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Management Education for Sustainable Development: Integrating Ecology and Community Values in Social Impact Practicums

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MANAGEMENT EDUCATION FOR SUSTAINABLE DEVELOPMENT
INTEGRATING ECOLOGY AND COMMUNITY VALUES IN SOCIAL IMPACT PRACTICUMS

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Abstract. This study explores a management education model to help integrate sustainable development ideas into university curricula and programs. This pedagogical model emphasizes a community-based approach along with other proven methods for university-community collaborations and course-based social impact analysis. The *Laudato Si'* encyclical's notion of integral ecology, along with the need to create

community-benefit academic programs, inspired the establishment of a partnership between the University of San Francisco's Master of Nonprofit Administration program and the Foundation for Sustainability Development. This partnership experience expanded into development practicum courses and solidified into strategies for integrating experiential learning and organizational development through community-based analysis. The graduate level pedagogical models discussed here are relevant to other academic institutions and programs that would like to educate students with a community-centered approach.

Keywords: integral ecology; praxis; methods; practicum; sustainable development education

INTRODUCTION

> If we want to bring about deep change, we need to realize that certain mindsets really do influence our behavior. Our efforts at education will be inadequate and ineffectual unless we strive to promote a new way of thinking about human beings, life, society and our relationship with nature. — Francis, *Laudato Si'* 47

The University of San Francisco's School of Management created a Development Practicum Program that gives students the opportunity to consult with selected nonprofit organizations. Inspired by Jesuit teaching, sustainability values, and grounded in community-based development methods, the goal of the course is to train students to provide capacity development services to organizations in order to improve their performance and impact. Since its pilot in the spring of 2015, the program has evolved into a required graduate level practicum course where students consult in teams that provide some level of capacity development through analysis to a nonprofit.

One of the initial partners of the program was the Foundation for Sustainable Development (FSD), who sought to assess the effectiveness of their community-based projects in several countries (FSD, 2017). The pilot stage of the assessment involved their teams and partners in Uganda; the project then expanded to other countries who utilized the assessment tools and methods elaborated during the pilot. Subsequent student teams then worked on the analysis of worldwide data, the identification of community-based and regional priorities, and the reporting of common trends relevant to the Foundation's priorities.

The integrative models that emerged from the analysis of university-community partnerships, as well as the methods embedded in the design of a social impact analysis practicum course, provided crucial lessons for integrating sustainable development values into management education. The graduate students who worked in these partnerships, guided by the instructor and the learning modules of the course, were able to provide relevant tools and methods for FSD, and their experience also provided a platform for reflecting on the necessary methods and perspectives that can be employed and adapted by other academic programs interested in designing sustainable management education practicum courses. The lessons and models presented here thus aim at stimulating design thinking for value-based management education programs interested in developing sustainability education and globally responsible graduates.

In this article, the analysis of the practicum experience first introduces the design of the course. Second, we explain how the notion of integrated sustainability inspired the design of the development practicum, and also introduce literature relevant to the concepts of integral ecology and management education for sustainable development. Third, we review the methodologies integrated into the FSD project as they were adapted to the purpose of using community-centered approaches and performing social impact analysis within the scope of the project. Finally, we analyze the pedagogical lessons of the university-foundation-community collaborative project and propose an extended and adapted version of the Ignatian Pedagogical Paradigm (IPP) (Jesuit Institute, 1993). The conclusions highlight some lessons learned in this process that can be applicable to other curricula designs. These lessons are also relevant for strategically embedding sustainability integrated values and methods to assure that the community benefits through this experiential learning experience.

DEVELOPMENT PRACTICUM DESIGN

The University of San Francisco's School of Management has been strategically providing numerous opportunities to focus their value education into experiential learning. One of the strategies has been to integrate a required practicum course into leadership and management programs such as the Master of Nonprofit Administration (MNA), the first program of this kind in the world. Founded in 1983, the MNA Program has been at the forefront of social sector innovation for nonprofit management education and community benefit. The integration of a consulting-based course, as illustrated in this Social Impact Analysis-Practicum course, is a manifestation of the program's, school's, and

university's commitment toward stakeholder engagement, community development, and a sustainable future. In other words, the design and integration of the practicum is aligned with the Jesuit values and social mission of our university, and is based in one of the most innovative eco-systems in the world.

The course description reflects its practical, experiential, and consultancy values that are provided along with the learning of social impact analysis tools and program evaluation methods.

> The Practicum Course provides the essential tools for program evaluation, impact analysis and consulting for assessment and organizational learning. These include methodologies of measuring performance in nonprofit organizations and approaches for appreciative, asset based and participatory evaluations. Accompanied by expert faculty and cross-sector professionals, the course provides capacity development services to partnering organizations while offering invaluable experiential opportunities to our students. It includes hybrid class meetings, teamwork consultation activities, one-on-one mentoring, and integration of multidisciplinary perspectives for social benefit. (MNA Program, 2017)

The practicum includes learning outcomes such as 1) the capacity to identify and review organizational information gaps—expressed in the design, peer review, and final submission of a project plan; 2) the capacity to compare and contrast evaluation approaches and understand best practices—expressed in the in-class case studies, group activities, and discussions; 3) the capacity to apply select evaluation methods and techniques to aid data-driven decision-making in organizations and programs—demonstrated in the project report assignment; 4) the capacity to summarize and interpret data typically gathered for program evaluation—demonstrated in the students' out of class preparations in the readings and team-based project coordination reports. In addition, the course aims to develop professional and analytical capacities expressed in students' capacity to gather data, identify appropriate methods for the collection, and in their written and presentation communication capacity in the reporting of the analysis and relevant recommendations for the partnering organizations.

The practicum's learning outcomes represent real-world methods needed for educating sustainable development management and leaders. The inquiry, collaboration, and real-world dimensions of learning are some of the essential elements in the UNESCO's Education for Sustainable Development (ESD) model:

> To develop the higher-order skills they now need, individuals must engage in meaningful inquiry-based learning that has genuine value and relevance for them personally and their communities. Real-world experiences merged with sustained engagement and collaboration offer opportunities for learners to construct and organize knowledge; engage in detailed research, enquiry, writing and analysis; and communicate effectively to audiences. (UNESCO, 2002: 1)

The consulting methods and sustainability values of the course indicate that traditional lecture, or transmission-style teaching, is not sufficient in developing leaders for the twenty-first century. Collaborations existed in the Development Practicum on many levels, reaching far beyond the traditional student-teacher model. The aim was for students to develop an attitude of respect and service toward the community partnering organizations. The course structure enabled students to avoid a researcher-centered approach, fostering collaboration where every community stakeholder had a voice in the process. The experiential learning style of this course also offered students the opportunity to interact with the integrated social, environmental, and prosperity frameworks of sustainability along its dimensions at the personal, community, organizational, and institutional levels.

The design of the practicum course is a blend of sustainable development methods and responsible management education principles centered on experiential learning and organizational capacity development. For each of the courses, the instructor team selects about five nonprofits, social enterprises, or businesses with clear social benefit scope, and that have expressed a need for social impact analysis and capacity development. Small classes of about 20–25 students work in teams of four or five per project. Here it is worthy of note that the consultative project with FSD was one of the first groups of organizational partnerships that helped to solidify the methods and approaches of the university-community collaborations. The FSD project, in its first stage, provided a blueprint for how to best integrate analytical service projects with local community needs and international cross-cultural perspectives. The FSD's value for asset-based community development and community participation in the decision-making process of their priorities clearly aligned with the sustainability values and integral ecology notions of the academic program.

The course design was further guided by the definition of collaboration by Perrault et al. (2011), which emphasizes the goal for the academic-community-organization partnerships to be "a durable relationship that brings previously separate organizations into a new structure with commitment to a commonly defined mission, structure,

or planning effort" (Perrault, McClelland, Austin, & Sieppert, 2011: 283), where organizations pool their resources and achieve a product greater than either could accomplish alone. In their research on academic and community collaboration, Giffords and Calderon (2015) are careful to point out that different perspectives in collaborations, such as those developed in this practicum course, can mire the process. "For example, an academic values the collaboration as an opportunity to further a research agenda, whereas the community partner focuses on the application of practice" (Giffords & Calderon, 2015: 399). Collaboration literature puts forth several common approaches to ensure productive university-community partnerships, including: open formal and informal communication among all levels and stakeholders; mutual respect, understanding, and trust; and shared vision, leadership, and learning purpose (Armistead, Pettigrew, & Aves, 2007; Giffords & Calderon, 2015; Perrault et al., 2011). Marullo and Edwards (2000) state that failed university-community partnerships have the potential to further alienate and disenfranchise the community; therefore, the goals of those involved in such a partnership should be to empower the community organization to no longer depend on the collaboration. In this course, therefore, collaborations took the form of consultative relationships between the student and the community-based organization. The students were challenged to engage collaboratively in the capacity building of the community organization to foster conditions that strengthen their ability to plan, develop, and implement sustainable community programs (Poole, 1997).

INTEGRAL SUSTAINABLE DEVELOPMENT EDUCATION

At the time of the design of the practicum, our university was inspired by Pope Francis' notion of integral ecology (Ramage, 2015). Holy Father Pope Francis, in the encyclical *Laudato Si' (praise be to you): On Care for Our Common Home* (Francis, 2015), recognizes the interconnectedness of our local and global societies with nature and everything in our world. His perspectives have helped us to reflect on the centrality of the communities in need and have inspired us to develop appropriate methods and approaches to have their voices heard. The methods selected for the collaborative university-foundation-community project were designed therefore to promote sustainable development leadership education that simultaneously benefits community-based organizations through the adoption of methods representing human dignity, asset-based, participatory, and rights-based approaches.

Applying the concept of integral ecology in the course design was an opportunity to move beyond the traditional academic perspective

in community-based collaborations and place emphasis on sustainable development practices. Integral ecology invites academic institutions and students to have a positive impact on the world through sustainable value creation and responsible management education for the benefit of people, planet, and prosperity. Pope Francis asks us to consider the concept of integral ecology—a perspective that respects the human and social dimensions of sustainability—to effectively engage in solving the global crisis of poverty and environmental degradation (Francis, 2015: 137). He also reminds us that while some may interpret "sustainability" only by its "green" dimension, the very ideas of "sustainable development" and "sustainable capitalism" must integrate environmental with social and economic concerns (Tavanti, 2014). Institutions of higher education, especially Jesuit business schools, thus have the challenge and the opportunity to heed Pope Francis' call of enacting "deep change" based on their espoused values (Francis, 2015: 60). This is well within their reach if they begin by developing ethical leaders who understand the complexity of global challenges and are equipped to work collaboratively with a diverse set of stakeholders. In fact, the concept of integral ecology reflects principles already being applied in responsible management education, such as those articulated in integrated triple bottom line and sustainability reporting (Stachowicz-Stanusch, 2015; PRME, 2013).

The integration of sustainability values and practices in higher education programs and institutions is a growing phenomenon (Chase & Barlett, 2013). Many recommend that the integration of sustainability with management and leadership education should require the development of sustainability values, competencies, and mindset (Gauthier & Daudigeos, 2015; Cseh, Davis, & Khilji, 2013). Others have argued that a successful integration would require the formulation of new models, methods, and metaphors inclusive of the economic, social, environmental, and political dimensions of sustainability (Setó-Pamies & Papaoikonomou, 2016; Audebrand, 2010). As integrated sustainability frameworks for environmental, social, and governance (ESG) concerns are becoming standards in CSR and sustainability reporting (Tavanti, 2015), education is challenged to adopt more integrative educational models, including teaching and learning methods. This is why, inspired by its Jesuit mission and strategic efforts for social innovation, social impact, and social entrepreneurship, the University of San Francisco's School of Management supported the Development Practicum pilot course.

The course integrated the existing co-curricular organizational consulting practices applied across the School's masters degree programs representing business, public, and nonprofit administration. It also introduced students to the competencies and values related to sustainable development, social impact, and integral ecology. In particular, the notion

of integral ecology effectively illustrates the sustainability-integrated elements of people, planet, and prosperity, and reflects the values of Roman Catholic Social Teaching (CST) for the promotion of human dignity at all levels—global, national, local, and personal (Annett, 2015). Thus, the integration of personal-professional concerns with engagement in the local-global community was designed to develop meaningful and competent education for sustainable development. Pedro Walpole (2015) recognizes how Pope Francis emphasizes the importance of education for developing solidarity, responsibility, compassion, and solutions to our global crises: "An important way in which we must go deeper is in looking to the future by transforming education for all" (Walpole, 2015: 15).

To implement sustainable practices on a global scale and with an integral ecology approach, a value-shift in education must occur (Schein, 2015). Pope Francis states:

> Environmental education should facilitate making the leap towards the transcendent, which gives ecological ethics its deepest meaning. It needs educators capable of developing an ethics of ecology, and helping people, through effective pedagogy, to grow in solidarity, responsibility and compassionate care. (Francis, 2015: 210)

This exhortation to embrace an integrated deeper ecological perspective is similar to UNESCO's Higher Education for Sustainability Initiative (HESI), which emphasizes this integrated, values-based holistic approach.

> Education for sustainable development has come to be seen as a process of learning how to make decisions that consider the long-term future of the economy, ecology and equity of all communities … This represents a new vision of education, a vision that helps people of all ages better understand the world in which they live … This vision of education emphasizes a holistic interdisciplinary approach to developing the knowledge and skills needed for a sustainable future as well as changes in values, behavior, and lifestyles. (UNESCO, 2002: 4)

Yet only a few academic institutions worldwide have successfully integrated education for sustainable development (ESD) into their curriculum, let alone implement it as the basis for transforming education (Landorf, Doscher, & Rocco, 2008). Responsible management education programs and institutions thus have the opportunity to lead the way to effectively integrate ethical leadership education (values and purpose) with ESD.

The choice to include community partnerships as the focus of the Development Practicum course was guided by the concept of integral ecology, UNESCO's Twenty-First Century Pedagogy (2015),[1] and the IPP (Kolvenbach, 1987). These three frameworks share the common themes of experiential learning through authentic real-world contexts, inclusive collaborations, and culturally appropriate, participatory tools for the promotion of a community-based sustainable development process. Both the course design and the selection of partnerships were done in line with the sustainability and social responsibility values of education represented in the Principles of Responsible Management Education (Tavanti & Wilp, 2014). The objective was to build capacity in the partnering organizations while also developing professional and analytical competencies for the students and encouraging community engagement and global social responsibility. The collaborative activities were designed to reinforce the "set of values leading to life decisions that go beyond 'self': that include a concern for the needs of others" (Kolvenbach, 1987: 7) and relate to the human dignity and human rights values of individuals and communities. In the words of *Laudato Si',* the teaching and learning methods adopted were to embrace the value of "respect for the human person as such, endowed with basic and inalienable rights ordered to his or her integral development" (Francis, 2015: 157).

SOCIAL-COMMUNITY SUSTAINABLE DEVELOPMENT

The well-being of our local-global communities is the primary focus of our sustainable development efforts. Management education for sustainable development emphasizes the idea that the personal, organizational, and institutional levels of our sustainability values need to center around the well-being of communities. The Development Practicum course thus incorporated these integrated framework ideas for sustainability in an attempt to promote students' capacity to engage and assess social impact. The values of integral ecology were important in demonstrating methods and approaches designed to value the community's voice and active participation of its stakeholders. It was also necessary to include community-based organizations in these partnerships because the values of sustainability must be embraced from the "bottom up" in addition to from the "top down" to have impact (Rogers & Ryan, 2001).

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[1]See Scott, C. L. 2015. The futures of learning 1: Why must learning content and methods change in the 21st century? Education Research and Foresight: Working Papers. UNESCO. Available at http://unesdoc.unesco.org/images/0023/002348/234807e.pdf.

These communal and societal principles are outlined in chapter four of the *Laudato Si'* call for a global response to halt not only the degradation of our planet but also the suffering of those on the margins of society who are most affected by climate change. Pope Francis acknowledges that the collapse of the environment is rooted in generations of human consumption without concern for the impact on people and planet (Francis, 2015: 109). To break this negligent cycle of behavior, Pope Francis appeals to the "whole human family" to come together as a global community to seek sustainable and integral development solutions "to protect our common home" (Francis, 2015: 12).

The social and human elements of environmental sustainability were originally indicated by the World Commission on Environment and Development (WCED)'s seminal work *Our Common Future* (aka the Bruntland Report [UN-WCED, 1987]) and the concrete call to action known as Agenda 21 (UNCED, 1993). The WCED report supports addressing sustainability at the local level to solve issues of poverty and environmental degradation. However, it does not recognize the need for community participation in sustainable development to ensure its success. In the *Laudato Si'* encyclical, Pope Francis goes a step further in his view of sustainability by stating that the world's most disadvantaged should be full participants in building a sustainable future for their communities. "The solution [to our social and environmental crisis], according to Pope Francis, lies in integral and sustainable human development. This means prioritizing not merely economic growth, but also social inclusion and environmental sustainability" (Annett, 2015: 20).

For global sustainability to occur, we need to integrate triple bottom line approaches and sustainability performance measurements for people, planet, and prosperity (Savitz, 2006). These priorities must exist at the interpersonal and community levels. They also need to be integrated with standardized targets of the Sustainable Development Goals (SDGs) (United Nations, 2015) and recognized methods such as Asset-Based Community Development (ABCD) (Montaldo, 2013).

The integrated ecology and community-centered approach implemented during the Development Practicum is helpful in identifying priorities for institutions, organizations, and communities partnering to create solutions based on the intersecting priorities of people, planet, and prosperity (Fig. 1). This model represents the community-centered and cross-sector solutions that our university program seeks to provide for the current global problems, and for the development of competent sustainability leaders. It has also been relevant to USF School of Management's identification of its core competencies in educating socially innovative, conscious leaders and globally responsible managers.
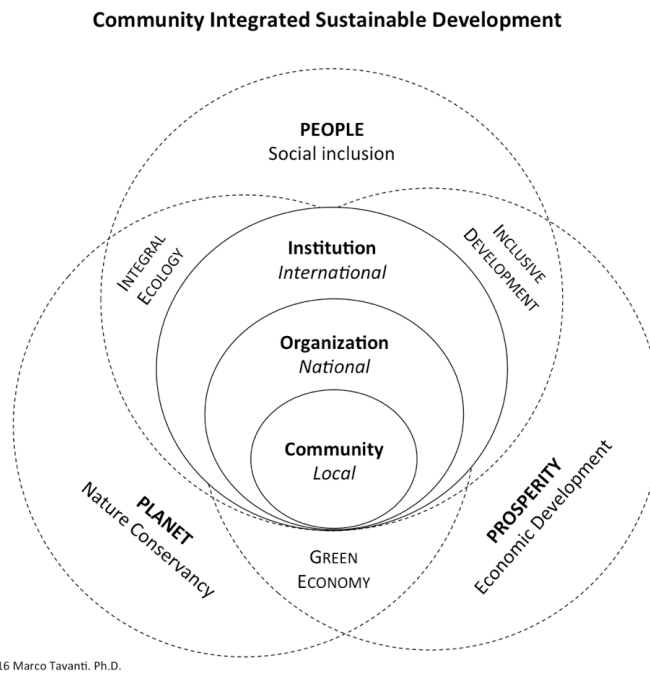
Community Integrated Sustainable Development

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Figure 1: Integrated Sustainability Model

SUSTAINABLE SOCIAL IMPACT METHODS

The Community Integrated Sustainable Development Model was informed by *Laudato Si'* as well as the following methods, which were then provided to the Development Practicum course students as guidelines for conducting their consulting partnerships. The integration of these methods reflecting appreciative, participatory, rights-based, and social impact-based approaches into analysis was helpful in fulfilling the university-organizational-community levels of collaboration. In fact, FSD already had some of the values represented by these methods in their organization's mission statement: "FSD achieves community-driven goals through asset-based development and international exchange in Africa, Asia, and Latin America" (FSD, 2017a). They requested the assistance of USF to design sustainable social impact analysis instruments to assess community priorities for sustainable development projects. Despite emphasizing the importance of community-based sustainable development in their mission statement, FSD had never devised a strategy to discover the community goals of the local people at their program sites. Instead, they relied on their local partner organizations to identify and propose these goals for their projects.

Phase 1 of the project was implemented during the fall of 2015 Development Practicum course, with the objective of constructing an effective method and strategy for capturing sustainable development community priorities. Although the pilot community was in Jinja, Uganda, the goal was to develop tools that would be flexible enough to be applicable and culturally relevant to other communities where they operate in Africa, Asia, and Latin America. FSD has overseen international development programs for twenty years, but sought to achieve a better system for implementing accurate data and tracking mechanisms for their social impact analysis. The organization's overall goal was to measure and report on its impact and social return on investment (SROI). FSD therefore agreed to be a part of the practicum course with the expectation that the university-organizational partnership would create solutions to address this need.

After a series of expert interviews and archival data analysis, the student team worked to catalogue concerns, challenges, and limitations. The Executive Director of FSD emphasized the importance of understanding and measuring the local residents' progress toward attaining their community-driven goals. In Phase II (worldwide data collection) and Phase III (analysis of priorities) of the project, the provided tools for the assessment could be adapted to measure, track, and analyze impact in eleven international program locations spanning across Argentina, Bolivia, India, Kenya, Nicaragua, and Uganda.

The first priority of the student team and FSD was ensuring that the *Participatory Community Goal Identification Process* and supplemental *Facilitator Handbook* was empowering for the local people served by the organization. Their success at this task is reflected in the comments made by the community and collected during the evaluation of their experience of the goal identification process. The values of the student team were rooted in their Jesuit education, with the guiding words in USF's mission statement to take "action against the things that degrade human dignity" having particular influence during the research phase of the project (USF, 2016). Studying the concept of "integral and cultural ecology" in the *Laudato Si'* encyclical also provided additional insights into the effects that development can have on a society if not conducted in a manner that values all cultures. Thus, it was of utmost importance for the student team to respect the local community members and staff engaging in their goal-identification process. The students took special care in attempting not to impose their Western cultural norms and ideals on the community and the process, leading them to develop a culturally intelligent tool that was representative of stakeholders and grounded in best practices of established methodologies.

The Integrated Methodology for Sustainable Social Impact (Fig. 2) presents a blend of existing approaches, methods, and tools that, when combined, produce a methodology and set of tools for building university-community partnerships that facilitate Community Integrated Sustainable Development. In creating this model, the professor and student team were influenced by the words of Ingrid Burkett (2011), who expressed the belief that there is a danger in highlighting techniques and tools above methodology and stressed the need for combining approaches and finding points of intersection. Burkett stated that without "an intentional articulation of the processes and principles that guide developmental work, such tools may only be partly useful" (576).

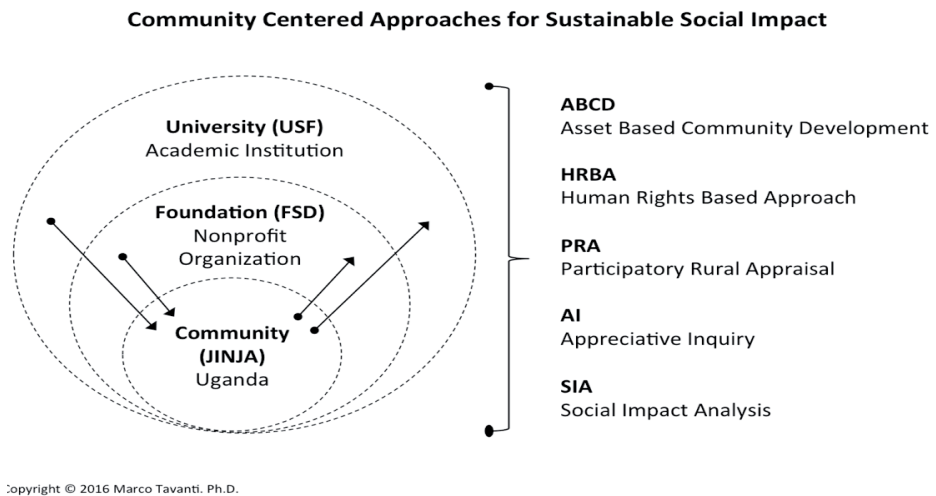**Community Centered Approaches for Sustainable Social Impact**

Figure 2: Integrated Methodology for Sustainable Social Impact

The methods that were integrated into the development of the social impact analysis tool were presented to the students in the Community Centered Approaches for Sustainable Social Impact model. This was provided at the outset of the course to guide the students' partnership development with FSD in the following areas: Asset-Based Community Development (ABCD), Human Rights-Based Approach (HRBA), Participatory Rural Appraisal (PRA), Appreciative Inquiry (AI), and Social Impact Analysis (SIA).

1. Asset-Based Community Development. The student team incorporated Asset-Based Community Development (ABCD) to include a positive focus on the strengths of the communities where the goal setting process was applied as required by FSD's mission (Kretzmann & McKnight, 1993, 1996). Approaches and methods that include positive

psychology, such as ABCD, have proven to be more sustainable in gaining and maintaining the community commitment and genuine engagement required for the long-term benefit of a development project (Mathie & Cunningham, 2003). ABCD nurtures strengths and assets, leading to a common vision created by community members who then take positive action to improve their lives (Mathie & Cunningham, 2003). It combines the concepts set forth in *Laudato Si'* that require social engagement as a component of sustainability in addition to environmental and economic elements.

The five building blocks of ABCD are: 1) mapping a community's assets and capacities, 2) convening a broadly representative community group, 3) building relationships, 4) mobilizing community assets, and 5) leveraging activities, resources, and investments from external sources (Community Assets, 2010). During implementation, the outsider (an NGO in FSD's case) facilitates the process of community driven development through trainings and support (Butterfield & Yeneabat, 2012). When the outsider listens, they can then learn what financial, human, and technological resources are available (Green, 2006). Finally, ABCD is considered to be an ongoing process, not just a means to an end. It is a process composed of a number of methods, such as appreciative inquiry and community organizing (Mathie & Cunningham, 2003).

2. Human Rights-Based Approach. The student team used a Human Rights-Based Approach (HRBA) to frame the *Participatory Community Goal Identification Process* in a way that linked back to *Laudato Si'*s vision of recognizing the dignity and rights of all human beings to be active participants in their own development. The principles of HRBA include: recognizing that the fulfillment of human rights is the goal of development; people are recognized as agents of their own development; participation is a means as well as a goal; strategies must be empowering; monitoring and evaluation are required; programs must focus on marginalized groups; development should be owned by the local people; development programs should reduce disparities; identification and analysis of root causes is necessary to solve development issues; analysis should involve all stakeholders; programs must build strategic partnerships; national accountability must be built to support human rights; and human rights should guide measurable targets, goals, and indicators (UNDG, 2016; UN-OHCHR, 2007).

3. Participatory Rural Appraisal. The student team selected Participatory Rural Appraisal (PRA) as the foundational framework for the *Participatory Community Goal Identification Process* based on the insights provided by FSD staff with regard to the varied populations living in their program sites. In addition, they felt that PRA closely aligned with

the concept of "integral ecology" and the emphasis on human dignity and environmental principles outlined in *Laudato Si'*.

PRA is defined as an "intensive, systematic but semi-structured learning experience carried out in a community by a multidisciplinary team which includes community members" (Theis & Grady, 1991: 23). It refers to a family of methodologies that enable local people in both rural and urban areas to share, discuss, define, and analyze knowledge of their own lives and conditions. PRA can thus facilitate the process for local people to plan and take action to improve their communities (Chambers, 1994). Its methods emphasize principles that are the exact opposite of its predecessor's practices—from "top-down to bottom-up, from centralized standardization to local diversity, and from blueprint to learning process" (Chambers, 1994: 953). The paradigm behind PRA is that local people must be the dominant participants in all stages of the method and own the entire process. PRA is thus a key methodology in enacting sustainable development practices.

4. Appreciative Inquiry. The student team made an effort to blend the components of existing approaches, methods, and tools by choosing Appreciative Inquiry (AI) as the underlying methodology for the *Participatory Community Goal Identification Process: Facilitator Handbook*. Developed in the 1980's by David Cooperrider under the tutelage of Suresh Srivastva at Case Western Reserve University in Cleveland, Ohio (Cooperrider & Srivastva, 1987), AI is a strengths-based methodology rooted in positive psychology. It is defined by the five D's of Define, Discovery, Dream, Design, and Delivery, and mobilizes capacity development beyond problem solving (Barrett & Fry, 2012).

Appreciative Inquiry provided a framework for creating questions from an asset-based perspective. The Discovery phase guides the creation of questions that seek to define what is the best of what is and what has been. The Dream phase facilitates the creation of questions that can foster visioning of a positive future. The Design phase encourages participants to develop innovative ideas of what should be. The Delivery phase involves the creation of an action plan to make the participants' dream a reality; facilitation questions are formulated around the theme of "What will we do?" (Cooperrider, Whitney, & Stavros, 2003). This method thus complements the values and approaches highlighted in the ABCD and PRA approaches.

5. Social Impact Analysis. For FSD, the purpose of conducting a social impact analysis (SIA) was to identify if a development project has succeeded in creating a positive sustainable change in specific communities and for society as a whole (FSD, 2017b). The development

of the *Participatory Goal Identification Process* intended to provide a baseline that would allow FSD to identify the indicators connected to the community-driven development projects conducted in their program locations. Once the goals of the community are identified, FSD will know what to measure in their longitudinal evaluation process to ensure the sustainability of the partner projects they support and to track whether the changes that occur support the mission of the organization. "The goal of impact assessment is to bring about a more ecologically, socio-culturally and economically sustainable and equitable environment. Impact assessment, therefore, promotes community development and empowerment, builds capacity, and develops social capital (social networks and trust)" (Vanclay, 2003: 6). Fundamental to SIA, therefore, are the principles that "in all planned interventions and their assessments, avenues should be developed to build the social and human capital of local communities and to strengthen democratic processes" and that "local knowledge and experience and acknowledgment of different local cultural values should be incorporated in any assessment" (IAIA, 2016). These core concepts mirror the values Pope Francis presses within his view of integral ecology and respecting every human being in *Laudato Si'*.

A COMMUNITY-BASED PRAXIS MODEL

Organizations and programs that claim to be socially responsible, sustainable, and beneficial to the community need to promote adequate methods to assess their actual performance in these values. The FSD is one of those organizations that wanted to verify if their values aligned with their practices. They wanted to understand if the community needs were clearly expressed and met. They needed adequate methods for measuring how the communities, especially women, children, and elderly, really perceived their needs and if their voices were heard in the decision-making process. The university-community partnership thus provided the integrated models and methods that guaranteed that all members of the targeted communities had a voice. The student team in turn was able to understand their needs and provide adequate responses to their expectations.

The analysis of the FSD project in Phase I (pilot communities in Jinja) highlighted four challenges and recommendations for future international collaborative projects of this kind:

1. Clarity of objectives, purpose, and deliverables— ensuring project goal alignment between organization headquarters and the field office;

2.   Awareness of cultural and geographical distances—cultural diversity, distances of community sites, and diversity of project stakeholders;

3.   Awareness of power dynamics—the need to understand community power dynamics, and creating a feasible process based on the site location;

4.   Reducing the use of technical language for instruments—adapt the academic and organizational perspective to community-appropriate processes and instruments.

In addition, the FSD project team found it beneficial to have a comprehensive literary review of participatory and community-relevant development approaches and methods. This gave them the confidence to develop appropriate and adapted tools, as well as leadership competencies in communication, collaboration, and cultural sensitivity.

The university-foundation-community partnership integrated in the development practicum courses and consulting activities stipulated an adapted pedagogical model (Fig. 3) that expands on the IPP model. This integrated model centers on community needs and assets, and engages learners in experience (see), reflection (judge), and action (do) while embedding them in a value-based, evaluative, and contextual process. It can be applied in cultivating a partnership at both the organizational and the community levels.

The cyclical process of the praxis of IPP begins with listening and learning with the community (the Experience stage). The next stage is where community priorities and patterns are analyzed (Reflection). The final step, Action, is where community-driven priorities are applied. As such, this process may be viewed either as a model for planning and executing community development projects or as a means by which students and professors may interact with organizations to ensure sustainable social impact results from their university-organization-community partnerships.

The Community-Based Integrated Praxis model follows the classic IPP by depicting a cycle of Experience, Reflection, and Action encompassed by Context, Evaluation, and Values. However, it has been adjusted to serve the purpose of collaborating with a community, as well as integrating the framework of integral ecology and community-based approaches to create a model that will foster healthy university-community relationships that result in sustainable social impact. The process exists within the context of the social, environmental, and

economic perspectives on sustainability expressed in *Laudato Si'*. The values that guide the process are those of sustainability, human rights, and the responsibility of all citizens to ensure that everyone has access to those rights. The evaluation that is performed on the process is led by the methods and approaches of ABCD, HRBA, PRA, AI, and SIA. Communities and the methods for defining their assets, as well as what the students can provide to benefit them, are placed at the center of the process.
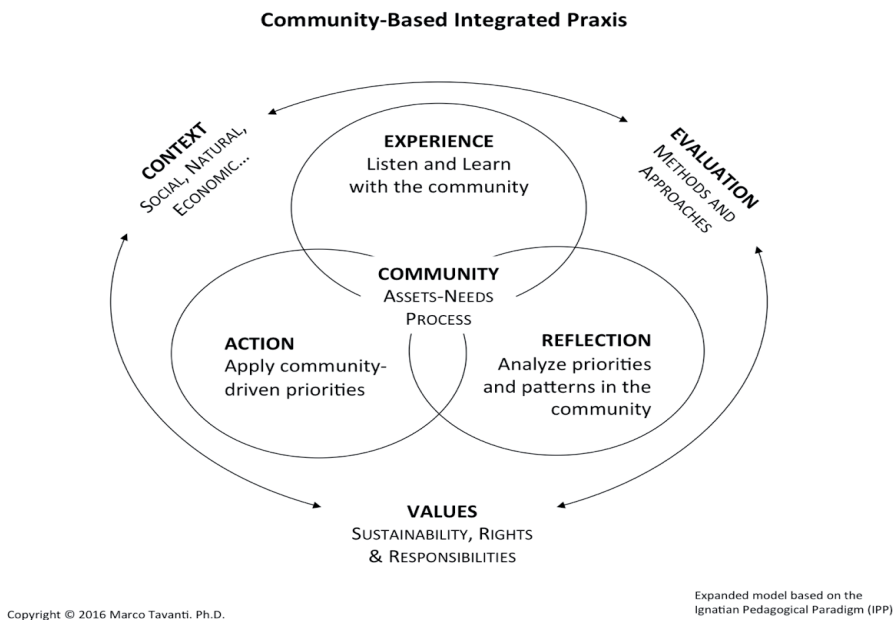
Community-Based Integrated Praxis

Expanded model based on the
Ignatian Pedagogical Paradigm (IPP)

Figure 3: Community-Based Integrated Praxis Model

CONCLUSIONS

We highlighted the methods, processes, and models that resulted from USF's Master of Nonprofit Management Development Practicum course. The instructor and students participating in the course collaborated to develop a model for integrating community-centered approaches into sustainable impact analysis. The models that emerged from these collaborations can be helpful to management education programs and value-based business schools interested in integrating sustainable capacity development and experiential learning curricula solutions. The community-centered methods and perspectives that

emerged from this project can also be helpful in developing graduate students' values of community-participation, asset-based development, and social impact analysis.

The process of going through the development practicum as both teacher and learner made it possible to elicit an outcome that provided models for the application of existing community development frameworks in integrated pedagogical paradigms. The experience provided the opportunity to discover the potential for interdisciplinary synthesis between the fields of management consulting and community development. The result was a partnership model and praxis process that can authentically build relationships between universities and the community, relationships that will result in sustainable social impact. The project also generated a series of university-community recommendations and implications that build on existing collaborative literature and which can be applied to Jesuit business schools and management programs:

1. Develop Long-Term Institutional Partnerships. An institutional relationship is needed to go beyond the introductory level of student engagement, fragmented projects, or projects based solely on faculty interest and contacts. Universities and programs, therefore, need to build long-term partnerships with corporations and community organizations by having the organization share ownership of the project. In this way, a facilitator from within the community organization can provide a consistent bridge between the university and the partner organization (Allen-Meares, 2008). The institution or program, on the other hand, can continue and expand the project into its subsequent phases over time.

2. Identify Indigenous Expertise and Coordination. Collaborative projects at the international level would require identifying a coordinator and/or local organization that has knowledge of the context and the trust of the community. This gives the community contact the ability to inform students of sensitive issues and provide rationale for decisions (Giffords & Dina, 2003). This is important for guaranteeing community participation and effective local adaptation of methods and programs.

3. Manage a Transparent Application Process. Of particular importance is the application process which allows the organization interested in the university-community partnership to independently take the time to consider whether a partnership is right for them. This process should also highlight what is required to maintain a partnership as "each collaboration requires unique considerations and elements to achieve a successful endeavor" (Perrault et al., 2011: 283). For the consulting partnership to be beneficial and have a sustainable impact,

there must be buy-in from the entire organization to support and implement the project or process that the students create.

4. Negotiate and Agree on Expectations. All of the stakeholders who are required to be involved in the partnership to make it a success need to understand and agree upon expectations and commitment before the students become involved (Giffords & Calderon, 2015). Being of service to the organization is very important, but in a university-community partnership, educational goals must take precedence for the university. Therefore, for the required benefit of the students, the organization must agree to follow through on its commitments with the university.

5. Student Values and Competencies. Students are invited, challenged, and facilitated by the professor to develop their values for global engagement and social responsibility (USF, 2016). They need to engage in partnership not simply as a shared learning activity but as a career and professionally collaborative exercise where they increase their cultural competencies, communication effectiveness, analytical skills, and organizational consulting capacity (Perrault et al., 2011).

The Development Practicum course and the partnership projects for social impact analysis have also generated some important processes and initiatives currently integrated, or in the process of being integrated, in the strategic priorities graduate management programs at the University of San Francisco's School of Management. These include:

- **Core Competency—Global Social Responsibility:** Developing capacity and outcomes in relation to sustainability values, social responsibility, and global ethics are a school priority.

- **Social Impact Analysis—Practicum Course:** Designed and integrated in the Master of Nonprofit Administration, where students work in teams and consult for selected nonprofit organizations while learning about program evaluation and social impact analysis methods.

- **Graduate Professional Certificates:** Leadership courses along specialized practicum projects in the areas of social entrepreneurship, social innovation, sustainable development, and sustainability reporting.

- **UNESCO Chair on Sustainable Capacity Development:** Promoting corporate capacity for sustainability reporting

and SDG mapping for corporations and their sustainability CSR reporting.

- **Center for Sustainable Social Impact:** Promoting cross-sector collaborations and cross-programs curricula-based consulting projects and research activities for the benefit of social sector corporations.

Value-based universities and management programs that seek to effectively promote recognition of the dignity of all people, as well as community primacy and engagement in sustainable development as expressed in *Laudato Si'*, will find benefit in implementing and adapting these integrated models. They should consider designing programs that can develop both the students' competencies and values while providing quality community services for improving sustainable values and social impact. They should think about encouraging more experientially centered pedagogies and community-based partnerships to reflect the social values and integrated ecological paradigms that are portrayed in the *Laudato Si'* encyclical, represented in Roman Catholic social teaching, and reflected in the sustainability and social responsibility movements.

Academic institutions, especially those who share a Jesuit tradition of social justice, have the social and global responsibility to effectively integrate sustainability values for the future of our global leaders and managers. Community, social, and sustainable value creation can no longer be an elective in graduate management and business education. Moreover, teaching sustainable development and socially responsible management requires integrated models, methods, and approaches that respect human rights and promote social values. A curriculum that educates students on the importance, values, and methods of sustainable social impact can therefore maximize learning through experiential education that is conducted using university-organizational partnerships.

Socially responsible academic institutions can and should teach students to use community-based integrated praxis when doing consulting work in university-organizational partnerships. They have the mandate to educate students who will benefit society by equipping them with sustainable development values to apply in their interactions with partner organizations and affected stakeholder communities. The community-centered sustainability values illustrated in the curriculum and integrated models presented here should thus inspire students, faculty, and administrators to explore socially innovative models of teaching and learning with a primary purpose of benefiting the community. In doing so, our academic institutions will fulfill their responsibility to educate conscious, ethical, and socially impactful leaders for the common good.

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