Help students link business outcomes to the SDG’s using an experiential business project

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The Many Hats I Wear

• Doctoral Student @ University of Liverpool
• Senior Researcher @ Northeastern University
• Senior Research Fellow @ Practera
• Project Lead - MENA Region Digital Pedagogies for Inclusive Teaching @ Carey Institute for Global Good
• Experiential Learning Design Instructor @ The Institute for Experiential Learning

Ultimately... a passionate educator focused on Experiential Learning for GOOD.

The Back Story

It all started here...

The students...

Andrea Pitt  
Bachelor of Commerce (Economics)

Alice Lang  
Bachelor of Engineering

Ahilan St George  
Bachelor of Law

James Vatiliotis  
Bachelor of Commerce & Bachelor of Engineering

And now...

Andrea Pitt
Entrepreneur & Former VP of Trading @ Goldman Sachs

Alice Lang
Head of Future Business Strategy & Operations AGL

Ahilan St George
Former Lawyer & Cofounder of Vitality Club
(Senior Engagement & Health)

James Vatiliotis
Product Leader @ Zeller & Former Digital Currency Manager @Travelex

Why help link business outcomes to SDG’s?
1. It makes it MORE than charity and philanthropy
2. Transforms businesses from the inside out
How do you do it?
As an instructor

- Use sustainability based theory in your curriculum
- Create business projects that build sustainability in

As a student (DYI)

- Choose to use sustainability based theory and approaches into your assessments
- Choose businesses that have a sustainability focus to intern or co-op with
Example Sustainability Business Projects

Business Strategy Analysis
Evaluate a business decision based on the economic, environmental and social impact in 10 years

SDG #17 Sustainable Communities
Recommend a community partnership that will impact an SDG metric in a low resource economy

SDG #10 HRM Evaluation
Evaluate a company's diversity as a representation of the communities they work and the people their products and services serve.

SDG #9 Product Innovation
Evaluate a product value chain and develop an R&D strategy that lowers the environmental impact of the product over its lifetime

SDG #12 Value Chain Analysis
Analyze the value chain of a product from raw materials to end user and recommend cost-effective sustainable solutions

Corporate Social Responsibility
Evaluate a company's CSR portfolio and recommend an additional project that will make the portfolio more sustainable

SDG #4 Future Talent Development
Recommend a community education initiative that will develop a long-term talent pipeline

SDG #6, 7, 8 Emerging Economies
Develop a business strategy that is economically viable and leads to increased access to essential resources in a low resource economy

Examples in the REAL WORLD

Social Innovation Lab

Student’s work in teams to research an SDG and use the Lean Launchpad process to develop an innovative solution to solve a problem.

Learning Outcomes & Skills
- Innovation
- Sustainable Development Goals
- Collaboration
- Critical thinking

SHARED VALUE Micro Project

Student’s work in teams to recommend a business solution that aligns with the principles of SHARED VALUE

Learning Outcomes & Skills
- Shared Value
- Sustainable Development Goals
- Business Strategy
- Problem Solving

A how to guide... in a nutshell
STEP 1: What are your learning outcomes?

- Create innovative solutions to business challenges using innovation methods
- Design a desirable, feasible and viable business model for the implementation of an innovation
- Integrate business skills, knowledge and experiences of a diverse team to solve complex business challenges
- Reflect on self and peers team-working skills and implement strategies to improve individual skills and overall team performance
- Exercise self-reflection, responsibility and accountability in relation to own learning, teamwork and professional practice.

STEP 2: Add an SDG Context (a few ideas...)

- **Innovation** has to make a contribution to the SDG #4 metrics in a low resource economy.

- **Innovation** has to lower the carbon footprint of the product 10% over the next 5 years.

- **Innovation** has to take an existing product/competitive advantage and apply it to address one of the SDG’s.

STEP 3: Consider your students (design 101)

Dreyfus Model of Skill Acquisition

Stuart & Hubert Dreyfus, 1986, University of California, Berkeley

Novice
Advanced Beginner
Competent
Proficient
Expert

Teach
Do
Learn

Adherence to strict rules; low degrees of confidence; high degrees of concentration
Knows when to break "the rules"; high degrees of confidence; operates on "auto pilot"

Making it practical...

1. Consider the complexity of the context (one product vs. a whole company)
2. Degree of flexibility (own idea vs. pick from a list)
3. SDG Choice (Instructor Choice vs. Student Choice)
Questions?