore, we seek novel, creative and engaging approaches to presenting.

**TRACK DESCRIPTION**

In the wake of a global pandemic, rising inequalities, and environmental disasters, it has become increasingly clear that leaders with a holistic skillset are in scarce supply. These humanitarian catastrophes have surfaced as 'wicked problems' where no predefined methods exist to solve these transnational challenges and where the call for novel, innovative solutions and 'minds-on/hands-on' multi-disciplinary approaches are critically in demand. In short, we are at the dawn of system leadership (Senge, Hamilton & Kania, 2015) there is an urgent need for world leaders who can leverage



interconnected, dynamic and holistic skills to tackle the global challenges society faces (Leicht, Heiss & Byun, 2018).

However, this diversity of skills has not been fostered by business schools due to pedagogies that focus exclusively on the development of cognitive skill sets. However, today's global challenges require students and graduates to use more than cognitive skills to prepare to be responsible leaders capable of making decisions from their minds, their bodies, their hearts, and their imaginations as they consider their relationships with themselves and others around them (LEGO Foundation, 2021). In other words, to develop effective business leaders with the relevant skills to address today's challenges, business schools need to adopt a new and different pedagogical approach for holistic skill and mindset development (Brundiens et al., 2021; Rieckmann, 2018).

Achieving sustainable development is the most important challenge of our lifetime and 80% of students want their institution "to be doing more on sustainable development" with (SOS UK, 2022, UK). For tomorrow's leaders to be better equipped to solve complex, systemic 'wicked' global problems, they need creative, social, physical, and emotional skills (Sharma, Greco, Grewatsch & Bansal, 2022). As the core site of management and leadership education, our business schools are recognised as key facilitators in the transition from static knowledge acquisition to dynamic, creative learning approaches. Still, business school students are not educated to practice the breadth of skills that are urgently needed to address the grand challenges of the 21st century. Besides, there is no concerted global effort to challenge 'mainstream' leadership education with an emphasis on pedagogical approaches. To address this issue, an innovative partnership between the United Nations Principles for Responsible Management Education (PRME), Harvard Graduate School of Education's Project Zero and Sulitest, learnings from the Lego Foundation have been translated into pedagogical practices for the business school setting. Extending LEGO Foundation's work with EPFL, Danish Teacher's College and LEGO Serious Play Methodology to a new age group, the 18 to 28-year-olds who populate our higher education classrooms. In particular, the i5 (impactful 5) Practices of Teaching Responsible Leadership speak towards PRME's Principles 1/Purpose, 3/Method and 6/Dialogue ([www.unprme.org/what-we-do](http://www.unprme.org/what-we-do)).

While this research comes from childhood and youth-based studies, the skills created through the playful interventions are the same skillsets demanded by today's workforce. Microsoft has recently published a report highlighting a gap in "sustainability skills" needed to empower the workforce to support sustainability transformations. Such skills include systems thinking, futures thinking, circular thinking, design thinking, sustainability science, digital skills, transdisciplinarity, and change management (Microsoft, 2022). Knowing that 'sustainability skills' are needed to impact sustainable development progress provides a clear justification for empowering students with these skills (Mochizuki & Fadeeva, 2010). Further, understanding that 'business as usual' cannot solve the issues of sustainable development may also suggest that 'education as usual' cannot be the pathway for



educating future business leaders to impact the sustainable development trajectory (Lozano, Merrill, Sammalisto, Ceulemans & Lozano, 2017; Lozano, Barreiro-Gen, Lozano & Sammalisto, 2019).

Therefore, this track calls for playful papers that demonstrate the impact of pedagogies employing the various facets of teaching and assessing the i5 characteristics of playful learning and the i5 skills of holistic development by addressing some of the aspects below. We seek examples of innovative applied pedagogies in practice, ones that successfully engage with sustainability and responsible management by surfacing students' personal values, connecting with real world problems and culminate in authentic assessments. Furthermore, we seek novel, creative and engaging approaches to presenting papers.

### **i5 Skills of Holistic Development**

- Cognitive
- Emotional
- Creative
- Social
- Physical

### **i5 Characteristics of Playful Learning**

- **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 (e.g. model responsible leadership competencies; attune to students' backgrounds and needs).
- **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 (e.g. integrate real world experiences and action into the learning cycle; examine problems and solutions from a transdisciplinary lens).
- **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 (e.g. document and reflect on thinking over time; use alternative forms of assessment).
- **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 (e.g. build authentic community; dialogue about challenging topics).
- **Foster Joy and Well-being:** Experiencing delight, satisfaction, excitement, enthusiasm, enjoyment and other positive affective states along with consideration of the whole person (e.g. incorporate moments of delight, levity and wonder; cultivate contemplative practices).

See [www.unprme.org/the-impactful-five-i5](http://www.unprme.org/the-impactful-five-i5) for further background to the i5 PRME project.



## REFERENCES

- Brundiers, K., Barth, M., Cebrián, G., Cohen, M., Diaz, L., Doucette-Remington, S., Dripps, W., Habron, G., Harré, N., Jarchow, M., Losch, K., Michel, J., Mochizuki, Y., Rieckmann, M., Parnell, R., Walker, P., & Zint, M. 2021. Key competencies in sustainability in higher education—toward an agreed-upon reference framework. *Sustainability Science*, 16(1): 13–29. <https://link.springer.com/article/10.1007/s11625-020-00838-2>.
- LEGO Foundation. 2021. Closing the skills gap. <https://learningthroughplay.com/explore-the-research/closing-the-skills-gap>.
- Leicht, A., Heiss, J., & Byun, W. J. (Eds). 2018. *Issues and trends in education for sustainable development*. Paris: UNESCO Publishing.
- Lozano, R., Barreiro-Gen, M., Lozano, F. J., & Sammalisto, K. 2019. Teaching Sustainability in European Higher Education Institutions: Assessing the Connections between Competences and Pedagogical Approaches. *Sustainability*, 11(6): 1602. <https://www.mdpi.com/2071-1050/11/6/1602/pdf>.
- Lozano, R., Merrill, M. Y., Sammalisto, K., Ceulemans, K., & Lozano, F. J. 2017. Connecting competences and pedagogical approaches for sustainable development in higher education: A literature review and framework proposal. *Sustainability*, 9(10): 1889.
- Microsoft. 2022. Closing the Sustainability Skills Gap: Helping businesses move from pledges to progress. <https://query.prod.cms.rt.microsoft.com/cms/api/am/binary/RE5bhuf>.
- Mochizuki, Y., & Fadeeva, Z. 2010. Competences for sustainable development and sustainability: Significance and challenges for ESD. *International Journal of Sustainability in Higher Education*, 11(4): 391–403.
- Rieckmann, M. 2018. Learning to transform the world: key competencies in Education for Sustainable Development. In A. Leicht, J. Heiss & W. J. Byun (Eds), *Issues and trends in education for sustainable development*: 39–60. Paris: UNESCO Publishing.
- Senge, P., Hamilton, H. & Kania, J. 2015. The Dawn of System Leadership. *Stanford Social Innovation Review*, Winter, 27-33.
- Sharma, G., Greco, A., Grewatsch, S., & Bansal, P. 2022. *Cocreating Forward: How Researchers and Managers Can Address Wicked Problems Together*. Academy of Management Learning & Education.
- SOS UK 2022. Sustainability Skills Survey. Students Organising for Sustainability. <https://www.sos-uk.org/research/sustainability-skills-survey>