New Learning Methodologies and PRME

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Walter Baets
Mission

• Enquiry about methodologies of effective learning
• Supporting future leaders committing to embed the values of sustainability and corporate citizenship

Starting point

• Aim is to facilitate a paradigm shift
• From shareholder to stakeholder
• From short term profit maximization to long-term financial effectiveness and growth
• Through sound risk management and social legitimacy, value creation and innovation
• From reductionist to systemic learning
Sustainability: a dynamic equilibrium

- **Spiritual** domain: attitudinal orientation and ethics
- Domain of **life**: biosphere and other species
- **Social** domain: social interactions
- **Economic** domain: creating and managing wealth
- **Material** domain: flows of material and energy
New learning methodologies:

- Better adapt existing methods to a paradigm shift
- We look at learning methodologies, rather than teaching
- Business schools develop a diverse range of capacities
  - **Vision**: internalized values, make holistic decisions
    (needs hands-on approaches)
  - **Conceptual and technical knowledge**: avoid the contradictory messages (in finance for instance)
    More focus on **soundness and meaningfulness**
- Development of competencies and capabilities
  - **Capabilities**: negotiation, mediation, time management, etc
  - **Competencies**: change, motivation of teams, learning coach, leadership, development of the “self”
  - **Meaning**, engaging and community
Vision learning:

- Cases, site visits and guest speakers are not good enough
- Place sustainability and social responsibility issues at the heart
- Introduce the stakeholder perspective (accountability to stakeholders)
- Experiential learning, action learning
- New on-line communication technologies (to bring in the stakeholder)
Technical and conceptual learning:

- Case studies and quant simulations are not good enough
- Different courses should deal with issues of responsibility
- PRME cases to be developed
- Not only introduce the technical aspects, but also the social facts
Development of competencies and capabilities:

• Focus on leadership learning and personal development
• New systemic skills: dialogue with stakeholders; awareness of social environment of the company
• Project based learning, workplace learning, (co-)coaching, situated approaches
A sustainability point of view:

- More flexible, less travel and time constraint
- Use of virtual approaches, but not to re-produce teaching
- Co-learning, over boundaries, languages, cultures
- Community learning, communities of practice