

All about Impact Campus PBL

IMPACT CAMPUS
PROJECT BASED LEARNING
WHITE BOOK





————— Root Impact has been operating 'Impact Basecamp (IBC)' as an education program for future Changemakers since May 2015. Starting with the '0th' batch as the pilot, IBC has already completed its 14th batch, producing a total of 381 graduates over the course of seven years. Impact Campus' career education business, which is represented by IBC, has diligently taken charge of one aspect of the social values created by Root Impact.

In 2021, Root Impact announced the birth of a new brand called 'Impact Campus'. By organizing career education programs and services that have been operated under various names and methods into one system, it has newly started as a career development platform for future Changemakers.

During its first year in 2015, Root Impact has met 70 youths through IBC and that number has increased to 800 during the Impact Campus of 2021. IBC has been there at the start of this growth, therefore making IBC a special and symbolic 'signature' for Impact Campus.

To mark the full-fledged start of Impact Campus in 2022, we will look back on the past seven years of IBC, the signature of Impact Campus, through this white book and start a new chapter by announcing the value Impact Campus wants to include in its career education program.

Although it has undergone minor changes the past 7 years, the underlying core, PBL, has not changed. That is why this white book is simultaneously a white book of IBC and a white book of 'Impact Campus-PBL'.

The concept of PBL has been around for a long time. Starting in the 2010s, various institutions in the field of adult education in Korea, including university and employment education, rushed to apply this 'project' based education method and emphasized it as a characteristic of the program.

Root Impact did not plan IBC in order to start PBL in full swing following theoretical backgrounds, but looking back after developing what we could do well for the needs of future Changemakers, we realized it was PBL.

Root Impact has partnered with some of the major universities in Korea since 2017, laying the foundation for IBC to be recognized as a curricular or non-curricular subject. The reason Impact Campus was able to grow significantly in 2021 was because it operated the program in partnership with various educational institutions and companies. Impact Campus will continue to expand healthy partnerships with various players in the education industry, including universities and companies. This is because we believe this is the way to provide better experiences for our customers. We hope this white book will serve as a foundation for potential partners of Impact Campus to understand and align each other's core values.

We hope that more people become Changemakers through their own distinct careers. We hope this white book will help future Changemakers to figure out the experience that is necessary and appropriate for the process of their careers.



Impact Campus-PBL



PBL is generally used as an abbreviation for 'Project Based Learning' or 'Problem Based Learning'. Strictly speaking, these two concepts have different origins, but can be used interchangeably as they have many common characteristics. 'Project' and 'problem' are both important to Impact Campus-PBL as well. But we fundamentally use the meaning 'Project Based Learning' for PBL.

Project is defined as 'a set of certain tasks' and taking on a project means taking on a task, in other words, doing 'work'. Therefore, Project Based Learning has the meaning of 'learning while working'. Taking this definition a bit further, project is defined as 'a set of tasks carried out to achieve a certain goal'. Projects have a purpose and the purpose in Impact Campus-PBL is 'problem solving'. To sum it all up, Impact Campus-PBL is 'learning by working to solve a certain problem'.

Impact Campus puts importance in the 'Doing' process of deeply researching and defining what the real 'problem' is and the Doing process of finding out the solution to the 'problem'. We believe that this is what 'project' signifies. Believing that this process of carrying out projects is a good way to grow comprehensive problem-solving skills, we've developed it for a long time and have proven this theory to be somewhat true through recent research. Therefore, 'project' is the most important keyword for Impact Campus, and as we will touch upon later, 'problem' is one of the most important components when designing a project.

PBL is a widely known concept in pre-college school education that is actually utilized in the actual field, but there has been criticism from Europe claiming that it isn't as efficient as existing 'subject-based classes' through lectures. However, the important thing in Impact Campus-PBL is that it must be 'project based' and not that it 'must not be lecture based'. That is, PBL must not be thought of as opposing concept to subject-based classes.

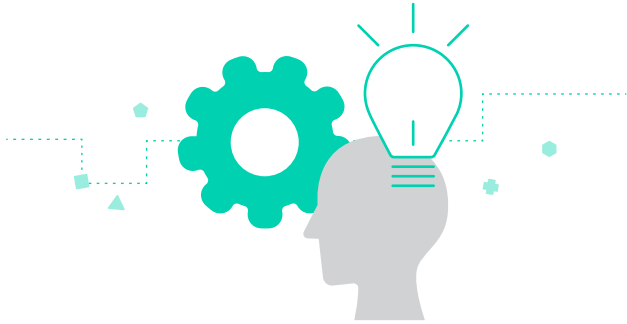
Impact Campus-PBL offers numerous lecture sessions. This is because we believe that lectures focusing on specific subjects will help obtain the necessary knowledge needed to carry out projects and furthermore, comprehensive problem-solving skills will be greatly improved when projects are carried out based on knowledge.

Impact Campus thinks of it as a mission to develop the career of youths who are the future Changemakers. There are many things needed to develop careers, but Impact Campus puts the most emphasis on comprehensive problem-solving skills. This is because in the real career world, they will face complicated and unstructured problems from the moment they join a company as new employees. Impact Campus believes that the experience of solving these problems will be of great help for youths who are setting up their careers.

"PBL is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects."

– Buck Institute for Education(BIE, a U.S. non-profit educational group)

The 7 Project Designing Elements of Impact Campus-PBL



When designing a project where learning is possible, the thing that Impact Campus considers important is ‘making a structure where a good problem, through good process can be solved well’. For this reason, first, **in Impact Campus-PBL projects, there must be a ‘Problem’ to be solved.** For a ‘problem’ to be a ‘good problem’, the solving process should not be fixed, but rather, it should be an unstructured problem where there is room to personally interpret, define, and figure out solutions for, that is, it should be ‘an object or subject for research’. So, projects in Impact Campus-

PBL start by ‘correctly defining the problem’ of research subjects.

‘Correctly defining the problem’ doesn’t stop at just the superficial identification of the problem, but constantly asks Why and takes a Deep Dive to find out ‘the true core, the essence of the problem’. ‘Defining the problem’ is the most important step of the entire project process, because if a problem is defined well, it can lead to a good solution and eventually a good project. However, due to the nature of the project itself having the ‘form’ of Doing, compared to the amount of importance Impact Campus-PBL puts on defining the problem, participants sometimes fall into a trap and skips the defining process and goes straight to ‘drawing a solution and executing’. As this is not what Impact Campus-PBL thinks a ‘good project process’ is, we persistently challenge participants to fully focus on defining the problem and to discover the real problem.

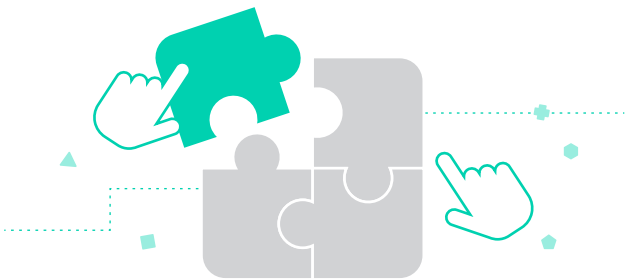
“If I had an hour to solve a problem, I’d spend 55 minutes thinking about the problem and 5 minutes thinking about solutions.” - Albert Einstein



Second, **the problem has to be of the ‘real-world’**. The goal of Impact Campus-PBL is to make this experience a useful asset for the career journey of youths. By addressing real-world issues that are much more complex than imagined problems, participants can better experience the difficulty of defining problems and consider realistic constraints in applying the solutions they derive. This enables development of practical problem-solving skills that can be used in the

real career world and enables market demands that value similar work experiences to be met.

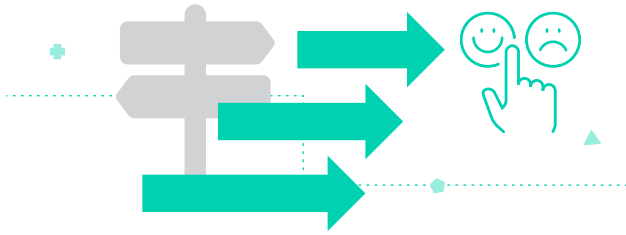
Because real-world problems and their surrounding environments are mostly uncontrollable by administrators and participants, past events, distant futures, or imagined situations that can be controlled are used in projects by many educational programs. For example, an imagined company’s social media channel or a real company’s imagined product is utilized for the subject. For Impact Campus-PBL, which puts emphasis on the ‘real-world’, puts importance on creating conditions where participants can deeply think about and address problems that are difficult to control from the planning process, and continues to work hard to ensure that the necessary environment is in place throughout the project.



Third, **participants must be able to take initiative throughout the entire process of the project**. This is also associated with the previously defined ‘good problem’. Administrators should not propose problems that have a set answer and should not over-control the entire project process or deliver the requirements of individual tasks to reach the desired conclusion. Conversely, participants should be able to recognize that they also have the initiative in the project, and actively and enthusiastically ask questions and requests to the administrator. In other words, a project must be

structured so that administrators and participants can have constructive discussions and further along the line, debates on an independent and equal footing.

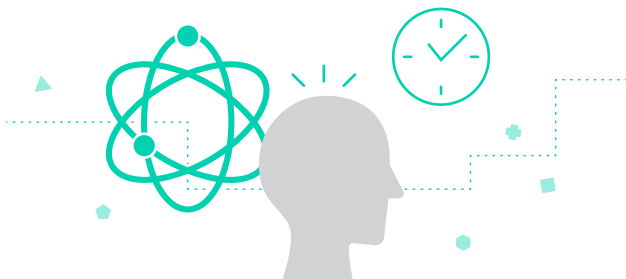
Just because participants have initiative in the project doesn’t mean they can do anything they want. It’s the same context where in the actual workplace just because a particular individual or team is in charge of a project, doesn’t mean they do things however they want. Participants in Impact Campus-PBL should be able to sync their thoughts in a cooperation relationship requesting input from and building projects together with the administrator, and the administrator should provide appropriate guidance and coaching. From here, to ensure that the ‘coaching’ of the administrator does not become an ‘instruction and command’ that defeats the participant’s initiative, Impact Campus-PBL keeps the fine line between coaching and instruction in mind.



Fourth, **participants should objectively evaluate and determine whether the project is moving in the right direction and be able to apply adjustments if necessary.** Impact Campus-PBL provides timely opportunities for participants to receive objective feedback and coaching from experts in the field

of the project they are working on to enhance this requirement. Participants can view the project with a critical mind and make better improvements based on expert opinions.

By emphasizing the initiative of the participants described in the aforementioned third requirement, participants may sometimes become too confident in their answers derived from their own interpretation of social or corporate problems. Objective coaching provided intermittently throughout the project helps participants derive balanced outcomes.



Fifth, **conditions must be provided where participants can be fully immersed so that they can define problems, derive solutions, and implement them.** We are confident learning is earned from the ‘process’. In order for this ‘process’ to be a worthwhile and meaningful enough experience for it to become an asset, the project must not be done hastily because of the lack of time. Problems that are too simple or obvious that they are solved in a short period of time should also be avoided. This again, is associated with a ‘good problem’. A ‘good problem’ should be a problem worth exploring with plenty of time, and a ‘good project’ with a ‘good problem’ should be a project that considers plenty of time to skillfully solve the problem.

Impact Campus-PBL is looking forward to working together with participants who can fully engage in the project. In the case of IBC, the participants are recruited by carefully considering whether the applicant is in an environment and has a mindset that allows him to be fully immersed in IBC. We confirm the applicant’s commitment to immersion by checking if he is aware that IBC is a program that requires a lot of time and if he plans to engage in other activities while IBC takes place. To help applicants with the will to be immersed stay focused until completion, the program manager becomes a safety zone to ask for help and share concerns whenever necessary, based on continuous interest in the participating team and individuals.

Conditions provided for continuous immersion motivate participants to thoroughly complete Impact Campus-PBL. If the ‘completion rate’ is considered as a measure of ‘were they fully immersed,’ we can see that about 96% of the participants experienced enough immersion based on IBC season 3.



Sixth, **a final output that summarizes the process and results of the project should be derived.** Impact Campus considers 'assetization of experience' important. For this to work, participants first need to summarize and organize the core content of their projects and share them with each other. Impact Campus-PBL holds one or two presentation sessions during the project, allowing participants to take time to understand and review their projects in depth as they

prepare for the presentation. This will be the time for participants to make the project experience truly their own, and the presentation will remain as a visible asset for future use.

Impact Campus-PBL does not put importance on the 'performance' of the project. Even though it is a real-world experience, what is important in PBL is learning, so 'growth' is more important than performance. Some teams show good performance in projects, but others show slow progress and finish with only defining the problem. But during the process of deriving a final output, we believe that all participants can experience their own sense of growth by organizing what they have learned from the project and what they need to learn more in the future.



Finally, **a social impact should be pursued.** This is the biggest feature and distinguishing factor of Impact Campus-PBL. This direction can also be seen in IBC's goal: 'helping youths identify their potential as Changemakers solving social problems and reflect them in their specific career plans.' Participants should constantly check whether the project is moving towards impact and understand and define what kind of impact the project's outcome will produce. To help with this process, Impact Campus also

provides sufficient training related to impact, such as 'Impact Chain Model' and 'Understanding Impact Risks'. When working on a project, social impact is sometimes hard to see in the detail of the task, and this is especially true for company projects. Actually, this is true for most of the tasks we tackle in our daily lives. Each email I'm writing today doesn't all create social value, but they can combine to create an impact. The perspective of checking whether this small task is ultimately aimed at impact and continuously aligning it towards that direction is called Impact Lens. Impact Campus-PBL helps the participants acquire this very 'Impact Lens'. Participants experience applying Impact Lens throughout the project, such as viewing the phenomenon, discovering the problem, and deriving solutions, making it their own.

The Core Skills of Impact Campus-PBL

Impact Campus believes that youths can develop core skills needed to prepare for their careers through PBL. The seven requirements that Impact Campus values when designing a project were considered to better develop and strengthen these core skills. **The ultimate goal and the top core skill Impact Campus wants to develop through PBL is ‘problem-solving skills.’** The skills that youths need to survive in an increasingly complex and unpredictable career world are mostly consistent with the capacities that they need to solve problems.

Problem-solving skills are the ability to recognize social problems based on insight and empathy, create various alternatives to solve them and test them, and find the best solution (Bora Lee, 2019). Solving a problem based on this is a process in which cognition, emotion, and behavior mesh together interact with each other. (Social problem-solving model, D’Zurilla & Nezu, 1990)

The problem-solving skills in Impact Campus-PBL is fundamentally the problem-solving skills as a ‘team.’ This is because Impact Campus values ‘community-oriented’ education, and most participants will solve problems on a ‘team’ basis with others in actual future career fields, whether it be inside or outside the organization.

As a ‘team,’ participants can demonstrate or enhance ‘empathy’ between people throughout the project by defining problems and deriving solutions. Empathy is a capacity that exerts its power not when alone, but when in a multilateral relationship structure, that is, a ‘team.’ For example, if you think about the meaning of ‘good teamwork,’ focusing on your work without considering your peer’s physical environment or emotional state cannot be seen as good teamwork. Good teamwork is to create an emotional bond by recognizing if your peers are in a state ready to interact and by considering each other, and furthermore, to assign appropriate roles to each other to create an optimal team, and Impact Campus-PBL believes this is where empathy shines.

The reason why Impact Campus-PBL conducts ‘team’ projects is because we believe that the learning that is earned together with many people is much greater than the learning that is earned alone. Empathy works as a base capacity in this process, and empathy exerted within the team extends to the problems covered in the project and exerts its powers when understanding customers and stakeholders. Problems that cause discomfort to yourself can be solved by you firsthand, but in the world, there are a lot more problems that don’t cause discomfort for yourself, but cause discomfort for others. In order to discover, define, and solve problems that you have not experienced, you must deeply empathize with the position and situation of the person in question.

This is likewise for companies’ business problems. If companies do not identify what the customers really want and do whatever they want, their business will never succeed. Sometimes, not even the customers know what they want. Even in these situations, especially in these situations, you must dig deeper into the customers. You need to be able to dig deep into the customer’s mind and thoughts to discover the real hidden problem, which signifies full empathy of the customer’s position.

The problem must be properly defined to successfully be solved, and deep ‘empathy’ of the person in question is necessary to properly define the problem. That is why empathy is positioned as a base capacity throughout the entire project, in the whole process of building up problem-solving skills.

Problem-solving skill is a comprehensive capacity, and skillfully solving problems is possible when you have a certain basic capacity as well as well-rounded skills, knowledge, and attitudes. Therefore, Impact Campus-PBL pays attention to the lower specific base skills. Impact Campus-PBL also covers hard skills like digital skills. However, hard skills have focus on different capacities for each project, and as they’re not the type of education for training professionals, they are a basic level. Therefore, the key capacity that Impact Campus-PBL deals with is ‘soft skills’. Participants can develop the following three capacities through the Impact Campus-PBL experience, ultimately enhancing their problem-solving skills.

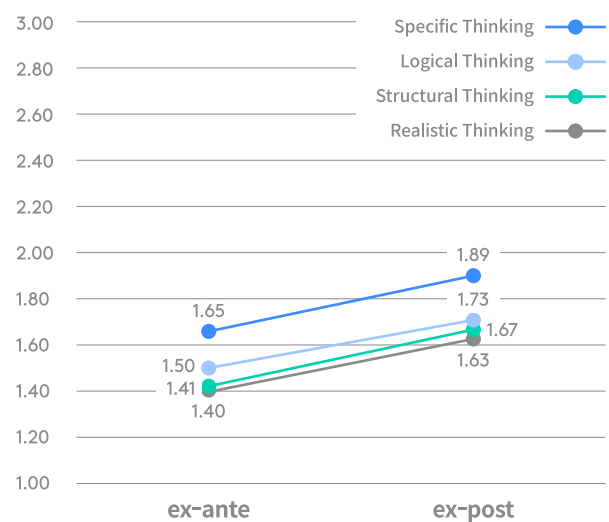
Thinking Skills

Participants can develop the ability to think during the process of taking sufficient time to explore and solve unstructured problems in the real-world. Although there are various areas in the ability to think, Impact Campus-PBL aims to focus on developing specific, logical, structural, and realistic thinking skills based on learning such as logic tree and framework writing such as Impact Chain Model.

Specific thinking skill refers to the ability to express specifically and clearly the unit or level of thinking about a subject without being too general, unclear, or ambiguous about it. Logical thinking skill refers to the ability to present the basis for one’s argument based on one’s own findings or reasonable common sense, and to connect the evidence and argument without leap in logic. Structural thinking skill refers to the ability to deeply consider a subject from the entire context in multiple layers in a MECE (Mutually Exclusive Collectively Exhaustive) way, and to establish this classification standard in a meaningful way. Finally, realistic thinking skill refers to the ability to consider feasibility for subjects and contexts, such as realistic constraints or various interests, and to establish importance and priorities based on these findings. (Impact Campus & Korea University Research Team, 2019)

A recent study by the Korea University Research Team

confirmed that all four IBC participants’ thinking skills increased significantly when compared to before participating in the program, in other words, it signifies that the IBC experience was effective in developing thinking skills.



The four thinking skills are also the basis of creative thinking which critically recognizes the current situation and utilizes basic information to create new information. In other words, the power to think is the fundamental strength essential for discovering problems, defining them, and deriving solutions.

Communication Skills

A variety of subjects, including participants are involved in Impact Campus-PBL. It includes a program manager who runs the program, a society or a company that presents a topic of exploration for a project, and an expert who provides lectures or feedback. Participants should take initiative and be able to have necessary communications with them appropriately.

During the project, participants may communicate with the parties or customers involved in the problem that needs to be resolved. In order to discover what the real problem is, the ability to truly empathize and interpret the emotions and situations of the various stakeholders is needed. Empathy, which serves as the basis capacity of Impact Campus-PBL, is a solid foundation for good communication. Impact Campus also offers lectures such as 'Discovering Customer's Needs, Customer Interviews' to help participants better define problems

through empathy.

In addition, participants can directly contact relevant experts during the project to receive opinions or conduct customer market research and written or face-to-face interviews. Participants can improve communication skills required in their real career world by planning and encountering all the processes themselves.

Finally, during the process of deriving the project's output, the ability to create documents and presentations that summarize and organize key points can be developed. Impact Campus-PBL allows participants to freely give feedback on each other's materials and methods of presentation to learn from each other through the final presentation.

Leadership Skills

Projects in Impact Campus-PBL are conducted in teams of 4 to 5 people. Participants are assigned roles to effectively carry out projects. These roles are assigned by tasks such as researching data, presentation, etc., but also are assigned by relations or qualifications, such as leaders and followers. In the real career world, there's very little that can be done alone, and someone must be a leader or follower, or show their own leadership in their role, therefore, Impact Campus considers leadership skill a very important ability that can be developed based on team project experience.

Further extending the concept of leadership from a role-based perspective, it can be interpreted as the ability to properly deploy and manage the necessary resources

for the project, and the ability to take lead in managing one's goals and responsibilities for the project. For Impact Campus-PBL, for each person to have their own leadership is more important than assigning leadership based on relationship or qualification, so often a team leader is not assigned.

Because Impact Campus-PBL designs projects so that individual participants can exercise their autonomy and personal initiative, participants must continue to develop their Self Management and Project Management capacities to complete the project. As a result, participants will feel these capacities have been enhanced after completion of the project.

Definition of Roles in Impact Campus-PBL

Students and teachers participate in classes at school. As Impact Campus-PBL hopes to become a 'school', we also have students and teachers. Students are the youth participating in the program, or 'participants', and teachers refer to experts such as program managers, instructors, and coaches. If you have read everything up to this point, you probably have a relatively clear understanding of who the students, i.e., participants, are and what their roles are. This chapter describes how Impact Campus defines the role of 'teachers' and carries it out for a successful PBL.

In Impact Campus-PBL, the 'teacher' is not assigned to a single person but shared between multiple people based on their expertise. At this point, some members of the Impact Campus or Root Impact takes on the role of teaching, but sometimes, roles are divided between experts from the outside based on partnerships to try more diverse ways of learning.

First, there are **Program Managers(PM), who are the planners, administrators, and managers of the PBL program.** The PM plans and develops programs, motivates and promotes participants' active participation, and manages the overall progress of the project. Although participants have autonomy and initiative in carrying out the project, the PM should be able to provide appropriate assistance when the participants have difficulty during the process. Impact Campus-PBL predicts what kind of assistance participants will need from the planning stage of the program and prepares appropriate support and management plans.

Second, there are **'instructors' who provide participants with the knowledge and information needed to carry out the project and help participants improve their hard skills.** The instructor is a concept that includes both real-time instructors who interact with participants and one-way instructors, such as VOD. Participants are able to take courses according to the curriculum and study as needed. Because the content of the lecture is related to the topic and content of the project and has content considering the effective flow of it, the time taken for the lecture becomes a time to increase immersion in the project. Not only that, but the instructor also makes up the lecture by considering the participants' level of prior knowledge, the online and offline lecture environment, the weight of interaction or practice, and the formation of small groups. Participants can receive significant help in shaping and advancing the project by taking and understanding the entire lecture and finding points to apply to the project.

Finally, there are **'coaches'.** Coaches are similar to instructors in that they also teach and provide knowledge and information but **are largely differentiated in that they resolve blockages of the project and, in particular, present 'good questions' to view the project more objectively.** In other words, coaches take on the role of getting closer to the participant's side, providing appropriate feedback and insights for individual projects, and drive the project forward more directly. Coaches may be there throughout the weeks or months of the entire project, or they may be there for a compressed amount, about a 3~4 hour long single coaching session.

The reason the role of teachers is divided in Impact Campus-PBL is fundamentally to provide participants with more diverse ways of learning. Each of expertise also complements each other to maximize the efficiency and effectiveness of teaching.

In addition, community managers who support participants in continuing their relationships and gaining the necessary learning within the Impact Campus also participate in Impact Campus-PBL. Furthermore, all the members of the Impact Campus are there at the right moment with the right role signifying the identity and agreement that the PBL program, especially the IBC, is the 'signature' of the Impact Campus.

The Signature of Impact Campus-PBL, Impact Basecamp

IBC is a signature PBL program of Impact Campus. Under the support of J.P. Morgan, IBC has provided project experiences with an 'impact' to 380 youths over the past seven years since 2015, making it a 'base camp' for Changemakers' career development.

IBC hoped to provide youths with opportunities to explore various career possibilities through project experiences. In particular, by dealing with 'social impact' in the project, we hoped participants realized among various possibilities, there is the career of being a Changemaker and considered it as an important option in each career. Furthermore, we expected youths to find ways to pursue suitable impacts and to plan and practice their Changemaker career more specifically and proactively.

Root Impact has a mission to help those who want to realize 'good intentions' grow. Solving social problems and having an impact are hard to achieve with just 'good intentions'. Impact Campus would like for it to be known that an impact can only be made if advanced capacities exceeding good intentions are equipped. Therefore, we filled IBC with the hope that the youth of this generation will be appealed by the impact ecosystem by gaining deeper understanding and grow into talented people who can make an impact.

We organized a curriculum and designed projects for IBC so that participants can practice deeply considering solving social and individual career problems 'to a level that has never been done before'. In addition, with the hope that youths with similar interests would be a great help to each other, community formation was an important factor. The alumni community started in IBC is developing into an 'Impact Campus Community' where more youths support and help each other's career development based on systematic memberships.

Interview: The Story of IBC Graduates

Hae Ri Lee

IBC Season 3 Batch 11 Graduate

Hello! I am Hae Ri Lee, participant of IBC Batch 11 currently working at hobby and leisure platform Friip. As the marketer of Friip, I deliver the appeal of this brand.

Gyu Ri Kim

IBC Season 3 Batch 12 Graduate

Hello, I Gyu Ri Kim, graduate of IBC Batch 12. I currently work at an edutech startup managing tuition fee payments and operate a team that makes new finance models and services.

What was the most memorable moment during IBC?

Hae Ri The most memorable moment has to be **the final presentation**. Everything has been untact because of COVID-19 so it was the first time we gathered face-to-face to present our outcomes. **I could feel the consideration and passion that everyone has put in from the voice and look in their eyes during their presentations**. Actually, there were teams that made prototypes and tested them, and there were teams that experimented but failed, but it was impressive that all teams confidently shared what they learned during the process and after the results.

Gyu Ri The mid-presentation was the most **memorable**. That day was the first time I actually met my teammates. All sessions were held untact because of COVID-19 and our teammates held our meetings and projects through Zoom. **Even though it was our first time seeing each other, it was fun and wasn't awkward**. We were used to each other because although we haven't seen each other's faces, we held video meeting every day. I was very nervous because we had to show everything we've prepared to our other teammates, mentors, and lecturers. It was more memorable because I thought that we were halfway through the problem-solving process while preparing the presentation, **but then realized that we still had a long way to go**.

What is the biggest change that will remain as an asset after participating in IBC?

Hae Ri I've earned 'various tools' to help approach and solve problems. Before, when attending school or working, the focus was on 'completing' vague tasks. I guess you can say that the actual result of the act was important. **I've realized the need for and importance of making a solid problem-solving process through tools** by learning 'Logical thinking', 'Design thinking', 'Survey', etc. through IBC.

Gyu Ri I've started to ask myself 'Why?' more often. I've discovered myself asking 'Why is it like this?' like a habit when I came across a problem that needs to be solved at work or when I had negative feelings due to personal issues. If you keep asking questions, you will be able to find the real reason. Even if I am not able to find the solution alone, if I deliver the reasons that I've discovered when explaining the problem to someone else, the discussion can be more productive.



Is there a memorable peer you've met during IBC? Why is he or she memorable?

Hae Ri It's hard to pick just one person because everyone at Batch 11 were all full of passion and ideas. There were a lot of opportunities to talk with other teammates during sessions and each time they would enthusiastically give opinions from new perspectives, so I've learned a lot. I would like to pick all my teammates as memorable peers. **We were able to move forward with the project because of all our unique personalities and strong points, filling in anything that was missing from each other.** Even now I meet them time to time, and we discuss our worries and careers. They are reliable peers that are always there to give me strength.

Gyu Ri I would like to talk about J who I've worked together in Swing Team 1. Like with many problems, experience at the field was an important issue for our team's project. I remember being surprised at the second meeting when J said he was going to work as the swing force (the person who replaces replacement kickboard batteries). Our team didn't talk about doing this part-time job, but he really decided to do it as work and not just experience it. **Thanks to J's execution, our team was able to improve our understanding of replacing kickboard batteries. It was impressive to see him willingly and actively doing difficult things.** Also, I remember being grateful because in the entire process, when there were different opinions among the team members, he led discussions so that they could be organized and combined to make the best decision.

How has the experience of IBC project affected the planning of your career?

Hae Ri IBC is a community where future Changemakers with various concerns and thoughts come together and struggle to make something better. So, it was an opportunity where we were both stimulated and comforted by each other. Consequently, **I was able to gain confidence in the path I wanted to take through these interactions.**

Gyu Ri I was able to think about what I like, what I would like to do as a career. I was curious about how my problem-solving skills developed at IBC would help my career. **It was memorable when Su Heon, the program manager at the time, said that problem-solving skills are important no matter where you work.** I asked myself, 'What kind of problems do I want to solve then?' 'What resources do I want to use and in what direction do I want to solve it?' when thinking about what I wanted to do.



How is the experience at IBC helping you at your current job?

Hae Ri I believe one of the most important factors in the marketing field is **thinking from the 'consumer's perspective,' and Design Thinking, which I've learned at IBC, helps me out a lot.** Design Thinking is a way to solve problems based on 'user-centered mindsets' from defining the problem to actual application and this approach seems to be a good milestone for me when making decisions.

Gyu Ri I've mentioned that I've started to ask myself, 'Why?' and **the habit of asking this question really is helping me a lot when I personally review my work.** If I ask myself, 'Why do I feel so satisfied this week?' and find the reason, I can keep doing it for continuous satisfaction. **It was also nice to talk to the CEO and hands-on staff of a company and receive feedback during the Plus period.** I was able to know 'This is what a company is' and 'This is what the workplace is' before actually starting my career. I learned a little bit about how to communicate with others. In particular, when asking other teams to solve and confirm a problem, I found out that the recipient of this information and my background knowledge were different, and that they did not know my situation as much as I did. I also learned that I had to request the other person to do work in a way that is possible to execute. I think the experience related to this attitude is more meaningful especially since I am a rookie in society.

Compared to other extracurricular activities in college, what is the uniqueness and strong point of IBC?



Hae Ri It's rare to have the opportunity to work with companies that create social impact and to explore solutions to the problems they're facing together prior to getting a job. More than anything, the opportunity to be with the best support group and the best peers is only possible at IBC.

What capacity do you think is important when doing your current job?

Hae Ri What I feel as a junior in my current job is that I think about my tasks as a zero base. When working, **it is necessary to abandon prejudices or stereotypes about 'why I should do this job' and 'how to solve this problem,' and is necessary to look at the problem from a new perspective and seek solutions.** Based on these solutions, it's the best if it's possible to actively implement them to produce results!

Gyu Ri I feel it's important to seek accuracy when finding causes, definitions, and explanations of problems. Even in a small IBC team, different people come together, so each person has a different definition of a problem or a word (for example, our team spent almost a week trying to define 'operational efficiency'), and it's natural for larger organizations to have even more diverse thoughts. If this isn't recognized in the beginning, it was often realized later that we had different understandings so were handling it differently. It's also important for faster solutions if similar problems happen again along the way.



IBC Impact Chain Model

Activity Strategic Activity

PBL Program for Career Development of Impact-seeking Youths

Program planning

Discovering project subjects that explore real-world problems



Developing learning curriculum that provides knowledge and information according to project efficiency

Organizing community events to help improve teamship

Recruiting participants

Finding university and other educational institution partners to influence the mainstream

Recruiting promotion using Root Impact's recognition and alumni community to secure youths in pursuit of impact.

Selecting participants with the will and conditions to immerse themselves in the program



Organizing teams enabling exchange of learning from different backgrounds

Managing learning experiences

Motivating and boosting to help with participants' active participation

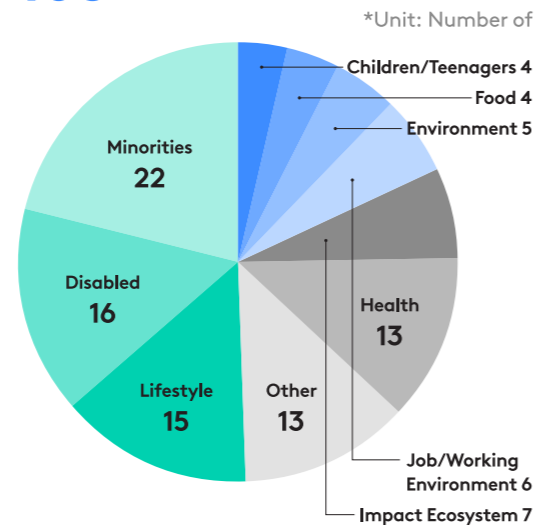
Coaching and support from coaches, instructors that provides direct feedback and insight into the project

Building relationships to provide an experience relevant to the individual

Activating relationships between participants and other interested parties to facilitate teamwork

Output Results of activities

105 Impact-oriented team projects



Choosing and starting the program

Youth participants who value impact and are actively preparing their careers **396**



Average competition rate 5.6:1 (Based on Season 3)

Being fully immersed and completing the program

Engaging in sessions and projects, spending 212 hours (Based on 16-week program participation)

Number of program graduates **381**
Completion rate **96%**



Assetization of experience

Deriving the final output of a project that revealed its learning during the process



Creating a well-interpreted portfolio of experience. personal review: Deep Inside

Outcome Social Achievement - 1

Identifying the possibilities of a career of a Changemaker



Degree of problem-solving skills, improved empathy, and human network formation **4.46**

“ While organizing my IBC project experience, many team members wrote that I had a soft skill called sharpness. Reflecting on the stories of the team members and the processes during the project, I realized that during this project, I put the most emphasis on ‘How strong the logic is’ and ‘How logically persuasive it is’. I was able to realize my strengths and my mindset, and am now able to further shape my career path. ”

IBC Batch 14 graduate **Heo**

Taking the lead in and specifically planning your career.

Improved career adaptability

“ I think I've gained confidence about my career through participating in IBC. While working on various projects in social sectors, I often wondered, ‘Isn't what I do only solving superficial social problems?’ and ‘Isn't it too small of an area?’ These concerns have led to uncertainty about my career. Through participating in IBC, those worries have been resolved. During the sessions, many experiences such as mentors' words and team projects seemed to add confidence about my career.”

IBC Batch 14 graduate **Yoo**

Outcome Social Achievement - 2

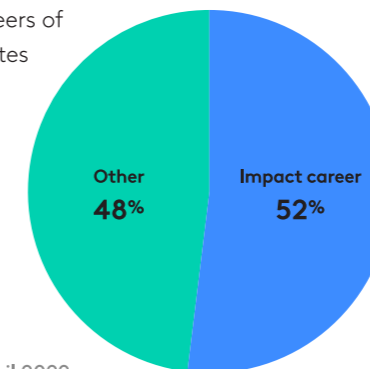
Starting each own's career journey that pursues impact.

Improved Employability



Employment rates of IBC graduates **72%**
Percentage of impact careers **52%**

Percentage of impact careers of IBC graduates



Based on April 2022

Degree of improvement of understanding of impact and social contribution **4.34**



“ Thanks to IBC, I was able to incorporate the concept of career into the identity of a Changemaker. Before IBC, I had the tendency to only look at the identity of the ‘solver of social issues’, Changemakers, rather than look at ‘career development’. I didn't think about the capacities needed to solve social problems. Thanks to IBC, I've started to think about the capacities I need to develop my identity as a Changemaker.”

IBC Batch 0 graduate **Jeon**

Impact Ultimate Change

“
A world where anyone with a good intention can realize their impact potential in their career journey.
”

Impact Basecamp, The Next Chapter

Impact Campus is now preparing the next chapter of IBC. We hope we can incorporate the learning and insights contained in this white book to make a better program.

Season 3 IBC Plus was a kind of 'project internship'. If an internship is a system for developing practical skills by working for a certain period, a project internship is for experiencing that internship through a 'project'.

When working for a company, there are things done as 'projects', things done not as projects. Of those, interns are usually given a role of assisting 'daily work' rather than a project. Even if the company didn't intend it, they often give interns simple, repetitive, and unimportant tasks to do. This is because it is difficult to assign important tasks immediately to the intern expecting the current performance levels of the company, and it is also a realistic concern to set aside time for coaching because the intern may leave the company in a short time. In this way, internships often lose the original purpose of 'improving practical skills through work experience'.

The most important difference between tasks done as projects and those that are not is that there's 'a beginning and an end' and that you 'define new specific problems and set goals.' Through 'Project Internships', you can turn the weakness of an intern into an opportunity. Of course, capacities and achievements are also important in project teams. However, most companies have piles of project candidates in their drawers that are necessary but behind their priorities due to a realistic lack of time. Among those candidates, the 'first' project, was the IBC Plus 'Project Internship'.

Tasks that have a beginning and an end, tasks of which failure has no significant impact on the business, but if successful can present fresh insights or new growth to the business can be done as Project Internships. Participants can self-directedly complete practically important, significant, appropriate level of work and experience large improvement of capacities during the process. They get to experience real work that you cannot experience anywhere else.

As it is a valuable experience, it is very difficult to design a good Project Internship. This is because companies need to be convinced to take out projects hidden in the drawers, to open internal affairs to the outside, to focus on projects that aren't priorities, and to trust and assign tasks to participants whose capacities haven't been proven. Through experience, Impact Campus has gained the confidence to successfully carry out this task.

The possible risk of creating an impact through a Project Internship-based 'education program' is that it is on the border between education and work. To realize a real-world experience, the participant's project outcome must be applicable by involving company representatives as much as possible. On the other hand, the more company representatives intervene, the more it leads to specific instructions and supervision of participants, which may deviate from the purpose of 'education programs.' Impact Campus has stood on that border, building up know-how to design an experience that satisfies both companies interested in growing their business and participants seeking career development experience and mediating their needs so that they do not conflict.

In order to create a better experience that is essential for future Changemakers, Impact Campus will continue to strengthen the characteristics of 'Project Internship' in a more intricate and sophisticated way. Organizing Impact Campus-PBL will help it to be a compass that helps Impact Campus to not fall into a trap because of greed and focus on what's really important.

We will do our best to help more people have meaningful experiences and develop.

Thank you.

From the Impact Campus Team.

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* This document is an English summary of excerpted contents from the Impact Campus-PBL White Book written in Korean. The original Korean full version can be found through [the link](#).

All about Impact Campus PBL

IMPACT CAMPUS
PROJECT BASED LEARNING
WHITE BOOK



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