

Sustainability Mindset Discovery Learning

A Case Study of
IPMI International Business School

A Monograph by
Dr. Ir. Amelia Naim Indrajaya, MBA

**Sustainability Mindset Discovery Learning:
A Case Study in IPMI International Business School**

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Dedication

Lecturers and Professors around the world have been discovering more engaging ways of interactive learning to keep the students motivated and achieve the educational goals. This book is about the relentless effort to discover an experiential learning to transform the students' mindset toward a sustainable one. It is dedicated to all the educators around the world seeking to transform the young hearts!

Table of Contents

Author's Note.....IX

Chapter One1

Chapter Two67

Chapter Three.....101

Chapter
Four.....1299

Chapter Five157

AUTHOR'S NOTE

Universities are taking on the environmental and social challenges of the planet as an important issue of their institution. Universities around the world include the theme of sustainability of the planet and participate to support the Sustainable Development Goals of the United Nations. Nevertheless, the theme of the Sustainability Mindset as the core learning development approach to support Sustainability is not yet well known. The new generation of students is looking for institutions that help them develop as global citizens shaping a better world. CSMSR or the Center for Sustainability Mindset and Social Responsibility is supporting the positioning of IPMI International Business School as an educational institution producing transformational *leaders in working for a **better world***. This is in accordance with the IPMI values and Vision for 2022; by linking research, academic offers, and community outreach with the United Nations Global Compact 17 Sustainable Development Goals.

The Center for Sustainability Mindset and Social Responsibility (CSMSR) at IPMI International Business School was established in August 2015 and has been supporting as the central instrument to support the vision. The aim is to be part of the leading research university in service for a better world, through excellence in innovations in teaching, research, service and learning.

CSMSR is a partner of LEAP (Leverage Expand Accelerate and Partnership) a working group of the United Nation PRME (Principle of Responsible Management Education) with a network of more than 200 academic members from 112 universities in 42 countries around the world working in collaboration to expand research and implementation of business as a force of Good. In June 2015, pioneering professors joined the United Nations Global Compact discussion in New York. In this event, the head and founder of CSMSR received the appreciation of being one of the Pioneering Professor to promote the Flourishing Business

mindset where the business model is transformed in the way of supporting the Global Goals (Figure 1 and Figure 2).

These Global Goals are taken from the Sustainable Development Goals of the United Nations (Figure 3). The businesses are transformed in a way that social impact and environment sustainability is embedded in the business model, which make the businesses profitable and at the same time flourishing. IPMI's students based on the latest updates have produced 270 flourishing business model stories through the platform of www.aim2flourish.com (Figure 4).



Figure 1: Flourishing prizes signed by David Cooperider

For the time being CSMSR has produced several book chapters published through: Greenleaf publishing, Information Age Publishing, Springer, Palgrave Macmillan. The social responsibility programs were conducted by the faculty of IPMI in collaboration with the students. The paper based on these community engagement programs were also published in various journals.

CSMSR is developed by the support of the LEAP network and the center will operate as a CONNECTOR of all initiatives across campus. In order to create strong leadership in Asia and in the Global world. Additionally, the Center will foster and develop new partnerships, alliances, collaborations, and create new research projects on the area of sustainability mindset.

This book is a monograph of these writings, which are already published in several reputable publishers in the US. It is exclusively made to share and contribute to the body of knowledge especially in the theme of the importance of sustainability mindset in the business and management education. In the first chapter, the author was analyzing the process of individual transformation of the sustainability mindset during the experiential learning conducted in Sekolah Tinggi Manajemen IPMI or popularly known as IPMI International Business School. The chapter with the title of “A Journey to Transform Students into Implementing the Sustainability Mindset: A Case of Sekolah Tinggi Manajemen IPMI (IPMI International Business School)” is published by Palgrave as a part of the Handbook for Individual and Organizational Transformation. The endeavors to transform students' perspective into having a sustainability mindset was designed to contribute to the personal transformation discussions. The results have shown that students were engaged after going through the four frameworks of System Perspective, Ecological World View, Emotional and Spiritual Intelligence, each through the thinking, heart (being), and hand (doing) approach and had shown a new transformed mindset through their acts and commitments as seen through interviews, observations, their campaigns' program to the communities, their writings, and life commitments/plans.

In the second chapter written by Amelia and Isabel, the analysis is focusing on a virtual collaboration project to develop change makers. The program was designed in a collaborative way between Amelia and Isabel from two very different cultural background and 12 hours' time difference between Indonesia and USA, yet it was a fruitful collaboration with the title of "Millennials As Change Makers Supporting SDGs". In this chapter Amelia and Isabel shared the detailed process on how a virtual program can motivate the youngsters and start a ripple effect toward becoming a change maker supporting SDGs.

In the third chapter Amelia is analyzing the sustainability mindset from the spirituality aspect point of view. The title of the chapter is Implementing Spirituality in Management Education. The whole process of discovery learning can be seen from the point of view of spirituality through the being aspect. Instead of just knowing, the learning process is touching the soul of the students. The discovery learning is opening up the facts that human beings were born for a reason. Human beings are the trustees of God to take care of the universe, and to maintain the balance, since all the web of life is interconnected in a perfect way.

In the fourth chapter the author is focusing on the curricular examples of embedding sustainability mindset within management education. With the title of Enhancing the Sustainability Mindset through real-life business as a flourishing impact project, author is analyzing the ultimate goal of looking at business as a mean to flourish the whole stakeholders involved in the process. This will be gained by making the business model support at least one of the Sustainable Development Goals of the United Nations.

After looking at the holistic perspective of transformation in chapter one and micro perspective of a collaborative work in chapter two, and spiritual aspects in chapter three and the flourishing business model in chapter four, the last chapter is more

into a comprehensive point of view through the qualitative analysis, trying to see the bigger model of Spiritual Development Programs, Individual Spirituality and Sustainability Mindset toward Higher Commitment to Social and Environmental Impact. The informants are the students who were involved in the learning process. Triangulation was possible through direct observations in the classroom, and through the videos and documentations of students' activities.

The limitation of these chapters is the fact that it is conducted in only one Business School. All chapters are based on the real case study of Sekolah Tinggi Manajemen IPMI or popularly known as IPMI International Business School.

In the future more research needs to be done in this area, especially in a comparative study between different contexts of business schools in different cultural backgrounds. It will be interesting to see the differences and the similarity and the universal way of developing sustainable mindset for different culture and/or different educational settings.

All of this research in developing sustainability mindset is universally targeted toward the youngsters. And these young students in the future will be the transformed business leaders ready to contribute toward a better world.



Figure 2. Some of the LEAP working group of the PRME (Principle of the Responsible Management Education)



Figure 3: Sustainable Development Goals of the United Nations need to be achieved by 2030

Browse Stories

Welcome to the AIM2Flourish Stories page, where you will find thousands of student-written stories about businesses that are both profitable and positive. Every one of these stories showcases a successful business innovation that also helps achieve one or more of the UN Global Goals. Browse the world's largest resource for inspiring, positive business innovation stories.

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270 stories



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Figure 4: 270 stories of Flourishing Businesses are published and written by IPMI's students.

CHAPTER ONE

A Journey to Transform Students into Implementing the Sustainability Mindset: A Case of Sekolah Tinggi Manajemen IPMI (IPMI International Business School)

Abstract

One of the objectives to develop the Center for Sustainability Mindset and Social Responsibility (CSMSR) of Sekolah Tinggi Manajemen IPMI or popularly known as IPMI International Business School, is to transform students into implementing the sustainability mindset. This chapter is about developing the sustainability mindset by practicing several forms of experiential learning discovery journey programs. The sustainability mindset is introduced through different approaches such as presenting award winning business supporting SDGs (sustainable development goals), understanding the web of life, Aim2Flourish projects, eco-literacy campaign, detective challenge (understanding biospheric orientation), green projects, respecting diversity through virtual reality cardboard, designing life journeys, awareness campaign, developing life commitments to answer the global trend, conducting community engagement impacting people and planet, conducting business as an agent of world benefit and writing a contemplative paper in the form of a letter to my unborn child. The seventeen SDGs (Sustainable Development Goals) of the United Nations are embedded in the learning process.

The endeavors to transform students' perspective into having a sustainability mindset was designed to contribute to the personal transformation discussions. The results have shown

that students were engaged after going through the four frameworks of System Perspective, Ecological World View, Emotional and Spiritual Intelligence, each through the thinking, heart (being), and hand (doing) approach and had shown a new transformed mindset through their acts and commitments as seen through interviews, observations, their campaigns' program to the communities, their writings, and life commitments/plans.

Keywords: Personal Transformation, Experiential Learning, Sustainability Mindset, Social Responsibility, Sustainable Development Goals

Introduction

Business Schools all around the world are going through an awakening call. The focus toward growth and maximizing shareholder's value in the business school curriculums has resulted in business graduates who are pursuing profit by causing the negative externalities both towards people and the planet. Globally, more and more business and management educators around the world are realizing that this trend needs to be transformed into a way of achieving a triple bottom line of people, planet, and then profit. Students need to understand the philosophy of business as fulfilling a real need with a positive social and environmental impact and by doing so will get long term support from the stakeholders which ensures a sustainable profit (Urip, 2010).

Businesses should be conducted with a corporate shared values approach. The company's stakeholder, management, policies, and actions should be considered in order to simultaneously achieve social and environmental performance. These would eventually support a long term economic gain by

implementing sustainable development goals in response to sustainable development issues (Indrajaya, 2018). By implementing corporate shared values, corporations can collectively address global issues in the 17 Sustainable Development Goals (SDGs). The United Nations with its 181 member countries had made a pledge to achieve these Seventeen Sustainable Development Goals by 2030. This includes poverty and hunger eradication and improvements in health, education, employment, the environment, and a commitment to collaborate and partnership (www.un.org).

In order to achieve these Sustainable Development Goals, a new mindset of Sustainability Development as an important benchmark to anything that we do on a daily basis becomes very important. Kassel, Rimanoczy, Mitchell (2016) posited that mindset is related to the concepts of paradigm and the way we look at the world's situation. We may see mindsets as something that appear rigid and according to the daily cultural habits evolved to be a fixed way of looking at the worldly situation. But in the situation of an anomaly, there is a good chance that individuals and societies could go through a transformation in mindset. In order to have a transformed mindset, students have to go through all the spiritual, emotional, and intellectually touching natural experiences (Indrajaya, Afiff, Balqiah, Rachmawati, 2017). Then humanity is awakened to the fact that we are interconnected. The newest COVID-19 virus spread all over the world is a taunting fact of how we are so interconnected. Humanity has started to realize there is this strong interconnection between the planet, people, and prosperity (Urip, 2010). We have caused so much damage to the ecosystem and have caused climate change, the enormous gap between the rich and the poor, and social unrest. As society is concerned about our humankind's sustainability through the way the planet has been exploited, we also have

seen the necessity to change the way we live, which also means a change in the educational paradigms. The mindset is seen through three indicators, (1) on the knowledge and how it can be related to a specific context, (2) on the being aspect and how these values may close the gap and lead to certain conducts and (3) the doing part on how it is designed into a set of real action. Kassel, Rimanoczy, and Mitchell (2016) are using the approach of a mindset that measures sustainability through the knowledge, the values, and how it is translated into a set of real activities impacting the community.

The knowledge part is gained from understanding the ecosystems and how humanity has the power to orchestrate all the ecosystem in a way that does not sacrifice the wellbeing of future generations. This is also a result of contemplation focusing on the gap between personal values and a higher purpose. The understanding of how nature works, and how human beings have created so much harm, could simultaneously become an awakening experience and encourage a deep self-commitment for a better future (Indrajaya, 2018). In order to transform the mindset into having sustainability as the key point, business schools need to transform the minds of young business school students.

It is generally known that the wall of fame in Business Schools was seen through the numbers of salary and bonus reaped by the graduates after they become professional managers, focusing on growth and profit. In the endeavor to support the Global Goals and the seventeen Sustainable Development Goals (SDGs), it is necessary to transform and have an alternative way of thinking which is not to the direction of growth and profit but more into the flourishing sustainability mindset. We need to develop business graduates who can be pioneers to develop a new concept of business as an agent of world benefit

(Cooperrider & Zhexembayeva, 2007). This is completely transforming the old way of focusing only on growth and profit. The transformed mindset will focus on whether the business is implementing a business model, where the more they do business, the more they do good. The concept has shifted the paradigm of thinking from “becoming the best in the world, to become to be the best for the world” (www.aim2flourish.com, 2020). Research has shown that this transformation to a higher purpose and to a company with a spiritual culture, in the long run, increases employees satisfaction and commitment, which enables the company to become more profitable (Indrajaya, Daryanto, Sjahrifa, Yeung, 2019).

Research has shown that businesses adopting the corporate shared values, will tend to be supported by the stakeholders (Urip, 2018). The shift in thinking is happening. The focus is not toward the short-term gain, but it is now towards the long term prosperity for all (Rimanoczy, 2014). The shift is also in the way of thinking. It is not either/or where businesses need to choose whether they will profit, or they will lose because of the giving and helping process. Google for example has proven that the more they give, the more they receive. There go so many other Freemium business formats which defy the traditional belief of either/or and moves toward both giving /and flourishing paradigm thinking. The businessmen can transform their business models to both giving and flourishing and at the same time, profiting from long term sustainability.

This transformation of awareness and practicing sustainability mindset certainly needs a paradigm shift toward the common good (Daloz, 2000). Students in business schools, and many of their professors are not aware of this new transformed mindset. The vision of 50+20 reported that some students in America walked out of their classrooms. The students were fed

up with being taught that free-market capitalism is the only economic system. When the professors teach economics, they teach capitalism by default. The curriculum is deemed fundamentally flawed. The 50+20 vision makes a sinister metaphor: "Simply adding business ethics and sustainability to a flawed curriculum, would be just like putting lipstick on a pig" (50+20 Management Education for the World). So a theoretical class of business ethics and sustainability would not make any difference. The business school needs transformative mind-shifting programs to change the students' mindset.

This chapter shares a case of an experiential learning discovery journey designed to enable the personal transformation of students' mindset in a business school setting. The model of sustainability mindset is implemented and embedded in several subjects such as Business Ethics, Outstanding Values, and Good Corporate Governance.

The next section will be the context of this case study. Readers will get the story of a movement on the Sustainability Mindset across the archipelago and the feel of the students' situation in Sekolah Tinggi Manajemen IPMI, Jakarta, Indonesia. After the context, I will share the Overview of the Sustainability Mindset Framework. In order to elaborate more on the meaning of each of the frameworks, there will be a discussion of key concepts used in the Sustainability Mindset Framework followed by the experiential learnings and the school projects designed and implemented for the frameworks.

The Context of this Case Study

This section will share the timeline of a sustainability mindset movement across the archipelago through the LEAP team, and how it developed into setting up a Center for Sustainability

Mindset and Social Responsibility (CSMSR) in Sekolah Tinggi Manajemen IPMI. To give a clearer context I will share the situation of the students prior to the programs.

Dr. Rimanoczy the convener of the LEAP movement, paid a visit to me in 2013 as part of her effort to develop the LEAP movement. What started as a high dream to transform the world into a better place through business school students and professionals had manifested into her dissertation on Sustainability Mindset (written into a book with the title of *Big, Bang, and Being*) and later to a development of an international group of professors around the world encouraging and sharing with each other on how to develop the sustainability mindset. This movement had encouraged the development of CSMSR (The Center for Sustainability Mindset and Social Responsibility).

The LEAP movement in implementing Sustainability Mindset

Sustainability has been a magic word used by scholars from different backgrounds of expertise. Nevertheless, on the aspects of the mindset and the transformation of the paradigm, it needs more real-life case studies and research. This is especially true when it comes to a spiritually and emotionally engaging real-life experience that opens up a new way of looking at the ecological worldview and the new systems perspectives.

I joined a movement which is called LEAP to support the Sustainability Mindset. Specifically, as written on the website (unprme.org) LEAP is described as Leverage resources, Expand awareness, Accelerate change, and Partner with forward-

thinking individuals, to develop a generation of sustainability-minded leaders

The dream of LEAP is uniting all the professors from all corners of the world to share and create positive influence through the learning experience while developing the sustainability mindset with the students. The first LEAP group retreat was conducted during the Academy of Management Conference in Philadelphia in 2014. Professors from around the world gathered for a retreat before the event of the Academy of Management (AOM). During the AOM 2014, LEAP also had a Professional Development Workshop on Sustainability Mindset. Since then, LEAP has an annual meeting usually conducted before the AOM, some sessions in the middle of the AOM, and sometimes LEAP has more than two meetings in a year in different parts of the world. The meeting of professors around the world does not only happen offline during or on special events, but it is managed through a regular meeting through Zoom. Each of the professors' meetings, be it online or offline are designed to inspire each other on new ways to implement the sustainability mindset.

LEAP became part of a working group of PRME (Principles of Responsible Management Education) which is supporting the Sustainable Development Goals of the United Nation. In May 2015, LEAP members joined the Global Compact Discussion in the United Nations, New York City. The professors of LEAP are also the pioneering professor supporting the emerging movements of Aim2Flourish with a vision of transforming the business model from becoming the best in the world, to become the best for the world. The LEAP network as of November 2019 has 128 academic members from 112 universities in 42 countries (unprme.org).

The Contextual Background

Sekolah Tinggi Manajemen IPMI is a pioneering international business school inspired by Harvard Business School and INSEAD and was established back in 1984, in Jakarta, Indonesia. The graduates of IPMI MBA program have become leaders in quite a number of big companies in Indonesia. As a boutique Business and Management school, IPMI remains a small school only providing business and management majors both in the undergraduate and graduate degrees. We also have an executive MBA program for professionals, entrepreneurs, and businessmen.

Before I explore the programs aimed to transform the students' mindset, I will share vivid observations of the students before CSMSR started the awareness program on the global goals and sustainability issues. The phenomenon of the students' mindset could be seen from the way they acted. Students had an attitude of indifference. As long as it did not impact their lifestyle, they did not make any attempt toward energy conservation, nor supporting sustainability issues, let alone supporting the Global Goals. For example, the following are several snapshots of observations taken from the students' activities while spending their time in the business school:

Scene one:

Students would leave the class with the computer still on and the light still on. They would assume, there is no hazard to them, as they are not paying for the electricity, so it is not part of their responsibility to turn the light off. This act of indifference had been going on for a while. Students were using all electrical equipment without any consideration that the electricity, which means more CO₂ which contaminated and worsened global warming. Even to go to the second floor from

the first floor, they would use the elevator. They were not aware of the concept of energy conservation nor global warming or climate change issues.

After the sustainability mindset program was introduced, students were made aware of how electricity usage is impacting global warming and other environmental issues. Watching videos and statistical facts on the impact of lavish energy usage has given them a new perspective.

Scene two:

Students are mostly buying convenient branded mineral water and they do not realize that plastic bottle is a big problem for the earth. Everyone happily uses several plastic bottles and toss it to the garbage without feeling any guilt. Students are not aware of the concept to reduce, reuse, and recycle. They come from the medium to high-income level family, and the lifestyle is not encouraging them to recycle or preserve the energy/ water or any other resources / scarce resources. An introduction to the Story of Stuff movement on YouTube has given them a new perspective on their daily consumption habits. (www.storyofstuff.org).

Scene three:

Mostly students drive their own cars, they rarely take public transportation even though the traffic is really impossible in Jakarta, due to the heavy traffic. They are not familiar with the concept of carpooling. However after the discovery learning looking through the attachment 1, some students make a commitment to bike and take public transportation.

Scene four:

Students are surprised to learn the concept of Business as an Agent of World Benefit. Students only knew that some

companies are doing philanthropic acts. This is merely about spending money for social cause. They have never realized that it is possible to do business and while doing good. The learning experiences and class' activities have opened up their eyes that by changing the business model you can earn money while supporting the Global Goals (SDGs) of the United Nations.

Scene five:

Being the students of a boutique business school, students never had exposure to the other side of life. For example, when asked about poverty, there is an anecdote saying a student would relate it to a family who can only afford one car, one house, and one maid. Of course, this is far from the truth because in Indonesia some people have to survive with only two dollars a day. The students never had the experience of life at the bottom of the pyramid, therefore have little or no initiative to solve the poverty problem. The community engagement project visiting the communities from the bottom of the pyramids was an eye-opener and a mind-blowing experience to them and transformed their way of thinking.

Scene Six:

The students were raised in a family with maids and nannies who take care of all their needs. This dampened their problem-solving skills and life skills. The habits of being taken care of have impacted them in an egocentric way of living. Priorities were given to hedonistic activities such as playing games, watching movies, spending time in cafés and restaurants, However, now paying attention to the biospheric orientation is a familiar concept to them.

Faced with the indifference and the negligence atmosphere of the students, I was inspired by the LEAP team to do a transformation process in IPMI by implementing the

Sustainability Mindset through real-life experiences, community engagements, and projects conducted together with the Business School students both in the Undergraduate and Graduate Degree programs.

The Center for Sustainability Mindset and Social Responsibility of Sekolah Tinggi Manajemen IPMI

The Center for Sustainability Mindset and Social Responsibility in Sekolah Tinggi Manajemen IPMI is designed to facilitate the implementation of a syllabus, programs, research, community engagements, and experiential learning activities in supporting the transformation toward the Sustainability Mindset.

Overview of the Sustainability Mindset Framework and The Role of CSMSR

The Sustainability Mindset is developed to support the Global Goals and locally embedded to make it relevant to all the local perspectives of professors from all corners of the world. The following is the big vision and mission of implementing the Sustainability Mindset by supporting the Sustainable Development Goals (SDG) of the United Nations.

SDGs as global goals are urgently needed to make sure that educators make their teaching relevant and focused on actions for a better world. Professors from around the world are sharing creative ways to make SDGs embedded into their business class's curriculum, and engaging students to explore and find creative ways to transform student's mindset into supporting the Global Goals. CSMSR has been quick to respond by implementing a local touch in the experiential learning programs designed to transform the mindset of the students toward implementing sustainability.

The ripple of influence started with the academic team members as the accelerators. The academic team, in turn, impacted the business school's students and through the professors' forum also inspired other colleagues around the world to join the movement. Students have been engaged in conducting empowering programs for their community, neighborhoods and implemented the quadruple helix between educational institutions, government, corporations and communities to create an impact. The idea was to create a hands-on of total immersion projects and to create a lot of noise in social media to develop an awareness of the SDGs in the general public. After graduation, students will also transfer the transformed mindset to work, and the executive students as well as the regular class' students, might readily become influencers in their workplace.

CSMSR is also engaged in collaborative research on the implementation of the transformational Sustainability Mindset and produces the results through papers and materials presented at international conferences.

The goals of the Center for Sustainability Mindset and Social Responsibility are:

- To develop an impactful learning experience by creating documents, tools, and exercises to develop the Sustainability Mindset
- To work on SDG's based community projects and document the whole process from proposals to report including videos and pictures.
- To produce chapters, books, and papers and present at national and international conferences.
- To produce papers and present at academic settings.

- To connect with other departments and/or faculty in their respective institutions, to promote a sustainability focus and create synergy.
- To share ideas with other professors and develop a support group to share resources between collaborating institutions.
- To disseminate the ideas of supporting the Sustainable Development Goals to a greater scale and share the success story through chapters and papers in international publications.

The Sustainability mindset focuses on transformative learning through both visible aspects and the internal way of thinking. The experiential transformative learning aspects are focused on innovations, new benchmarks, best practices, state of the art technologies, radical innovation, and other approaches to solve the social and environmental challenges. The highlight of the mindset is connected to the internal dimension, be it in the individual or in a group level.

The impact of the mindset is transforming the way the students look at the big pictures, the long-term values, the new assumptions, beliefs, and sense of purposes. And the most important thing, in the end, is that they implement the new mindset, commit to it and leave a legacy through implementing it by working with the community.

Overview of the Sustainability Mindset Framework

In this section, I will present the four frameworks including the thinking, being, and doing aspects for each of the frameworks. At the end of the section, I developed a set of activities from my own perspective of understanding after

gathering all the relevant references and information. In order to ease understanding, the explanation of the frameworks below will be described through each of the components of thinking, being, and doing.

Figure one is used as the framework for designing students' activities. These elements are used to develop the form of innovative and collaborative action between students, faculty, and academia.

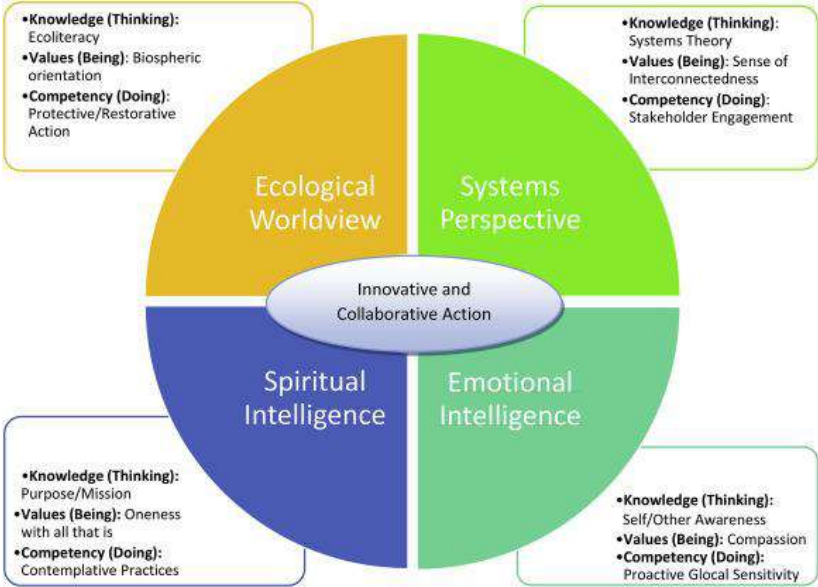


Figure 1: Sustainability Mindset Framework (Kassel, Rimanoczy, and Mitchell, 2016)

Key Concepts of the Sustainability Mindset Framework and The Experiential Learning Practices

Sustainability mindset is focusing on the triple-bottom-line approach, and the endeavors to support the Global Goals (Sustainable Development Goals of The United Nations).

The 2030 SDGs are new hopes and milestones for new perspectives of our inclusive world, based on peace, prosperity, and well-being. This is also a commitment to preserve our planet (www.undp.org). Through a closer examination of the ecological pressures, social, health, and economic challenge, Laszlo & Zhexembayeva (2017) proposed that there are three interconnected trends in the form of declining natural resources, increasing expectation by the stakeholder and the high degree of transparencies made possible by communication through the internet. And all these need to be addressed by the business leaders. Leaders need to mitigate the risk by redefining the way the companies operate (Laszlo & Zhexembayeva, 2011). A shift in paradigm is required to act on these new forces. Businesses must develop an inclusive and flourishing business model, beneficial not just for their own sake but also make a positive impact on their sphere of influence (Urip, 2010) and therefore will be supported by the stakeholders.

The Content Area of System Perspective

It is crucial in every management decision to take into account the whole integrated system perspective and take into consideration the need and interests of all stakeholders influenced by the system. This also applies to the faculty and researchers while conducting their research and analyzing their strategy in transforming the students (Senge et. al, 2008). One of the important shifts in a system perspective is to move toward a long-term perspective as opposed to short term

system thinking. In the effort to increase efficiency and speed, it becomes a habit to make decisions based on a short-term horizon. Every action however also has consequences that are not immediately visible. While analyzing the possible impact, it is necessary to consider the long-term situations. Furthermore, making long term decisions has a positive impact on global sustainability (Stanusch, Amann, 2017).

Other important shifts in a systems perspective are to move from either/or thinking toward both/and thinking. Rational thinking and logic operate under the either/or logic, and when decisions are made solely from that perspective, they tend to create exclusion of key stakeholders, prioritizing one over the other, and creating zero-sum solutions. Both/and thinking allows us to understand the paradox and calls for creative solutions that are inclusive of all stakeholders. These inclusive solutions are important for the healthy ecosystem and in the end, create fair and peaceful societies.

The third important concept is cyclical flow thinking. There are no linear processes in nature: all flows in cycles of birth, growth, death, rebirth, and it goes on and on in a cycle. Many aspects of man-created unsustainability of the planet are a result of the linear thinking and forgetting the cyclical flow, which is a fundamental fact of nature's law.

Systems Perspectives: The Knowledge (thinking) Aspects

The systems perspective requires a helicopter view of thinking related to the system theory as presented by Capra (1997). For the sustainability mindset implementation, particularly to the systems perspective, the concepts of both-and logic, cyclical flow, and long-term thinking are the best approach to broadened one's perspective (Rimanoczy, 2010). Instead of the usual approach of either/or the students need to train their

paradoxical thinking using both/and logic. The either/or approach calls for a rigid way of thinking of only one interpretation, a right or wrong approach. On the other hand, both/and thinking encourages the students to see and respect different paradoxes and contradictions as the beauty of synergy from different perspectives. Instead of being exclusive, this both/and logic invites an inclusive approach of different perspectives to fulfill the needs of the stakeholders.

As we have mentioned above another important systems perspective concept is cyclical flow. Humans just like all the other living creatures experience a cyclical flow – birth, life, death. Even organizations go through a similar cycle just like the living creatures' cyclical flow. The usual way of rational thinking facilitates logic and linear cause-effect relationships. Business and management education is developed around linear and logical rational thinking, based on a set of hard data. Students have to develop a thesis on the cause-effect. The dependent variable is a function of several independents' variables. The problem of this linear thinking lies in the inability to picture the complex cyclical flow in a complex situation. Using cyclical flow understanding requires different perspectives, acknowledging the possibilities of multiple patterns and the existence of unknown variables.

Long term thinking is the other important concept in systems perspectives. How very often we see case studies where management makes decisions based on a short-term target, to meet their urgent need to fulfill their quantitative bottom line. The reward system emphasizes the target which often means short term achievements. Sometimes this shortsighted approach in the long term becomes a menace, especially for the issue of sustainability. Pursuing sustainability requires the managers to see the long-term perspective instead of the

shortsighted time horizon approach. This long-term view uses past history to learn from past mistakes and take into consideration the long-term impact of decision making. All these paradigms of thinking need to be transformed into the mind of the business school students.

Systems Perspectives: The Being Aspects

To nurture the Being aspects, students need to feel the value of being part of a great web of life, where everything is interconnected. By understanding and being part of the interconnections through experiential learning, students will understand the full picture. They will feel that everything is interconnected to sub-systems, and in turn, all sub-systems form an interlock and connected to the larger system including the local communities, governments, businesses, nations, and the environment and ecosystem

Systems Perspectives: The Doing Aspects

The knowledge and the values aspect mentioned above will lead to the Doing aspect. Students need to show their competencies in conducting real action. In the following section, I will share the detailed experiential learning in conducting these stakeholder engagement activities.

Experiential Learning for Developing Systems Perspectives: Some suggestions

The classroom settings in our approach are designed to promote active learning where every student in the classroom will be the center of attention. The faculty take a role as facilitators. Real examples, story-telling, and other persuasive communications are used to keep the students engaged. If possible, stay away from the “Death by PowerPoint Syndrome”. This is how we picture the boredom of having to listen to a faculty explaining the classic power points.

In our class we encourage participative methods and take advantage of possible online tools, for example, we use www.mentimeter.com to make sure all the students' perspective counts and can be shown in the form of the word cloud for example in real-time immediate survey result. We also use online methods such as kahoot.it for competitions/quiz/ and other excitements for the classroom. We are lucky that now all these apps are available and the instructions to use it are available in a very user-friendly way. A bigger scale of interactive learnings was also conducted. The following are some of the active learning activities conducted to promote understanding of Systems Perspectives.

1. Award Winner for Innovative Business Model. The pre-requirement of this game is that the students are aware of the Sustainable Development Goals and the 2030 targets of the United Nations.

In this game, students will understand the basic knowledge of a systems perspective. Students are introduced to successful business models that have implemented the radical innovation where the systems' perspectives show the both/and approach rather than the either/or approach. For example, one of the popular Indonesian Soy Sauces produced by Unilever become a market leader through this approach. The sweet Soy Sauce of Kecap Bango was developed as a collaboration between the soy farmers as the soy suppliers with Unilever as the brand owner Universitas Gajah Mada as the research center producing high-quality soy seeds. This project has successfully transformed the farmers from being the poor uneducated farmers, into highly skilled farmers using the research-based Malika (black Soy Seeds) as a result of the distinctive research of Universitas Gajah Mada. In this program, Unilever has conducted a successful community engagement program with a triple helix

approach (orchestrating corporation, communities, and academicians/researchers) while ensuring high-quality supplies of soy seeds from the farmers. Unilever guarantees buying the soy from the farmer for a higher price than the market, and their successful community engagement program became the word of mouth which led to *Kecap Bango* becoming the market leader for Soy Sauce. In this example, the successful community engagement with the poor farmers in Central Java has led to a big promotional campaign, free of charge, for the soy sauce products and at the same time built a guaranteed high-quality value chain. It has now become a legend among the successful flourishing business stories.

Some business models are using the zero-waste cyclical flow approach where the waste in one business becomes the resources of the other business model owned by the same group. For example, there is the case of The Great Giant Pineapple business in South Sumatera. The pineapple skin's waste becomes the feedlot for the cow's farm. The cow's manure becomes the fertilizer for the pineapple farm. Zero waste cyclical flow has guaranteed a high efficiency of the business and the company enjoys competitive advantages through implementing the cyclical flow framework of thinking. The main focus of these businesses, in the long run, is aiming at the holy / greater purposes. Research has shown that in some cases these corporations with a holy purpose spiritual culture have created a higher satisfaction and commitment which in some cases outperformed other companies who are not implementing the holy purpose in terms of net earnings, return on investment, and shareholder value by 400-500% in the long run (Garcia-Zamor, 2003).

After the discussion on the successful innovative highly profitable business ideas for a greater purpose, the students are challenged in a team setting, to discuss an out of the box dream business model, with the aim of supporting the Global

Goals, but at the same time have to be profitable in order to be sustainable in the long run. A reward will be given to groups who convincingly present a business idea that makes a great impact. To make it interesting, the format is set up like an “Award” winning event. Each group has to present as if their business model were chosen as the winner of a business supporting at least one of the seventeen Global Goals of the United Nations.

This becomes very amusing because the students can use their wildest fantasy of creating a business which defies the traditional thinking of either/or, linear and short term gain but rather uses the innovative both/and, cyclical flow and long term orientation and support a greater purpose to at least one of the Sustainable Development Goals of the United Nations. They will have to draw their business model posters and convincingly explained why they were chosen as the recipient of the winner award.

I have used several modifications of this game with different approaches accordingly. If the time is short, then we will use the Award Winning approach. But if we have ample time, then it will be more like a competition of a Start-Up Business Ideas. My colleagues from the Entrepreneurship class successfully brought the idea to another level. They did it step by step purposefully until they could show a prototype of the product and have a whole scale of real business incubation-like process.

2. Interconnectedness: Web of Life. There is no pre-requirement prior to this game. In order to understand transformative learning richly, we need to recognize the extraordinary power and webs of relationships where we are invariably entangled somewhere maybe as a consumer, or a by-passer who evaluates and posts some influencing comments in the social media. We are constantly evaluating everything around us. We need to understand the interconnections to appreciate the diversity which has provided such a rich synergy. When we

appreciate diversity and interconnectedness, we can have more inclusive decisions supporting sustainability.

We introduce this “Interconnectedness: Web of Life” exercise by choosing one item that touches almost everyone’s life. For example, we use “The story of a cup of coffee”. Students are divided into small teams. In a relatively short time, we ask the students to “Find Everything that Matters” to produce a cup of coffee. This is a game to understand interconnectedness. The student will have to play as detectives to name the list of who plays a role for all of us to be able to drink a cup of coffee. Once they delve deeper into the discussion, they realize that there are so many things that are interconnected. For example, it includes the cup to hold the coffee, the fertilizers used by the farmers, the devices in the coffee plantation, the export/import companies, the trading companies, the loan shark perhaps who have bought the coffee well before harvesting time with a very low price to cover the farmer’s loan (caused by lending money to the farmers who has to buy the fertilizers from the loan shark in the first place), which is why lots of the farmers in the developing country do not enjoy a good profit their margin during harvesting time.

Groups who came up with the longest and most relevant findings win. Students realize that everything is interconnected, and we live in this giant spider web of supply and demand, be it as a producer, a middleman, or just as consumers. So everything that we do matters. This helps us to make sure we only consume products with a good purpose and a good process respecting the earth and mankind. Sometimes simply trusting the label is not sufficient. We need to be aware of our surroundings, go to the farm and listen to the coffee farmers and try to understand the real facts of life. This helps us to better understand the web of life.

At the end of the game, facilitators can share some shocking pieces of information for example, “Slavery in the Chocolate

Industry” or “Sweat Shops behind Branded Items”. After some shocking realities of life, students will do a self-reflection.

For the reflection, I use as the background the subliminal message music, or stress-free relaxation music, and invite them all from the Beta awareness thinking wave mode to the Alpha thinking mode for mindfulness and relaxation. This is the frequency where the students are ready to absorb like a sponge and will be open to suggestions. I will use my low tone persuasive voice and ask the students to see themselves as Agents of Change and that they have the power as an enabler/accelerator and influencer. I invite them to contemplate what and how they would do things differently to leave a legacy. This activity can be a good predecessor to the Life Journey exercise, which will be explained in the Spiritual Intelligence framework.

3. Aim2Flourish Movements. Pre-requirements: Students with ample information on knowledge and being experience from the systems perspective, are ready to move to the action module. Aim2Flourish is an inspiring platform showcasing businesses around the world that support at least one of the Sustainable Development Goals of the United Nations (www.aim2flourish.com).

The beautiful part is that the whole process is done by students coming from all parts of the world. The students interview the business mind makers to unravel the greater purpose behind every innovative business model through the appreciative inquiry approach. Unlike the problem-based approach, where students are focusing on the problem, in this appreciative inquiry approach, students are eager to focus on their appreciation toward the business model. This creates a positive atmosphere, and in lots of situations is a life-changing experience (Cooperrider & Whitney, 2005). I have had students who went on a boat to an island to interview a business owner, for example, and had a life-changing experience. Some of the

experience was so moving and touching that they decide to change their life perspectives forever. Through the exposure with the inspirational idea founders, the students gained a sense of self-confidence. My students had convincingly said, “In the future, I will be the one interviewed by the students for this Aim2Flourish platform because now I have found my calling. This is the only way I would run my business. I am convinced that by supporting the Global Goals my business will be supported by the whole stakeholders and flourish.”

The strength of the Aim2Flourish platform is the implementation of the Appreciative Inquiry approach as we have mentioned above. The students interview business leaders by appreciating and celebrating their achievements. This appreciative approach gives the best chance to get motivated by interviewing the founder behind the innovations. Students have shared strong comments on how they were transformed through the whole process. One of the comments from IPMI students was featured by AIM2Flourish as an example of student’s feedback after joining the Aim2Flourish platform (as shared by Roberta Baskin, Director of Aim2Flourish).

“Being a participant in this initiative (AIM2Flourish) is already a great achievement. Having an opportunity to conduct an interview and probe a particular innovation and flourishing story is a great learning experience for us. Our paradigms somehow shifted toward a sustainable direction of conducting business (in the future) wherein social innovation will form the nuclei of our business models. Writing the story highly inspired us. That in itself is already a huge reward for us. And, this was made possible through our enthusiastic and unselfish friend, mentor and guru, Ms. Amelia Naim Indrajaya. We hope that you persistently continue your initiatives, sowing the seeds for future generations to nurture, grow and reap for the

betterment of the earth and the universe we live.” (Kassel, Rimanoczy, 2018).

Appreciative Inquiry (AI) methodology is a wonderful methodology transforming a mindset from focusing on problems and shifting that mindset toward appreciation. This creates more positive energy, and the process sparks more enthusiasm on how to make it even better. This methodology is supported by Rimanoczy & Laszlo (2017) who posit that when we focus on strengths, we will unleash the potential power from within as a result of shifting our paradigm toward positive appreciation.

The Content Area of Ecological Worldview

A broad understanding of ecosystems is needed to bring about awareness and respect for the interconnections between all the attributes of the ecosystems, be it abiotic or biotic. Students need to see how humans interact with the natural world in performing their daily activities.

Ecological World View: The Knowledge Aspects

Eco-literacy is an important area within the Sustainability Mindset framework. We need to understand the principles of ecology which include systems thinking in terms of relationships, connectedness, and the context toward the big picture. Our challenge is to encourage the students of business schools who will be the future leaders to guard and make sure that nature’s ability to sustain life is not in any danger. To achieve this we need to preserve our common home for creating a sustainable world and this has become an urgent task (Capra & Mattei, 2015). Sustainability mindset literacy especially in terms of eco-literacy becomes an important subject to understand especially amongst future business leaders.

The Ecological World: The Being Aspect

The Ecological World needs to be respected and appreciated. The utilitarian approach studied in business school tends to focus on how to utilize the resources to maximize the shareholders' value, which is a menace for the long term sustainability of the scarce resources. Students need to demonstrate a good understanding of this biospheric value to be able to see in a different perspective. This value could be seen through the personal level, the community level, the enterprise, or the governmental level. A biosphere orientation of business school students can help to ensure a responsible, sustainable, and support toward implementing the Sustainability Mindset as part of their practice of Good Corporate Governance as future business leaders (Daniri, 2014).

Ecological Worldview: The Doing Aspect

The action part of the Ecological World View naturally will be in the endeavor to Protect and Restore the Ecological equilibrium. This is imperative because so many places have degraded the environment so badly that it might not be possible to restore it back to its natural form. Even the loss of one species will make the ecosystem more fragile which forces the system to adapt accordingly or fail (Eisenstein, 2013).

Programs to Improve Ecological Worldview

The knowledge part of Ecological Worldview requires Eco-literacy. Students need to understand the challenges and the complexity of how all of the biotic and abiotic are linked to each other. The best program of understanding the Ecological Worldview is through a walk of nature in the wilderness. But being a part of the business school we find ourselves amongst concrete buildings, trapped in the middle of a metropolitan city. I have tried to outsmart these circumstances by bringing the

ambiance of nature into the classroom. We talk about the *Global Trends* book by Adrian Done (Done, 2011), with a focus on the chapter about ecosystems and biodiversity. And the activity can be based also on other books as long as they are inspiring and improving our eco-literacy. The name of the activity is: Express Your Eco-literacy Findings in the Most Out of the Box Approach Showing Threats and Opportunities.

1. Express Your Eco-literacy Findings in the Most Out of the Box Approach Showing Threats and Opportunities. Pre-requirement: Read Chapter 10 on Ecosystem and Biodiversity from *Global Trends* (Done, 2017) or other books that may improve eco-literacy. A week before class, each group of students is challenged to read and improve their eco-literacy and prepare an out of the box presentation on their findings of ecosystems and biodiversity on both point of views: threats and opportunities. The target of this challenge is to increase their eco-literacy as much as possible and share it with the whole class in an inspiring out of the box performance.

The first time I assigned this challenge. I thought they would come up with the usual PowerPoint presentation about ecosystems and biodiversity. I had shared the rubric of evaluation, and I put a big portion of the grade on the inspiring, innovative, and creative criteria in addition to the content. To give a sense of competition, every group would evaluate all the other groups, and there would be a prize for the best group performance.

I was not expecting much. But I was in for a big surprise. They took it seriously! One group set up a tent. They turned on the chirping sound of the woods as the background. They dimmed the light. And to my surprise, they started the scene by running around in “Sarong” (this is a traditional skirt for men, usually for informal leisure time) in an act of panic. They had a video on the screen about a calamity in the jungle. The students were wearing a “sarong” to simulate exactly what would happen in

the forest. I was surprised. All the students were so engaged, and this is even better than the usual students' play. They put extra effort to use the sound system to the max.

In the next scene, the students acted as the local champion having a discussion with the whole community. From the scene, the audience got a clearer picture of what had happened when the giant investors started to open up new businesses by creating a disaster in the communities' beloved forest, and how it was impacting their well-being. In the end, they also prepared videos of their messages on their eco-literacy understanding both on the threats and opportunities. In the end, all the students made a commitment to what they would do differently upon the discovery of this new fact.

I was speechless, this was much better than what I had expected. And they poured their hearts into doing this, because of the group competition and my enthusiasm for their performance. The beauty of it is that they are their own jury. So everyone in the classroom, evaluated each other honestly on how much they learned, how creative, and how inspiring the groups' performance was.

These activities have become such a fun thing to do. My students were using all kinds of different costumes and wigs according to their roles, and some guys are playing female roles just for the fun of it.

I make sure that they learned something from the performance, by assigning the commitment, this is based on what they learned and all the inspiration they got from the day's performance and how they would respond to it and leave a legacy.



Figure 2
Express your Eco-Literacy Finding in the Out of The Box Approach

2. Detective Challenge Activities. In the endeavor to understand the value of Ecological Worldview through having the Biospheric Orientation, we use these detective challenge activities. Pre-requirement: Understanding Carbon Footprint and the Issues of Climate Change and Global Warming. Students are asked to be a detective and find out how much carbon footprint they make. Every person plays a role in contributing to the planetary challenges, mostly unintentionally and frequently without realizing it. Once we successfully identify the ways in which we are contributing to the problems, we have a chance to do something about it. The students were asked to detect and notice habits that require a transformation from each of their daily rituals. To make this diverse and fun, we do this in pairs. Each student would interview their partner in their rituals and habits. This is interesting because in IPMI we have a great deal of diversity. Some are foreigners, some are Chinese Indonesian, some are Arabic Indonesian, Indian Indonesian, and of course, lots of them are Malay Indonesian. All of them have different beliefs,

different cultures and different rituals. They interview each other on how much of an ecological footprint they made, and compared it to their grandma and grandpa, by interviewing them as well. It is interesting to see how the youngsters are using up the planet much faster than the elderly. It is a fact that the younger generations are more wasteful. One of the apps that we can use is <https://www.footprintcalculator.org/>

At the end of this challenge, each group comes up with their detective findings in the form of noticing how many planets do we need if we continue to live like this and they come up with a commitment of some transformative way of life, more suitable to preserve nature.

3. Environmental Impact Project. Pre-requirement: Understanding the Global Goals (17 UN SDGs), and awareness of global warming and climate change issues. In addition to the “thinking and being” activities mentioned above, we also need some hands-on total immersion learning opportunities and we need to use the principles of eco-friendly activities in the form of protective/restorative action. Students are given an overview of the issues in the environmentally friendly model such as clean production, waste reduction through 3 R approach (reduce, reuse, recycle), clean energy, environmentally friendly offices, zero-waste cycle system, fair trade, life cycle assessment, carbo/ecological footprints and other sustainable environmental issues. In our business school, we use a lot of case studies, and we focus on the case studies of businesses implementing an environmentally friendly model that has utilized innovation for ecological sustainability. This exercise is conducted as a total immersion project, and we call it the Environmental Impact projects.

The main message of these hands-on activities is that the students should not focus on how to reduce cost by doing green approach, but instead focus on developing an innovative

(radical innovation) business model where the more they do business the more they do good for the environment, and for society (Reinhardt, 1998).

Students are assigned to report green innovations that have shown positive results and profitability. Through this detective work, students investigate a specific green innovative business model, and how the model might provide inspiration. One of the firms investigated by the students was a micro-enterprise producing a “Biopori” device, a tool to create small holes in the ground for storing water (Figure 3 and Figure 4). The holes become an organic waste dumpster and a flood prevention system as well. The *Biopori* simple tool enables everyone to become a change-maker in their own area. People build their own absorption holes with a multi-purpose function using the *biopori* device. Rainwater is easily absorbed into the soil with *biopori* holes. With the *biopori* (absorption hole) the land will have enough water reserves, during the dry season. Worms make their own version of *biopori* in the soil; by providing additional absorption holes, we can help the worms to aerate and condition the soil, forming additional soil support and water reserves in the areas over time. The food waste and organic waste such as vegetables, food scraps, leftover fruits, grass cuttings, or dry leaves can be filled up in the absorption hole. Organic waste in the *biopori* hole turns into compost. This compost can be harvested from the hole every 3 months. After harvesting the compost, the hole is refilled with new organic waste to feed the microbes in the soil. Thus, the *biopori*, in the form of a small hole 10 cm wide, offers many benefits: saving water, preventing flooding, and making compost, conditioning the soil, and reducing the waste stream. So the business model of a *Biopori* device is a good example of a flourishing business model. The more you do business by selling more *biopori* devices, the more you do good!

In the case of IPMI, students went even further by initiating a competition to support the spread of ideas to use *Biopori* through a campaign in their communities. They went to junior high schools and high schools in the neighborhoods and taught the students and teachers how to make their own *Biopori* holes in their neighborhoods by using the *Biopori* device. The story and process of making the *Biopori* were posted on social media as a campaign to promote green activities. Students gave away *Biopori*'s tools with the Sekolah Tinggi Manajemen IPMI's seal on the *Biopori*'s cover and visited schools, offices, and community housing in the neighborhood to promote the competition and the benefit of *Bioporis*.

The students conducted their own fundraising to buy the *Biopori* packages. Other groups managed to get supported by the company's CSR program. At the end of the project, they performed a final presentation showing how deeply they had learned about green innovation.

First, the startup entrepreneur producing *Biopori* sold many packages and received free word-of-mouth advertising.

Second, *Biopori* became a tool to conduct a green campaign, promoted awareness of ways to prevent flooding, and to create an organic dumpster/composter.

Third, by using *Biopori*, students became change-makers and conducted a campaign on the importance of installing your own *Biopori* in your backyard.

Fourth, students initiated a competition, where they invited high school students to send their video on *Biopori*-related activities through YouTube and the highest Likes received rewards. Through this competition, the students were able to create more change-makers.

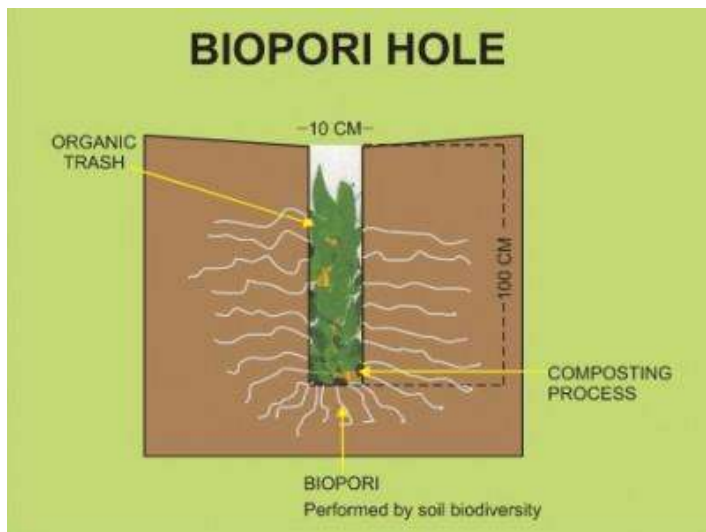


Figure 3.

Biopori Hole



Figure 4

The Making of The Biopori Hole

The Content Area of Emotional Intelligence

The emotional intelligence content area is concerned about interpersonal skills and the importance of relational, capacity building, and self-awareness. The challenge is to nurture relationships and maintain high resilience in social interactions be it in the individual, team, organizational, or the general social interaction level. (Goleman, Boyatzis & McKee, 2002; Senge et. al., 2008).

Emotional Intelligence: The Knowing Aspects

People are the main orchestrator of equilibrium, in the spiritual belief a human being is the vicegerent of God to take good care of the universe (Indrajaya, 2017). Therefore the intra-personal and inter-personal skills are very much needed to motivate all the intercorrelated relationships. Emotional intelligence is a way to ensure a smooth collaboration between people with different backgrounds and this unity in diversity is a good way to support a sustainability mindset.

Emotional Intelligence is an important factor for leaders to be able to form and develop relationships. With emotional intelligence, the leaders can form a high resilience emotional bonding, which enables them to focus on the problem, even in a crisis or when facing uncertainty, volatility, change, and ambiguity. Emotionally intelligent leaders have the ability to work with a diverse background of people and by respecting differences, they create broader options and bring people collaboratively and appreciatively through crises, problems, and complications. Empathy and respecting diversity is required for a deeper relationship and for building trust. Compassion is an important value, especially in building a long-term relationship.

Emotional Intelligence: The Being Aspects

In the endeavor to transform the students, efforts should be focused on creating transformative change through enthusiasm, follow-through, and tenacity. It is hard for someone without these qualities to strive amongst differences and prejudices.

Self-awareness is a fundamental beginning in order to understand one's self. This should be achieved before we work to understand others. We need to train the "ability" to decide through a positive rational neo-cortex modern way of thinking rather than the sympathetic nervous system reactions which ignite our pre-historic brains with the fight or flight options (Indrajaya, 2020). Moods and emotions should be channeled into positive actions which will build trust and develop collaboration.

Emotional Intelligence: The Doing Aspects

The knowledge and value of emotional intelligence are most effectively implemented in an action learning program. The program should be a mixture of locally embedded values, interconnected to global issues. We use the term "glocal" to picture this globally connected and locally embedded approach. The emotional intelligence aspect is nurtured when we are faced with the hard facts of life which will touch sensitivity, and form empathy and compassion of a human being into conducting the real action of helping. Competency on social skills, self-control, and empathy builds rapport and trust. *The glocal* approach gives the flexibility to react and make a decision in any level of social settings, be it a small local team or an intercultural global team. It is again not either / or but both globally connected and at the same time locally embedded. This inclusivity further supports sustainability.

Students need to train their sensitivity. They also need to exercise their empathy. They need to learn to adjust their emotional state to understand and accept differences, but not having to agree. One of the programs to develop this emotional intelligence is in the form of understanding and respecting each other's values.

The Programs to Improve Emotional Intelligence

The program we have used to develop the knowledge part of Emotional Intelligence is by conducting an awareness exercise. In order to be aware of diversity, we need to understand that humankind was made equal. It is like the different cells in our body, and together they make a beautiful synergy of a living body, each with their own unique role and differences. We need to understand our own traditions, beliefs, and cultures, and also respect other people's diverse cultural backgrounds. When we explore our personal values, beliefs, assumptions, and motivations we gain greater control over our own actions and can see new alternative behaviors.

The awareness program is done through the Google virtual reality device. Pre-requirements of this activity include reading relevant literature on their own religious beliefs and on awareness of different beliefs, diverse cultures, and traditions.

1. **Appreciating Diverse Cultures Program. Pre-requirement:**

Reading on each different belief and tradition system.

This program is conducted by using a virtual reality gadget. Thanks to technology, everyone can enjoy and experience the global world without physically being there. The virtual reality Google is used through a low-cost Google Virtual Reality Cardboard. Google was actually giving it away for free. With a simple step, in no time the pieces of cardboard are turned into a virtual reality headset (Figure 5). Once you put in your

handphone and the program with the virtual reality app, you will be transported to any ancient place that the online virtual reality provides. With this simple gadget, you can see a three-dimensional perspective. You can have 360-degree vision. Looking around you, it is as if you are now virtually in your chosen place.

In order to appreciate the diverse cultural and traditional backgrounds, students are invited to set up in pairs; preferably two people from different backgrounds, different beliefs. To respect each other's beliefs, students experience the virtual reality of a spiritual sacred place. There are six different religious traditions recognized in Indonesia. First Islam, and then Christianity, Catholicism, Buddhism, Hinduism, and Kong Hu Chu. Through this virtual reality headset, what seems impossible, (for example visiting Mecca is forbidden for non-Moslem believer), through this google virtual reality everyone can experience any part of the world including the sacred spiritual place like Ka'bah, the house of Allah (God) in Mecca (Matkkah). Everyone is able to witness the swirling movement encircling the Ka'ba. The movement is counterclockwise. If the pilgrim dares to take a clockwise movement, he or she would crash with the counter-clockwise mass movement and would be certainly looking for trouble. The Ka'ba is a simulation of the movement of the universe. Every star, planet, and galaxy is in its respective orbit, all moving counterclockwise. And any attempt to defy the law of nature would cause a fatal collision - even creating a doomsday scenario. This simulation is designed to train humankind that following the call of nature and performing a flourishing act would mean creating a beautiful synergy. But violating the law of the universe would for sure create fatalities even to the point of creating your own doomsday as you are not listening to your conscience by breaking the law of balance and nature.

The understanding of the symbols and simulation will support the importance of self-control and balance. On the other hand, the Muslim students can go and visit the sacred place of Catholics in the Vatican for example. And both students can explore their different beliefs to be able to respect each other's beliefs. The understanding of different cultures and beliefs will create respect and harmony in diversity.

Students could explore their similarities in terms of the greater purpose of serving a good cause. By inviting each other to different places and understanding the substance behind traditions and rituals, students can discover unity in diversity. Students will learn to appreciate differences and look for ways to synergize and collaborate.



Figure 5.
Google Cardboard Virtual Headset

2. Community Engagement Project. Pre-requirement: Students should understand the Global Goals and the framework for the Community Engagement Program.

For the being aspect of developing emotional intelligence, students need to discover compassion, and this is done through the community engagement program where the students can choose the experience of supporting/helping marginalized people. In this program, students are invited to develop a voluntary community empowerment program. In the planning stage, they have to come up with a proposal for the program. The community program is evaluated through four different key points criteria. The first is how impactful. Therefore they should plan on how to measure the impact through a pre- and post-test, through surveys, focus group discussion, or other measurement forms for evaluating the program. Second is the scalability. Is it possible to enhance this project to a higher level? Is the framework applicable to a bigger scale? Third, the program is evaluated through the degree of innovation. How innovative is the idea? Is it a genuinely new form of community engagement? Is it a breakthrough, something that has not been done before? The last criteria is on sustainability. Is there any capacity building and knowledge transfer while empowering the local champions? The students' projects are evaluated by the four criteria and also by direct observation of the process.

One of the groups in our program decided to transfer the knowledge of upcycling used magazine papers to a group of women scavengers (figure 6). The students taught the women how to make a wallet from used magazine paper. This project was flourishing to everyone involved in the business model because the students collaborated with the scavengers and in the end, everyone earned additional incomes.

Now, this is beyond what I expected, this had led to the entrepreneurship ideas where the students were able to create a business model by supporting the Global Goals. In this case, it

supported SDG number 1, “No Poverty,” because now the women scavengers can earn extra income.

Later this became a new program in the Outstanding Values class, where I challenge the group of students to start a business model with just 30 USD or around Rp 400.000,- (IDR) and at the same time supporting at least one of the SDGs. This extended version was also very successful.

In two months my students made 10 times the initial investment and decided to return my 30 USD. They made a lot of noise by offering their business model through social media, and by promoting the story about the community that they are collaborating with. The invitation to the undergraduate students to start up a business with only \$30 USD, with sustainability mindset embedded in the model, was at first a surprising challenge for them.

In the beginning they were not sure what and how to start. But as they began designing the business model, the higher purpose of achieving and supporting the Global Goals give them a booster effect. Never had they dreamed of playing such an important role in their life, directly contributing to the Sustainable Development Goals of the United Nations! Their enthusiasm grew! The school acknowledged the effort and the impact made by the students, by promoting and also becoming the consumer of their products, and this appreciative approach created more energy, promoting collaboration among the students and the faculty. Each team had to go through several presentation phases. The very start when they developed their business model idea, they were illustrating their ability to think out of the box, and they came up with their genuinely innovative ideas (figure 6).

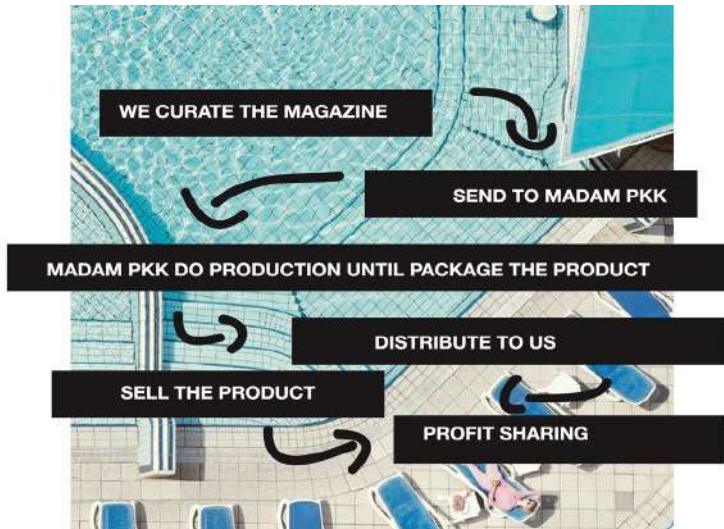


Figure 6
 “Coco” Used Magazine’s Wallet Business Model
 Madam PKK = Women Scavengers

One example of a business model launched by a student was focused on saving and preserving the cultural heritage in the form of “Save the *Beber* Puppet art”, a traditional art heritage of Javanese culture (see figure 7). The students designed and facilitated a social campaign to develop awareness about the importance of preserving this national and cultural art heritage. This art and tradition is a traditional heirloom dated back to 1244 AD. The students as modern and millennials as they are, fight to support this ancient art from being lost forever. Most of the youngsters nowadays are not even aware of this traditional cultural art tradition. Through the campaign, the students raised the awareness of the local wisdom and

tradition, and the facts that without support, all these traditional arts soon could only be found in history books.



Figure 7

Beber Puppet (an old classic art tradition)

In the endeavor to save the tradition, the students sold miniatures of the *Wayang Beber* in order to raise the funds. The video campaign, social media exposure and the viral impact of patriotism of preserving the local wisdom created a successful emotional and spiritual awareness campaign. Even though the hype of selling these miniatures might be temporary, the students get the message of “Doing Well by Doing Good”.

The more they do business selling the art work, the more they are helping the traditional artists to make an income while preserving the traditional art culture. In the process they made a handsome amount of commission as well. These experiences

are convincing them more, that it is very much possible to do well by doing good.

Students have also developed a business model that does not require any start up investment. They are implementing the Partnership for the Sustainable Development Goals (SDG 17) by setting up a collaboration between a corporation - Unilever-, the local communities, and the Rumah Pelangi Foundation, an NGO working on sustainability issues, and the government - in this case the Ministry of Environment. IPMI serves as the facilitating educational institution. This is a good example of a cooperation between corporations, NGOs, communities, government and educational institutions. The first step was to set up an Awareness Campaign. Local champions from the communities were invited from the surrounding neighborhoods to participate in the Awareness Campaign. Speakers were invited from the ministry of Environment, Energy Conservation, and NGO green activists. The local champions were divided into smaller groups based on their respective areas. Every group had to go through a brainstorming session on their current environmental challenges and explore the possibilities to improve these conditions. The awareness presentations opened up their paradigm to look for a solution for their social/environmental problem. The NGO provided the answers to their quest by facilitating and supporting the community to build their own waste bank system.

Waste bank operations simulate the model of a bank, but instead of saving money, in this model homeowners save their waste at the waste bank (see figure 6). The challenge is to introduce and implement the system to classify every home's garbage and waste. Organic waste should be processed into compost with a simple composting method using the

composting liquid. Plastics, cans, and paper should all be classified and submitted to the waste bank. Unilever as the corporate sponsor helped by providing the ledger manual book and the log book for each client of the waste bank. The log book has the record of how much waste each client submitted to the waste bank. For example plastic, paper and other form of waste has its own value per kg. Hence, every client has their own waste saving account book. The NGO experts became a partner to facilitate the process and help the community to set up their waste bank system and to teach them how to manage the whole process: from weighing the waste, connecting them to the garbage collector who paid for the waste, and teaching them how to do bookkeeping. The waste is sold daily to the garbage collector who pays cash to the waste bank. The clients usually save their money in the waste bank account until it reaches a substantial amount. Each waste bank also has their own composting facilities and up-cycle product shop where they sell up-cycle products. The margin between the price paid by the garbage collector buyers and the price paid to the client plus the income from compost and upcycle products are the source of income of the waste bank. The amount might not be much, but as the volume increases, the amount becomes more significant. And most importantly, the waste bank system has successfully reduced the amount of trash sent to the landfill. This business model is beneficial for everyone involved in the process (Figure 8). The students gained from the experience in developing a business model. Unilever together with their NGO collaborators gained by achieving its target on reducing waste. For each amount of growth, Unilever had committed to reduce the same amount of their waste. By sponsoring this waste bank, they successfully taught the communities to collect their sachets, and other packaging waste into an upcycle product, and/or collecting it to the waste bank to add up to their waste saving account. The communities certainly gained by earning

extra income and managing their waste efficiently. The government also gained by achieving their goals in reducing waste to the landfill. The target was that the community would minimize their waste that goes to the landfill, since as a metropolitan city, Jakarta hardly has enough space for waste landfill. This is a tremendous help since in a large city like Jakarta, with a population of more than ten million, one of the most pressing problems is the waste handling system.



Figure 8
A Waste Bank Model

The students learned a lot about triple bottom line impact through the hands-on experiential learning of running an innovative start up business with a social and environmental impact. They no longer talk only about reducing harm, or

complying with regulations, or what they would get from making a social impact or a green investment. Now they are able to transform the way they look at the business model. In the process they are nurtured emotionally and spiritually through a whole new concept of Business as an Agent of World Benefit. This said, there were several challenges to be addressed. For example, first is the legal consideration. Some of the students are younger than 17 years old. Another issue is the tax obligations of these new enterprises. This problem has been addressed by setting up a cooperative system in the campus. The cooperative has its own tax system and the businesses created by the students are part of the cooperative activities. Even though there are still some challenges to solve, the output of the project is highly motivating.

Our community engagement project does not have to be profit oriented. Other groups were also visiting scavengers, but they were focusing on giving health awareness programs, where the students shared the importance of cleanliness, washing hands, and personal hygiene. What makes this group transformed their mindset is their shocking fact-finding process. During the final report on the community engagement program, they were in tears telling stories on how they found out that these scavengers had to share one toothbrush for all of the scavengers in the compound (22 people). And how they barely made their commitment to follow the scavengers, because they had to walk for three hours to follow the scavengers who collected the plastic rubbish and at the end, sold it with such a low price of 7 cents/kilogram. Sometimes they only got 10.000 IDR not even a dollar for all this trouble. The students found out that these scavengers do not use soap or shampoo, simply because they could not afford it. Even though they are not engaging the scavengers in any new business model activities, but this community engagement program was still deemed to

be successful in changing mindset. In the eye of the students, they would never see life the way they used to. Now they realize they have a big responsibility to proactively help to reduce poverty and become aware of the real social problems in Indonesia. In the eye of the scavengers, now they understand more about hygiene and health issues and they received information on how to access the free health facilities and other important information.

The day of the final presentations was usually one of the most heartfelt touching programs. We had a group of students who invited the street kids they had been working with for the community program, to sing in the classroom as part of the final project. Other groups had invited students from the foundation of marginalized kids with disabilities to perform a show during the final presentation. Everyone shed a tear. The students realized whatever they are giving to these marginalized people, they are receiving even much more in terms of learning real-life values, endurance, perseverance, and the beauty of giving. I have received messages from the students, that they feel blessed by doing these community engagement programs. They feel like going through a spiritual vacation. They are witnessing a “heaven on earth” feeling. And some of them make an effort to keep doing it, even though the class is over.

3. From Millennials to Millennials. Pre-requirements: Completion of the being and thinking aspects from the systems perspective, ecological worldview, and emotional intelligence will give more insights to conduct this program. In order to exercise the competency or the doing aspect, students conduct a Proactive Glocal Sensitivity Campaign Program. It is proactive because it is an awareness that helps to prevent a bigger problem in the future. It is Glocal because it is supporting the Global Goals yet it is embedded and modified to the local needs. At the same time, this program also increases sensitivity and awareness of the current situations. Students were assigned to conduct a

campaign to support one or more issues in the Global Goals. For example, one group took the energy conservation campaign. The other group chose to conduct an Anti-Corruption Campaign. In any topic that they choose, the challenge is to develop a plan to conduct an awareness workshop on one of the issues to support the Global Goal. The students need to experience the process of becoming the Enabler, Accelerator, and Change Maker to their High School alma mater, by conducting an awareness program. They do it full scale, from designing the proposal, the brochure through to the detailed information of the campaign rundown. Figure 9 shows one of the brochures they created to attract high school participants.

The beauty of this program is that these efforts were done by millennials for millennials. They were doing it in the language of the millennials, the millennials way, very different compared to the traditional boring seminar format. Our students challenged the high school students to show the results of the awareness program by sharing their own commitment and campaigns through the platform of Tic Toc, Instagram, and other popular online platforms. And without any hesitation, they are giving away prizes to the high school students in the form of an online balance. In Indonesia, everyone is using their online balance to pay for almost everything - food, groceries, taxis, and bike taxis which are called *gojek*. There are several popular payment platforms through online apps. Even the street hawkers take online payments. That is why the prizes in the form of the online balance are very popular among the millennials. From the evaluation form, I can see that the high school students enjoyed their college students' campaign very much, both in the offline and online formats. And through these "fun experiential learning the millennial way," the college students have recruited high school militants' students ready to safeguard the earth. This can be seen through the posting they made in Social Media.



Figure 9

College students' brochure to attract high school students through Zoom

The Content Area of Spiritual Intelligence

Spiritual intelligence is a form of intelligence that supports human beings in seeing themselves as part of the interconnectedness, a part of nature thoroughly embedded in it and nurtured by it in a whole web of life. Endangering the balance of life would mean an intervention in nature which may cause the whole system to adapt or fail (Eisenstein, 2013). We human are blended in the interconnection of life and the

spiritual intelligence in the human being will help us to see that humanity needs to restore the balance. We need to move from the utilitarian “take-make-waste” habits to a more sustainable “borrow-use-return” habit (Rimanoczy, 2014). This means a new collaborative, sharing network, reusing, restoring, and recycling whenever possible. Spirituality will give the sense of stewardship to take care of the balance of life, not only by leading oneself, but also leading the community, balancing the ecosystem, and preserving the environment. Spiritual intelligence will bring the belief of a holy purpose which will create a feeling of Heaven on Earth when you follow your conscience and do the right thing (Neal, 2012).

Spiritual Intelligence: The Knowledge Aspect

Everyone needs to find his/her purpose in life. Having a sense of purpose for the greater good creates a meaningful life. Social contribution provides meaning to our life. When we practice mindfulness, we can use our reflective self-talk to discover, “What is my purpose in life?” This motivates us to analyze our habits and make sure they follow the norms toward preserving nature and sustainability.

Spiritual Intelligence: The Being Aspects

Scharmer and Kaufer (2013) posited that we should see beyond a purely rational and factual way. They propose a transition from a self-egocentrism approach into a diverse cross-sector innovative way in the form of a co-creation to benefit all stakeholders. With spirituality and a sense of purpose, leaders and students are aiming for their higher purposes and for developing a higher engagement.

Spiritual Intelligence: The Doing Aspects

The concept of mindfulness originates from Eastern traditions. It can be practiced by faculty through focusing on the present moment, feeling gratitude, and giving meaning to the

surrounding. Indonesia is the country with the biggest Moslem population. Moslems perform prayer five times a day, and the concept of prayer is to move from the Beta full alert thinking mode into the Alpha relaxation mode. Through rituals, a person can access their inner peace and often open up to new inspiration, sometimes experiencing something like a revelation. The state of mind of calmness supports the long term, inclusive, nurturing, and flourishing way of thinking and therefore transforms the mind into supporting the sustainability mindset.

The Programs to Improve Spiritual Intelligence

Spiritual Intelligence requires holistic thinking toward a greater purpose. One of the most powerful questions we can ask ourselves is “what is the purpose of life?”

The Life Journey. The pre-requirement is understanding the Triple Heaven on Earth Questions. The materialistic economic paradigm focuses on consumption and profit, and neglecting the higher self of the individual and our spiritual wellbeing. The triple heaven on earth is asking their blissful moments, and finding their calling.

Incorporating into our life the concept of purpose helps to identify what really matters to us personally, and what difference we want to make in the world. This is a powerful motivator to drive actions for the greater good and to shape a flourishing world. The Life Journey framework asks the student to plan their life according to their life’s purpose (Ibrahim, 2004).

by : **MY LIFE JOURNEY**

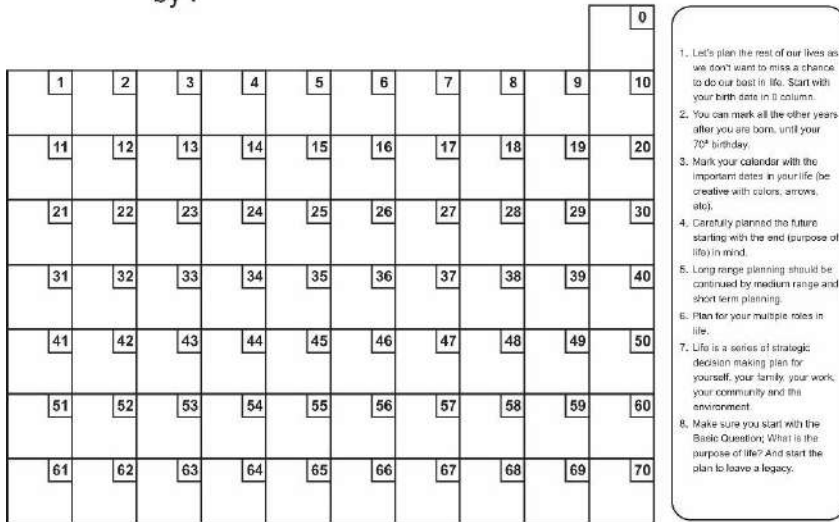


Figure 10
Life Journey

- Creating your life's purpose identity. For example: On the 12th of December 2000, Wati was born to a proud couple: Bambang and Ita. Wati believes that her existence is for a noble purpose, which will be stated throughout the Life Journey Map (The map has all the years of life up to 70, and can be expanded). Her spiritual principle is to be an agent of change in serving the community, specifically in helping the farmers of Indonesia to be free of loan sharks by setting up an online system connecting the farmers and the consumers. In order to exercise her spiritual value, Wati will engage in spiritual practices to guide her in achieving the noble purpose. The spiritual practice will be according to her spiritual belief in Islam and joining Friday and Sunday activities in the mosque.

- The school supports the facilities for spiritual practices. For the Moslem students, each day they will have a mindfulness prayer schedule for five-time, which can be done individually or in a form of congregation prayer. And once a week there will be a Friday mass prayer. Through a continuous reminder of life's purpose, people can be more creative, service-oriented, and committed (Indrajaya, 2019).
- Achieving one's dream is possible if you are really committed and have a high level of resilience (Yeager, & Dweck, 2012). I have been using the Rutte (2006) approach of asking students the three Heaven on Earth questions. These questions ask you to recall a holy experience when you were doing something good. This heaven on earth feeling is when you feel goosebumps after doing something that touches your heart. Usually, this heaven on earth feeling comes when you serve and listen to the deepest conscience of your heart.
 First, we ask students to recall the vivid picture of these moments. In this exercise, we assume that we have a magic wand and that you can have your wishes come true. This enables you to design and plan anything you want to do, to make sure you can create your Heaven on Earth.
 Second, we ask everyone to write down their concrete actions in the next twenty-four hours on how they will continue creating and enjoying Heaven on Earth. They can move from the short term to medium term and long term, or vice versa. The most important thing is that this exercise challenges the students to think differently in order to leave a legacy and make a difference in life.

1. Mindfulness exercise. Pre-requirement: Watch a 19-minute movie of the universe, taken from outer space <http://www.planetarycollective.com/overview/>. There is also another good piece of watching the zoom in zoom out YouTube video, to understand how everything in this universe is

interconnected. All the galaxies, stars, and planets are moving in their orbits in a very precise movement. As long as we do not interfere with this law of nature, we keep the balance. We have to make sure that we are a good vicegerent of The Almighty, taking care of His creatures and natures, all the species be it animals, plants, biotic and abiotic, and make sure that all can be part of the circle of life and stay in harmony.

This exercise helps to develop the mindset of becoming one with all that is / and to experience mindfulness through the reflective practice. This activity is about noticing when we need to pause, to think and observe, and noticing our speed and efficiency in creating automated actions. Sometimes these automated reactions may create unwanted consequences. Reflective practices help us to pause and to ponder the situation before jumping into action. Reflection is about noticing when we pause to think and observe. Learning is also enhanced when individuals regularly pause and reflect on what happened, how this matched the expectation, and how behaviors may have impacted the results.

To do this exercise, students are challenged to go into nature, preferably where they will not meet people, because they will do the exercise (at least 40 minutes) in total silence. The students may not bring any gadgets, even a pen, a notebook or any device to play music whatsoever. For forty minutes, they just observe, ponder, contemplate, have an intra-personal conversation with one's self. We ask them to give themselves a chance to just pause and reflect and discover what they experience after the forty minutes of silence in nature. Our pace of life is increasingly fast, aided by technology and the growing urban concentration. This promotes reactive and automated, thoughtless behaviors. Processing information to understand what it means requires slowing down and creating spaces to observe, notice, and connect with our feelings. This

non-thinking practice integrates our spiritual dimension and helps us develop mindfulness, an ancestral approach to expanding consciousness. Students write about their experiences and contemplations, and we invite them to come up with an out of the box idea to show how they can play a good part in life.

2. Letter to the Unborn Babies. Pre-requirements: Understanding the impact of the materialistic world. Understanding the Global Trend, and the challenge to achieve and support the Global Goals.

Students are assigned to write a letter to their unborn babies. This letter addresses the facts of the materialistic life that we are now facing. The materialistic, consumption-oriented society has placed nature as something to be exploited to amuse the human being as the ruler of the universe. The philosophy is “take, make and discard.” We take even more and use even more resources in the name of business growth. This has resulted in a myriad of problems for our planet. We have to understand that we are one with nature, that we are a species within species, and that we were chosen by the Almighty to be the creature with the highest level of intelligence. A human with the neo-cortex ability of high order thinking, therefore, has the ability to control oneself as the guardian of the universe. Students are asked to contemplate and picture how the planet would be like in the future if everyone does not realize their role to be the vicegerent of God to take care of the universe. The understanding of spiritual connection can shape behaviors and decisions that lead to more satisfying lives and to a more harmonic relationship with each other and all beings.

To my surprise, the students came up with a very moving and touching letters for their unborn babies. They went through reflective and contemplative learning and realize that now is the time to transform for the sake of the unborn future generations.

Conclusion

This chapter presented examples of activities and initiatives introduced by the author to the graduate and undergraduate students at IPMI International Business School - formally called Sekolah Tinggi Manajemen IPMI. The programs are designed for the purpose of transforming the mindset of the students toward a sustainability mindset. Inspired by the framework of Systems Perspectives, Ecological World View, Emotional and Spiritual Intelligence of the sustainability mindset model, programs were developed through the thinking, being, and doing approach. After the programs, students were asked to post their commitments toward supporting the Global Goals (Attachment one). The college students also developed more change-makers through their “raising awareness” campaign to high school students. The results show a highly promising output. I am seeing a transformed mindset through the daily observations, the conversations, their commitments, the concern they are showing through their letters for the unborn baby (Attachment two) and the way they conducted their Global Goals campaign to the public. I am glad that Sekolah Tinggi Manajemen IPMI is giving a chance to conduct these new experiential learning opportunities supporting the SDGs and a new model of Business as an Agent of World Benefit in the curriculum, and has become a part of the research conducted by the Center for Sustainability Mindset and Social Responsibility (CSMSR) of Sekolah Tinggi Manajemen IPMI.

The limitations of our approach lie in the narrow context of just one business school. In the future, we hope that CSMSR will collaborate with other business schools around the world to find out the best ways to encourage and develop the future leaders of the business school students to have a solid sustainability mindset, ready to develop the best business FOR the world!

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Attachment 1.

Commitment of Al Rissa Utami (grade XI Al Izhar High School)

What I will do which is fully under my control:

I will

- * shop using cardboard rather than plastic
- * plant more trees so it will reduce the pollution
- * clean the trash surrounding my area
- * try to give some food to people who are starving on the street
- * tell my little brother or sister that the healthy life is important
- * give my knowledge to someone in education
- * try to apply Reduce, Reuse & Recycle in that order
- * open my own business to decrease unemployment and to contribute economically

How would I create a circle of influence

I will

- * make a group for environmental care
- * participate in fundraising for the SDGs program
- * run a Small, Medium, Enterprises (SME) or cooperative to support some less fortunate people e.g farmers
- * join a group of innovators for ideas to increase the amount of food production
- * improve public health services

Attachment 2.

Dear my unborn child,

As I write this, the earth is spinning, the stars are shining, and the whole galaxy is rotating, the same way as when you read this. Although, I could only imagine how different everything else must be, because the only *constant* in life is *change*. And change is exactly what I hope the majority of the human race has managed to achieve by the time you're old enough to roam the world on your own.

The planet is still mostly green and blue. I wake up, still, to the sounds of birds chirping, the 500 kg Amazonian green Anacondas still live and breathe outside of captivity, and more dangerous than any snakes. I'm sharing a living platform with greedy rich men in expensive suits who don't mind to immortalize any horrible ideas to get money, and fatten up their bellies and bank accounts.

Now, dear Child, I hope time has changed things when you come around. Today, kids are afraid of the world outside of their own. They live in a bubble of rising questions and pressure, as the media portrays and directs their every measure. The friends they make online are nothing more than illusions, all the communities, companionship, just for the sense of inclusion. Their morals and values are no longer planted by parents, they're confused by the constant addition of online information.

Adults cease to remember how to simply smile, they've forgotten the essence of life that is worthwhile. They work hard from 9 to 5 every single day. At the dinner table with family no one knows what to say. They all share the same exact genes, but they're nothing more than strangers it seems.

What is right? What is acceptable?

I am in no way eligible to create the perfect human, nor should there be perfection in appearance of any man. But a good heart takes you further in life, it'll grant you more than just the perfect husband or wife.

So here's a list of qualities I'll pray you'll possess, inhale it and let shine bright through your eyes.

First, let your heart be cleansed and your intention pure, every step you take, with love you'll endure.

The thing with humans is that we're born with a heart, however to value it, all begins with a start. But the big men still sit on their thrones, their hearts are uneasy; they scream, whine and groan.

They stay awake at night on a million-dollar bed, thinking of ways to double the money they've managed to collect. Their thoughts are cluttered, they begin to wonder, when they've fallen and suffered, who's going to be there?

Second, don't you let your thoughts dwell in hatred, for it ruins anything that was sacred. If anyone treats you unkindly, treat them with nothing but kindness, it's perhaps because the world hasn't shown them enough love and interest.

A heart full of abhorrence shuts the lights within you, it rots inside and bothers everything you do.

Third, remember that your presence and thoughts matter, your simple act could genuinely help those who suffer. Fight for those who feel mistreated, where unfairness is often repeated.

In you, I planted the strongest of strengths, through the pledge of courage that I sang.

With you, I have dreamed long before you were introduced, that by money and power you won't be seduced.

Fourth, forget not the ground you're attached to, all the beautiful colours that inhabit it; white, green, red and black too. Be the guard to all of God's creatures around you, be the voice to those who can't speak nor value.

As humans we're granted with tremendous blessings. We use our voices to protest, cry and sing. We use our power to break, hurt and destroy. We choose to ignore abuse, blind to the earth we destroy.

To be functional, you don't need to be 'activist', treat all beings with respect and learn to coexist.

Fifth, forget not the land you're bound to come back to, the red of your blood, and white of your bones, the spirit of those who fought for it too. Value the history of your motherland dear child, because with identity you'll stand strong even if all else failed.

Sixth, share your knowledge with the less fortunate, whether they can't afford it or are simply inconsiderate. Share your passion with gleaming desire, watch with patience as it slowly transpires.

Break boundaries that separate mankind, we've come way too far to press rewind. Racism, sexism, homophobia should no

longer have a place; sexual preferences, gender, colour and others should all be embraced.

Seventh, the universe is a pole of countless uncertainty, even when you doubt one thing should guaranty. The dream you kept could turn to reality, when you put your faith in God's conservancy.

Dear my sunshine, whether I'm a corpse rattled with earthworms, or a wise mother dealing with heartburn, keep me in your prayers and I shall be close, to see the seven and the many other great traits you'll host.

Remember these aren't a way to pressure you,
For it's inevitable what you're born to do,
With endless love and possibility,
Through words we part in divinity,

Love,

Mum

CHAPTER TWO

“Millennials as Change Makers Supporting SDGs”

Amelia Naim Indrajaya, Isabel Rimanoczy

PRME Working Group on the Sustainability Mindset

Abstract

An important learning goal for business school students is to see that our world is interconnected, and how everyone can be proactive in supporting a large global challenge, the UN Sustainable Development Goals. This chapter describes a two-step initiative to engage students in action using experiential learning. With the title “Millennials as Change Makers Supporting SDGs”, Rimanoczy facilitated a session which was an eye-opener for college students who realized that they could become change-makers and that they could influence others. As a result of this session, the students made several commitments to change their attitudes and habits and to engage in change-maker initiatives. On their own, they posted their commitments on their social media to maximize influence over even more people. In the second step, the college school students designed an interactive online Zoom workshop aimed at high school students in Jakarta. Replicating the design they had experienced themselves, they organized and conducted interactive sessions for 260 high school students. The experience was simple to design and implement, and helpful in promoting a mindset of sustainability, and creating cascading change.

Keywords: sustainability mindset, holistic learning, community engagement, UN SDGs

A major concern of educators is the challenge of engaging the interest of students, particularly those in college. This is important notably when many institutions are bringing contents related to sustainability into their programs, with the aim of preparing the new generation to address the increasingly urgent problems of our planet (Kassel, Rimanoczy, Mitchell, 2018). In 2015 the United Nations Global Compact announced the Sustainable Development Goals, a list of 167 targets grouped into 17 categories, comprising a deliberated list of all that has to be solved for a world that works for all, in the words of then Secretary-General Ban Ki Moon. This chapter presents an initiative designed and implemented at Sekolah Tinggi Manajemen IPMI, known as IPMI International Business School, in Jakarta, Indonesia, with the aim of introducing students to the SDGs, and engaging them in actions to create ripple effects of change.

In the Spring of 2020, Amelia, one of the authors, designed an online workshop to serve as a learning experience for her first-year students in the Business School. As a member of the Principles of Responsible Management Education Working Group on the Sustainability Mindset, she consulted with Isabel, the Working Group Convener to design a learning event for her 33 students. In previous years, both authors had run classroom activities with each of us facilitating from two different continents. On those occasions, Amelia was in the Jakarta classroom with the students, while Isabel participated via Zoom from her home in Florida, a time zone 12 hours behind Indonesia. The experience of having a participative learning class across the globe was much appreciated by the students (Indrajaya, 2019).

The COVID pandemic intervened and in March 2020 we had to start online classes for everyone. Amelia decided to introduce the students to the SDGs in an online workshop, where the

facilitators were situated in their different continents, but this time with students joining from the comfort of their home.

The class is Business Ethics and we defined learning goals:

- To make the students familiar with the SDGs
- To inspire them to become agents of change in pursuit of SDG goals,
- To support them to engage in change actions.

We initially planned the class for the 33 students of the Business Ethics course. As educators, we see the students as future business leaders, and we hope that they will develop businesses in ways that support the Global Goals.

Even though the session had to be virtual, we wanted to ensure that student engagement and participation were high. We determined that this online class would not be a traditional webinar, with the teachers making a presentation while the students listen and just take notes.

Working globally presents hurdles. The timing and length of the class had to accommodate the Indonesia/USA time zone differences plus religious observances. The class was planned in the midst of Ramadhan, where the predominantly Moslem students of IPMI would be fasting during the day. For this reason we decided to organize a 90-minute webinar in the evening after the breaking of the fast, Indonesian time, and early morning in Florida.

About the institution

IPMI International Business School is a boutique business school, where classes are fully conducted in English. The school was developed back in 1984 as an initiative of the late Bustanil Arifin, former minister of Cooperatives of Indonesia, to address

the fact that a growing number of students had to go abroad to earn an international business degree. He decided that it should be possible to provide an international business education in Indonesia which could attract international students to travel to, and study in Indonesia. As a result today in the Business Ethics class there are students with a nationality of Japan and Colombia.

The Center for Sustainability Mindset and Social Responsibility in IPMI had made the Global Goals (SDGs) an important component to be embedded in value-based subjects such as Business Ethics. We realized that other schools would also benefit from more exposure to the SDGs. Therefore, Amelia decided to expand the learning experience to a broader audience and posted invitations to other young students interested in becoming change-makers for a better world, setting a cap at 100 participants because of technical and design constraints.

We were pleasantly surprised that 141 students signed up to participate, although we had to limit it to 100 participants due to the technical Zoom limitation.

Promotion

To make the event available to a broader audience, we designed a flyer announcing the class, and opening it up to students from high schools and undergraduate degree college students from IPMI International Business School and other universities. The flyer was designed to awaken interest and motivate the students to participate in becoming real agents of change. The invitation to the event was shared through social media 10 days before the event, and a Google form for registration was made available through a link in the brochure (see Figure 1).

The title of the event “Millennials as Change Makers”, was deliberately selected to attract a young audience, mostly college students. The posting of the program through social media made the invitation go viral and reach a global audience. Some of the participants signed up from overseas countries, like Africa, and India. The physical distance was no longer a problem.



Figure 1, The Brochure of the *Change* Webinar

Rundown holy,
maya etc.xlsx

Materials

The Google form also had two worksheets to be used by the participants during the Webinar. The first Worksheet invited students to list some initiatives within their area of control, meaning things they could do to support the SDGs in their daily

behavior, something they could fully control. The second Worksheet invited them to list things they could do that were in their area of influence, meaning things that could be accomplished with outside help, but which the students could not do alone. Hence, the students were invited to create or join in an initiative with others. As they registered to participate in the Webinar they were asked to print and have handy the two worksheets to write on during the class.

Logistics

Zoom was selected as the platform for the session. Participants were asked to have a working camera and a good Internet connection. In contrast to other online courses where the video is off, we wanted everyone to be able to see each other, to increase the personal connection and make it a richer experience for all.

It is known that the Indonesian culture has a relaxed sense of time and that students do not always show up at the scheduled hour announced for an event. This could pose a problem since the logistics of the design required the use of breakout rooms, and the technical constraints make it difficult to add latecomers into existing rooms. For that reason, we announced that the class would start at 7 pm, and the virtual doors would close at 7:25 pm, for a punctual start at 7:30 pm. In addition we set a cap of 100 participants. Our first surprise was that by 7:15 pm we had already reached the limit of 100 participants, and the class actually started early instead of after the hour announced!

Design of the session

The session was designed as a highly interactive experience, with little lecturing, and we used images and a PowerPoint, to

reinforce the oral message for students that might not be fluent in English.

With the inspiring title of *Millennials as Change Makers: Let's see what we can do!*, the session started with a brief welcome and introduction of the overseas facilitator, followed by a description of the agenda based on the conceptual model of Bernice McCarthy (1990) which describes four types of learning styles. Adapting this model the plan for the session was described responding to the questions: What is this about? Why is this important? What will we do? How will we do it? To what end? This approach created upfront engagement of the audience independent of their learning style since they had their question covered in each of the answers.

- *What is this about?*

Action on the SDGs

- *Why is this important?*

Change starts with self, but it creates ripple effects and has wide implications. Awareness of our potential is the first step towards change. We all can do something to shape the planet we want.

- *What will we do?*

Explore the challenges we have at a planetary level. Discuss SDGs and the 167 targets. Explore some targets for each of the SDGs. Reflect on our personal roles/contributions.

Identify one area in which to change a personal habit or influence others.

- *How?*

Individual reflection, work in small teams, dialogue/exchange in a large group.

- *To what end?*

Leave feeling empowered and inspired.

Launching the activity

The first exercise was called *Map of the Planet*. The purpose of this activity was

- 1) To have them reflect on the planetary challenges, grouped into themes and to tap into their knowledge about our current reality.
- 2) To collectively learn from each other.
- 3) To identify the interconnections and complexity of the planetary challenges.

We projected on the shared screen a slide containing a listing of categories of challenges or themes based on the SDGs, and asked them to take a picture or a screenshot of the table because they would need to know what theme was assigned to them after being divided into numbered break out rooms of 3 participants each. (See Figure 2).

NOTE YOUR ASSIGNED THEME

GROUP	THEME		GROUP	THEME
1-16-31	POVERTY		9-24	EMPLOYMENT
2-17-32	HEALTH		10-25	URBAN LIVING
3-18-33	PRODUCTION		11-26	CONSUMPTION
4-19	SOILS AND FOOD		12-27	WATER
5-20	WILDLIFE		13-28	CLIMATE CHANGE
6-21	ENERGY		14-29	GENDER EQUITY
7-22	PEACE AND JUSTICE		15-30	LIFE UNDER WATER
8-23	EDUCATION			

Figure 2. The Assigned Theme

Participants had to assign one note-taker and one time-keeper, and in 7 minutes come up with all the keywords related to the assigned challenge or theme (see Figure 3).



Figure 3. Rules of the Game

Using the Zoom break out rooms, we divided the audience into 33 trios. After seven minutes the groups automatically closed and the trios joined the main session. At this point, we had prepared a slide with the titles of the Themes. Using the main screen, we invited the participants to call out some of the keywords they came up with, related to the challenge that was assigned to them. The facilitator wrote those words into the slide that was visible to all. Once we had enough words for all the themes, we asked them to indicate which ones were connected, and we drew arrows following their instructions (See Fig 4).

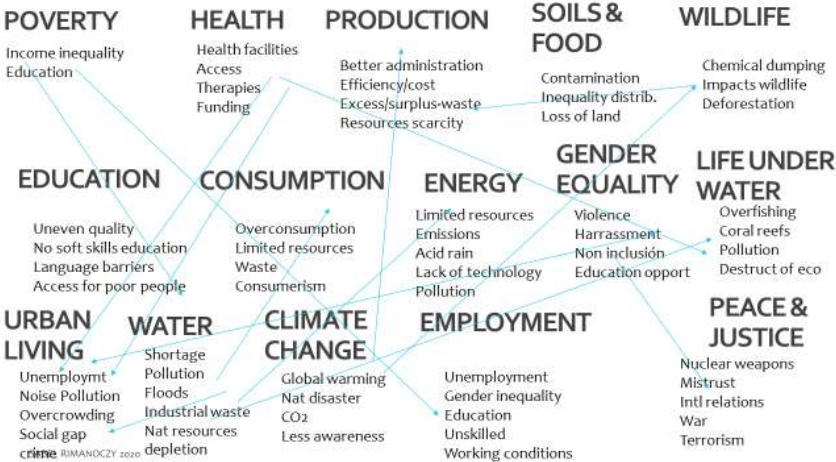


Figure 4. The Interconnected Themes

Second exercise: From Doomsday to Empowerment

The picture of the multiple planetary problems and the complexity of their interconnections can easily create anxiety and feelings of being overwhelmed. To transform those

emotions into action we had to first bring some sense of confidence and empowerment to the room.

We did this with an exercise where the facilitator asked members of the audience to think of a person who meant a lot to them, and who had influenced who they are today – with one condition: that person didn’t know about the influence. This could be because they never mentioned it to that person; or perhaps they never met that person (the grandfather of a friend, for example); or it might be someone who had already died; or was a famous person living in another country, etc. The key here was to identify someone who played an important role in the students’ life, in a positive way, and without knowing it. They had 60 seconds to reflect, in silence. Then the facilitator explained that in a similar fashion, each of us might be influencing someone without being aware of it. The things that we have control over few: decisions that only depend on us, but our areas of influence can be very large, so large that we cannot know the limits. Our actions, words, interactions – all are small ways to influence others we may never meet.

Third exercise: Introducing the SDGs and some of the 167 targets

With this sense of empowerment, the facilitator presented a slide of the 17 SDGs, and showed a selection of targets for different goals. We had previously selected the targets, seeking only those that could be relevant to the audience. Many targets are meant for government, for corporations or NGOs, and it makes it impossible for a student or regular citizen to relate to them. Some targets however can speak to individuals, for example limiting food waste, supporting local food producers, limiting energy consumption or renewable energy, protecting wildlife, natural resources, etc. The facilitator instructed participants to write down on their worksheet the possible

areas in which each participant could see him or herself taking some kind of action. The purpose of this instruction was to convert the slide-show into an active participation moment since participants were required to watch, listen, notice, and write down thoughts.

Fourth Exercise: Time for Action!

The participants used the Worksheet and the PowerPoint of the targets to complete their list of what actions of control and influence they wanted to take. After 10 minutes, they were broken out into duos and trios to share with each other what they had come up with.

Fifth Exercise: Sharing

The break out groups were closed after 5 minutes and we invited a few to share with the whole group their commitments and initiatives. The professor asked everyone to post their commitments on their Instagram, and after a week, those that had the largest number of likes would receive a prize (see Figure 5. The posting with the highest number of 'likes'). This strategy was aimed at:

- 1) using a platform for sharing ideas and feelings that the participants feel familiar and comfortable with
- 2) multiplying the impact of their actions by discussing it with their friends on social media
- 3) potentially inspiring others
- 4) possibly strengthening the chances of living up to their intentions because they had stated the intentions publicly
- 5) rewarding the 'likes', thus reinforcing the likelihood of resulting in the ripple effects.



168 likes

tiafana.19 Hi , I'm Tiafana Aqil Ikhsan. Last week i joined a seminar organized by IPMI Campus. The seminar discussed about SDGs. Do you know the meaning of SDGs?
 The Sustainable Development Goals (SDGs) are a global action plan agreed by world leaders, including Indonesia, to end

Figure 5. Posting by Webinar Participant

Sixth Exercise: Feedback

As a closing, we asked participants to evaluate the webinar by writing into the Chat box a number from 1-5 (1: no value, 5: excellent) and indicate why. We received 100% of fives, not many explained the reason for their score, but those that added words made very positive remarks (See Table 1).

Table 1.
Some Participants’ Feedback from Millennials as
Changemakers Webinar

Name	Evaluation	Comment
Posma Salomo Joy Nielsen	5	Because it was influencing us to realize that many problems are still needed to take action for us millennials, also it is very active for us to think innovatively
Angela Alfada Christy	5	Precious material from Ms. Isabel to increase our awareness to support SDG... big thanks to u ms. Isabel ❤️
Kezia Felicia	5	It inspire me to think more of small changes that can be made by us

		individually, and to know that the impact is big and influencing others too.
Mikha Kristofer	5	Inspired and motivated. Thank you so much for this wonderful webinar
Maya Musa	5	The session is very insightful, and interactive thank you for miss isabel you are amazing, and thank you IPMI for providing us this session
Verlyn Intan	5	The quality of the content is really great and i love how i can meet new people and discuss
Zara Ameera Tastari	5	I like it because it is interactive, I understand the topic and Miss Isebella is lovely :)
Fikri M Rijalul	5	Because you dont only hear speaker said but i also can do anything and discuss many things with the others hopefully someday IPMI can conduct more event like this

Ganjar Ramadhan	5	Interactive and fruitful. I'll suggest 'sutori' for interactive presentation.
Dhruv Dupattawala	5	I felt it was really fun, I got listen to other peoples points of views and share and at the same time game knowledge. The down side of it was few people shy
Liza Nelloh	5	Love it and impactful
Valentina Lugo Arias	5	Very active and fun
Abdullah Hanif	5	Nice explanation and clear enough to understand
Romario Peterson	5	Because this content is very interesting!
Holy Rhema Soegiantoro	5	It's interactive and interesting
Latifa Mirzatika Al-Rosyid	5	Lovely discussion
Dety Nurfadilah	5	Thank you, very nice explanation

Commitments

Over the following 2 weeks, the facilitator’s inbox was flooded with emails attaching the individual commitments. We received 56 commitment sheets.

The initiatives of the students in the area of full control can be classified into the following categories:

- Energy conservation,
- Environmental initiatives (reduce, reuse, recycle, etc.), and
- Others (using resources wisely, and wisdom of using technology or being eco-friendly, compliance with the regulations, beneficial for others, self-development) as seen in table 2 below.

Table 2

The Themes

(63 respondents)

	Themes (categories)		
	Energy Conservevation	3R (Reduce Reuse Recycle)	Others*
Total	38	39	46
Percentage	68%	70%	82%

In the area of influence, we are using the leadership mandate approach (Black, 2013) by categorizing the

influence into 5 areas of impact: Family, Work, Relationship, Online, and Regional (see Table 3).

Table 3.

Five Main Area of Influences

(63 Respondents)

Black, D., 2013. *The Leadership Mandate*.

	Five Main Areas of Influence				
	Family	Work	Relationship	Online	Regional
Total	12	19	36	19	43
Percentage	21%	34%	64%	34%	77%

We have no data to permit a follow up to measure and track the commitments made by the 100 participants of the session, or the 56 that sent us their reports, beyond what was shared in this paper. However, Amelia wanted to enhance the impact potential of this session and knew much more could be achieved. So she created a follow-up step with her students.

Taking it further

Amelia suggested to the 33 students in her Business Ethics class that they adapt the experience and create their own educational campaign targeting high school students and facilitating it themselves. The students were very excited and loved the idea. They decided to design a virtual session inspired by what they had experienced, for high school students of grade

X and grade XI (17 and 18 years old). The high school selected was Al Izhar High School in Pondok Labu, South of Jakarta, because the founder of this school is also the founder of IPMI International Business School. This created an immediate sense of trust, and the students were granted permission to invite approximately 260 teenagers to join the campaign.

They planned a 120-minute virtual session using Zoom. They maintained the goal of introducing the SDGs and invited the high school students to take action steps, which would signal their intention of becoming change agents. However, they used their own creativity to design the session in fun and new ways.

Being members of a Business Ethics class, we had a gloomy discussion about unethical conduct in the country. The students commented that unless we make Indonesia clean and free from corruption, which is the core of SDG # 16 (Peace and Justice), it would be very hard to achieve all the other SDGs. The students agreed that leaving the office of the Commissioner of Anti-Corruption of the Republic of Indonesia (KPK) to do the work alone, would make it an impossible mission. Everyone had to join the action and work hand in hand as anti-corruption agents!

This led the students to decide that they all would work to support SDG # 16 by designing and conducting an Anti-Corruption Campaign. They had been working on business ethics subjects since the start of the class, and we were thinking of reaching out to a high school, by visiting the teenagers. Due to Covid 19, we had to design a webinar instead. The college students rapidly designed their project of an Anti-Corruption campaign for 260 high school students, and we aimed at implementing it on the 10th of June 2020.

The Anti-Corruption Campaign

The 33 IPMI students were organized into eight groups, each of them developing their own unique experiential learning activity. To increase motivation (not that they needed it, but we felt it would add to the adrenaline), we decided the campaigns would be judged by a faculty 'jury' who would name the group with the best campaign. Each group used millennials' approaches in the form of apps such as Twibbon, Mentimeter, Kahoot, etc.

The students created their own games. For example, one of the groups created a "Catch the Corruptor Game" (Figure 6).

The objective of the game as written by the undergraduate student is as follows:

"From this game we can learn that corruption will bring bad impact to everyone including the corruptor. Besides, we can also see from this game, that we need to have a strong commitment to be able to catch the corruptor, and everyone can be a corruptor if they are not discipline. Therefore, we need to smash bad behavior that will lead us to become a corruptor and we need to work together to end this corruption in Indonesia."

This game is really interesting and was inspired by a world-renowned game of *Mafia*. This game is also known as the *Werewolf game*. It is a social deduction game created by Dimitry Davidoff in Russia in 1986. Ever since the world has been re-created and re-innovated in all parts of the world. It is usually a popular games to play in parties and communities gathering.

In this occasion the students are using the game idea to develop awareness of Anti Corruption.

The following pages are some of the brochures they have developed to promote the "Catch the Corruptor Game"

Catch the Corruptor

Interactive game to train critical thinking and strategic thinking



Goal

Find the corruptor and put them to jail

How it works

What should you do?

Scan the #1 QR

To find out about their roles

Scan the #2 QR

Visualize the people who will turn to you for solutions.



#1 QR
Choose your fighter

choose your fighter



P.S. KEEP IT SECRET

90

which one will
you choose?



#2 QR
Are you corrupt?

Try to find the corruptor

What should you do?

Converse and debate

Who is who?

Protect yourself

If you're corruptor, don't let others find you out.



WIN

You win when you can find all the corruptors.

LOSE

You lose when the last man standing is the corruptor.



Figure 6. Catch the Corruptor Game

The big event was conducted as planned on the 10th of June 2020 and turned out to be a great success. The students prepared their campaign wholeheartedly. The high school students were inspired, which was shown through their commitments which they also posted on social media. At the end of the webinar, the high school students were similarly

invited to state their commitments to make change and to post them on social media. This cascading design created positive impacts as students (both the high school and college students) became a) more aware of the world challenges and the interconnections between the problems; b) learned about the SDGs; c) learned about their own areas of control and of influence; d) gained self-confidence as change-makers themselves; e) promoted the importance of adopting a proactive role for change, and f) influenced their network of peers in ways we had not considered possible.

At the end of the class, in a separate zoom meeting with the IPMI’s students, they were asked to express their feelings after conducting the campaign, and they all came up with positive comments (see Figure 7).

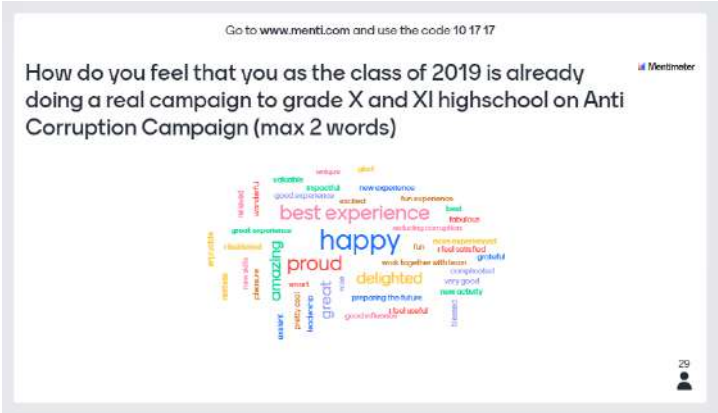


Figure 7. The Students’ Feelings after Conducting the Campaign

We asked then college students to rank their learning experience preference, and the first place was given to doing the anti-corruption campaign as a community engagement initiative (see Figure 8). As the designers of the anti-corruption campaign, the students also made their own positive commitment to anti-corruption (see the list below).

Angela
Christy

In the future, I will try to keep uphold anti-corruption values, both in my daily life and in my work later. Doing small things like reminding people around not to commit the slightest act of corruption, for example by reprimanding and giving warnings. Through social media like Instagram & Ticktok, I will also convey a positive message about my experience as an agent of an anti-corruption campaign and of course also interesting content related to the spirit of anti-corruption. Even bigger, if there is time & opportunity I can invite my friends to promote anti-corruption campaigns to a wider audience, not only high school kids, but also peers, adults, and even early childhood. I hope this experience can lead me to become a better person and have a high awareness to avoid acts of corruption that can harm others.

Fikri M
Rijalul

First of all i will commit in my hearth to not do any corruption practical that bring harmful for my country. Further, i try my best to share and change the mindset od

people starting from my close people then if it any chance to influence more people its my pleasure to do this prestigious things.

Valentina
Lugo arias

I would like to grow and create business which is not only beneficial for me but also for the community, even though I am not Indonesia I would like to contribute to the growth of this country to the future and that it is done ethically. Be honest and transparent with all my actions, and fight against corruption.

Shizuka
Toyoda

I will remain in the right path, putting justice forward. I want to widen my horizon, and to stay open-minded towards people's perspectives although it contradicts with mine. I will always be against corruption. In addition to that, I will try and put my best for this generation.

Jovan Gisala

My commitments are cinta terhadap pekerjaan (Affective Commitment), takut kehilangan pekerjaan (Continuance Commitment), dan adanya rasa kewajiban (Normative Commitment), mempertahankan hubungan tersebut. Misalnya hubungan pacaran, hubungan pernikahan, hubungan persahabatan, dan lain-lain. tidak membuang sampah sembarangan dan bertanggungjawab

untuk menjaga lingkungan alam tetap asri.

David Bustami Because of this Business Ethics Anti Corruption campaign Initiative I have learned a lot. Everything from what is corruption to how to be integral to my integrity.

Angga David I will have a commitment to myself for now and then, and I will also keep the commitments that I already have from today onwards. The rest of this time I will use to maximize the realization of my commitments, I will try as hard as possible to maintain my commitment. Strive for my commitment will not betray the results.

Bima Pahlevi Be a good, honest man and try to keep fixing the world piece by piece

zahra alaydrus After joining this anti corruption class, I feel more aware to be more commit to myself, to get away from that kind of things related to corruption. And I would like to remain my surrounding as well about how bad a corruption is, we should know between what is wrong and what is right, and after we know, we have to do the right thing, so that we can make Indonesia becoming more a better country. We have to start it from now and even a small things surround us. Always and be brave to remains each other.

- Irvan
Abdullah I will apply anti-corruption values in my daily life, and I will commit to not doing corruption in the future because corruption is something that is very detrimental to the country and others, therefore I will serve the nation and this country.
- Bagas
Wildan I will always remind what my goals in life, i would never do the corruption, and i always will tell people that they never have to do the corruption
- Alden Sya I will try my best to avoid doing corruption, and also inspire others to do what is right. encourage others to become an anti-corruption people for our self and Indonesia
- Maya Musa Corruption is not only corrupting the money. But times and some activities. I will start discipline myself, and spread awareness to people around me. Because corruption is harming everyone even the corrupter itself. I'm proud to be part of this and this educate myself a lot
- Holy Rhema
Soegiantoro To be a change maker, and to be a person with integrity who will do what's right and not that's easy. I will hold high the justice and do everything I can to keep it.
- Bonita
Angelin I commit that I will be more responsible with my work and be a good example in the environment, open minded about all

- things and I will do my best to stand justice for those who needed it
- kinan
roverdi I want to use the knowledge that i got to become a better person than before, so that i can make a difference from my sorrounding, and then spread until Indonesia can be a better country
- Zara Ameera
Tastari I will do my promises to other people so it is fair and respectful it is so that in the future when doing business there will be no corruption
- Zaden
Duhamis
Alfarizi I will be become part of of anti-corruption. i will tell people to never do corruption and i will do my best
- Abdullah
Hanif I will make a promise to myself that want to make our country better in an anti corruption section and also apply all of ms amel and ms. dewi, ms Julie etc teach to me
- fajrin
alkautsar Im committed from now and in the future I'll do my best to my job, keep it up my application and knowledge of anti-corruption, be honest, not harming others, and try to make this world to a better place
- Naufal Rafi
Fadhilah I will commit to the nation by preventing corruption because I am very in love with this country, so that this country develops

rapidly and becomes a country that can show the best for other countries

Salma
Nibras
Asriani

This is a very exciting, I am increasingly excited to provide counseling to people around me to be able to discipline. I am sure Indonesia can be even better if all can implement anti-corruption, and that all start from ourselves. thank you for the opportunities and that Mrs. Amelia give to us, so on I will make Indonesia better.

Alvin Surya
Gustin

I want to focus on the importance of integrity. Because integrity is basic things that affects people's behavior and decisions. Especially when they're met with certain situation related with honesty. That's why integrity is so important.

Liberta Raja
Afani

I will have a commitment to myself to be honest

Conclusions

We wanted to share this first-time experience because as authors we were amazed by its impact and the levels of engagement it created. The learning goals were simple, the design was carefully crafted but did not require major facilitation skills or technical knowledge, other than paying attention to logistical details and operating the platform.

The facilitator designed the session using the Action Reflection Learning principles, a learning methodology originated in

Scandinavia in the late 1970s that she codified and has been applying to the design of all kinds of learning environments (Rimanoczy, 2016). This design approach contributed to maximizing the learning and engagement in the first webinar. With respect to the areas of control and influence introduced during the activity, we didn't intend to monitor how far the inspiration, actions, and intentions of the initial 100 participants reached, nor did we plan to collect follow-up data about the commitments of the 260 high school children to act against corruption. As educators, we met our baseline learning purpose to introduce the SDGs, teach interconnectedness, promote critical thinking and reflections about values and corruption. We thought that the most important outcome was that we instilled hope and agency in hundreds of young people.

But in hindsight we realize that we went far beyond that. Inspired by the reactions of the initial group of 144 students signing up, and the feedback of the 100 who participated, Amelia took it to the next level. She let herself be guided by the enthusiasm of her students and facilitated the expansion of the activity to a broader audience: 260 teenagers. Furthermore, the Business Ethics students will have an opportunity to apply for their certification as Anti-Corruption Agent-Influencer, undersigned by our National Professional Certification Body. This is possible because they have done all the steps: developing a lesson plan, and arranging role plays, case studies, short essays, and Power point materials to be used in the Anti-corruption campaign. They even prepared a program to be implemented offline. All this evidence will be assessed, and they will get their Certificate as an Anti-Corruption Agent /Influencer, which will expand their employment opportunities.

Analyzing what actually happened, we realized that we unleashed the energy and proactivity of all these young people.

We are certain that this engaged audience talked about it with their friends and families, shaping a new mindset of empowered action to better our planet. The more we shared this story and the more we pondered it, the more we believed that these young people were now carrying powerful seeds of change. Where could that lead?

As of the writing of this chapter we are exploring different ways to capture and measure the impact of these activities, by reconnecting with the students. But we are also asking ourselves what other possibilities are available to us to develop change makers. Indeed, we heard that the high school students were talking about replicating their experience with elementary school children. What if educators replicated this with their students? What if this became a formal student support for the Office of Anti-Corruption Commissioner in Indonesia? What if this became a student or faculty led initiative to support education and action for the SDGs in different geographies, or influencing decisions of policymakers?

Limitations and possibilities

We should not end this chapter without mentioning some of the obstacles and limitations encountered. We had some technical constraints, as we depended on good Internet connection for all the participants. We had to limit the first webinar to 100, although some platforms might accommodate a larger number of breakout rooms. The facilitator felt the lack of connection with the audience because they were muted, although she asked everyone to leave their cameras on. This was not possible for some because of a weak Internet signal. In the end, the facilitator asked everyone to unmute their microphones and

greet one another and it was a sparkling and chaotic moment that made everyone feel the energy in the room.

As for the possibilities, we haven't finished exploring them. We plan to maintain contact with the participants and send out a survey in 6 months both to the college and high school students, to hear what they kept or forgot about their initiatives and intentions. This may give us valuable information, although sometimes even what we push aside comes back at a later point, with the force of the important and forgotten things. Amelia will continue teaching this course and Isabel is committed to continue her support. We are aiming at shaping new habits, a new mindset, and expanding consciousness. This will not be done in one day, although every day counts in that journey.

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CHAPTER THREE

Implementing Spirituality in Management Education

Abstract

The aim of this chapter is to share an example of implementing spirituality in management education to support a paradigm shift toward the concept of Business as an Agent for World Benefit. The spirituality is embedded in the substance and the experiential learning process of a classroom. This is an important foundation for business leaders in implementing the triple bottom line (People, Planet and Profit) concept.

In this chapter the writer will share the discovery learning implemented through several soft skill classes of Outstanding Value, and Global Outlook class in IPMI International Business School, Jakarta, Indonesia. The learning process are conducted through four spiritual development phases. First is the individual development phase. At IPMI the journey begins by students designing their own Life Map, in which students are challenged to create their vision of life and how they will leave a legacy. Second is by involving students in a team development phase through conducting for example the walkabout projects. The idea is to immerse the students to an experience that would change the way they look at life. Third is by involving the students in a Total Development Phase in this case by joining a paradigm shifting platform for example the AIM2Flourish, by Case Western University, Cleveland, Ohio. Students share inspiring stories on profitable companies making a difference as Business as an Agent for World Benefit

by conducting the Appreciative inquiries interview. The fourth phase is designing and implementing a start-up business with a minimum amount of investment and at the same time support at least one goal of the 17 Sustainable Developmental Goals by the United Nations. By conducting this hands-on business project, students redefine the way they understand the concept of doing well by doing good in business.

Keywords: Spirituality in Management Education, Sustainability Mindset, Sustainable Development Goals (SDG), spiritual journey, business student, Business as a force for good, Life Map

Implementing Spirituality in Business and Management Education

Introduction

Implementing spirituality in business and management education is important to equip future business leaders with the vision of interconnectedness and sustainability (Naim, 2017; Stead & Stead, 2014). The need is further supported by an array of research from the workplace spirituality area. Research in workplace spirituality offers a framework of organizational values where the culture of the organization promotes the experience of transcendence through the work process, and it also facilitates the employees the sense of being connected to others in a way that provide the feeling of completeness and joy (Arménio & Miguel Pina e, 2008; Jurkiewicz & Giacalone, 2004). This phenomenon of workplace spirituality is giving positive impact toward organizational

performance, supported by the research which had shown that the emphasis toward value, meaning and spirit at work increased organizational performance (Garcia-Zamor, 2003). Harvard Business School examined ten companies with strong spirited workplace and ten with weak corporate cultures from a list of 207 leading corporation. In an eleven years' longitudinal research, they found a dramatic correlation between the companies with the spiritual corporate culture to its profitability. In some cases, companies with high spiritual culture have outperformed the others in terms of net earnings, return on investment and shareholder value by 400 to 500 percent (Garcia-Zamor, 2003).

The importance of workplace spirituality had urged the interest for further research in this area and support the need for implementation in the business and management education as well. Workplace spirituality would be more understood if it is started as a discussion in the business and management education. Spirituality has become embedded in the classroom's learning process in order to create future leader with a holistic, and purposeful business approach. Stead and Stead (2014) posited in their paper that spiritual capabilities are important to sustain sustainability-based competitive advantages. Therefore, it is important that business school offer an embedded spirituality in the classroom experiential learning to create future leaders with sustainability mindset. In her paper (Rimanoczy et. al., 2015) posited that the multiple approach of knowing, being and doing learning processes in the classroom has supported the understanding and implementation of sustainability mindset. The understanding of interconnectedness, meaning and purpose had somehow shifted the paradigm of business students toward value and the importance of implementing the concept of business as an agent of world benefit (Naim, 2017; Laszlo, 2008). This new emphasis of holistic approach of knowing, being and doing in

business education is further encouraged by findings from the workplace spirituality research as described in the following.

Vanderbilt University Business School conducted a study based on the Fortune listing of The 100 Best companies to Work and founded a similar result supporting the importance of workplace spirituality (Neal, 2013). Other research had also supported that more spiritual companies are doing better than their counterparts with lower spirituality (Fry et al., 2011; Mitroff & Denton, 1999b). Spirit at work is one of the concepts under the role of spirituality and religion in the workplace which is frequently cited as workplace spirituality (Kinjerski, 2013). The importance of workplace spirituality is acknowledged by the Academy of Management under the Management, Spirituality and Religion interest group. This concept has emerged from the foundational roots of theological background, through the religious work ethics, and implemented in the management subject as workplace spirituality (Geigle et al., 2013; Phipps & Benefiel, 2013). Through the psychological root, at the other mainstream of Managerial Psychology, scholars came up with the research on Spiritual Quotient sometimes referred as Spiritual intelligence (Ayranci & Semercioz, 2011) to differentiate with the term of Emotional Quotient also referred as emotional intelligence that has been introduced earlier (Martin & Hafer, 2009; Tischler et al., 2002). The development of spiritual capabilities involves the development of Spiritual Intelligence or Spiritual Quotients and Spiritual Capital. The latter refers to positive benefits of spiritual, psychological and moral development to individuals, organizations and societies (Stead & Stead, 2014). This multiple facets and sources of spirituality had enriched the research on workplace spirituality.

The importance of workplace spirituality had brought the need for future business leaders with a good understanding on

spiritual capabilities of human being. The attitudes and behaviors of business school graduates would possibly be influenced by their value systems when they leave business schools. The management education of the leaders might have contributed to the creation of a fragmented understanding of the reality (Rimanoczy, 2010). It is thus worthwhile to understand how management education changes the value systems of the Business School graduate students. Krishnan (2008) shows that during a longitudinal one time study in a 2-year MBA program, the group of students measured in the beginning and at the end of program show self-oriented values such as social power as becoming more important, and others-oriented values such as being loyal becoming less important. The change in value systems does not seem to be along the lines that most organizations would prefer (Krishnan, 2008). This finding suggests for a change in the Business and Management school approach from the one sided quantitative wealth creation approach, into a holistic spiritually embedded sustainability mindset approach. The spiritual development phase are divided into four (Neal, 2013). The first is individual development phase, the second is team development phase, the third is total development phase, and the fourth and final phase is where students are able to redefine the way they look at business.

In the first individual development phase it is critical to identify the students' passion in life and their purpose in life. The second level focuses on team development. In this phase, students need to discover the skill to work with others from different cultural backgrounds and beliefs. The third level is Total System Development which is intended to transform the way the students will address a situation and/or a problem. The fourth level is the development of the ability to redefine and transform the way the students look at the business model. Business is no longer merely for wealth creation, but business

should be flourishing, in terms of giving service excellence to all the stakeholders.

Reinhardt, F. L. (1998) posited that once the students have become the leaders and managers in the corporation, they need to go beyond the question of whether doing green is beneficial to the firm, but instead focus on how to innovate a business model where the environmental investments deliver benefits to the shareholders. This reflects the final phase of the spiritual development where students are expected to redefine the way they look at business. Business should now be seen only in the form of business model with an embedded corporate shared value. To support this innovative mindset, students are involved in the step by step spiritual development phase mentioned above. In the process students, will conduct several Social and Environmental impact projects. They will also have ample opportunities to understand how this new business model embedded with the sustainability mindset is inspiring, and doing well by doing good, is not just a slogan. Students also will be engaged in social impact projects to understand the reality of life at the bottom of the pyramid. The learning experience is designed through implementing the full spiritual developmental phases. The following activities are part of the learning experience conducted in IPMI International Business School.

Level 1: Individual Development Phase

Neal (2013) proposed that spiritual development is necessary to transform the way students look and understand business. The first level focuses on Individual Development by developing each student as a unique individual. At this level, students are encouraged to understand the big picture of their life. In the following section, there are three examples of individual development phases in the form of Life Map,

Understanding/Appreciating diversity and Media/Digital Literacy and Moment of Silence projects.

A. Life Map Program

The Life Map is used to understand the big picture in relation to the individual development level. This life journey's map is designed to focus on helping the individual student foster self-reflection and understand more about his or her values, spiritual principles, and sense of purpose.

The Life Map is designed to help the students understand more about their purpose of life (Ibrahim, 2004). Specific notes while conducting the Life Map exercise will be as follows:

1. Writing the identity base. On the column of birthday, each student posts a note on their purpose of life. The following is an example from a student: "I would like to be an agent of change in serving the community. I specifically would like to help the farmers of Indonesia to be free of loan sharks by setting up an on-line business system connecting the farmers and the consumers."
2. Writing the spiritual values. Each student should discover their spiritual values and how they will exercise their spiritual values in order to achieve their vision of life. The following is an example from a student: "To exercise my spiritual value, I will engage in spiritual practices to guide me in achieving the noble purpose. The spiritual practices will be in the form of a moment of silence and meditation according to my spiritual belief in Islam through five time prayers and joining Friday and Sunday activities in the mosque."
3. Providing facilities to support spiritual practice. To facilitate the spiritual practice, the school could offer a prayer or meditation room and courses on spiritual practices and/or

teachings, and might bring in guest speakers on spiritual development. Research shows that when people can discover and respond to their own “calling” or sense of purpose, they will be more creative, committed, and service-oriented (Indrajaya, 2016; Fry, 2003, Neal, 2013).

4. Designing the End in Mind. The students should be able to envision the big picture of how they will leave their legacy. The objective is to start with the end in mind (Covey, 2014) and conduct a self-reflection of how they see themselves in the future in a variety of roles in life, such as son/daughter, a businessman/woman, activist, social worker, change maker, etc. Students are encouraged to look at themselves through a variety of roles simultaneously in the future. The development of one role will not sacrifice the capacity for the other roles, as the zero sum game concept is not applicable in this setting. The spiritual values enable the students to look at all the simultaneous roles as equally engaging toward an integrated role of servanthood toward the Almighty. The religious belief of Islam as the major religion in Indonesia is looking at work, as well as other purposeful human activities (even including marital intimacy) are part of the act of worship (Beekun, 1997).
5. Answering the Heaven on Earth questions. The students will be asked to answer the Heaven on Earth questions. Rutte (2006) encouraged people to recognize their dreams in the form of Heaven on Earth questions, as follows. 1. When have you experienced Heaven on Earth? Vividly recall what was going on. 2. Suppose I gave you a magic wand and with it you can create Heaven on Earth. What is Heaven on Earth? 3. What small, simple, concrete actions will you take in the next twenty-four hours to continue creating and enjoying Heaven on Earth? How would the future be? The purpose of Heaven on Earth is to challenge students to think differently and purposefully while creating their Life Map.

6. Designing long term, mid term and short term goals. Working with the end in mind, students can carefully plan their mid-term and short-term goals based on their End in Mind dreams.

B. Media/Digital Literacy

The second individual development phase is through conducting awareness of media/digital literacy and how it could have influenced the mindset in a positive or negative way. The students need to be aware of the downside impact of media and digital industry in their lives. Media and digital literacy is a must in this overwhelming information era. Once addicted to the negative content of media, it would be very hard to practice mindfulness and spirituality. Students need to understand the threat of the addiction cycle. For example, digital pornography is causing a cycle of addiction which is followed by escalation, and then causing desensitization, and finally causing students to lose their self-control (D'Orlando, 2009). Eventually, some of these addicts, will act out to satisfy their addiction at any cost.

The Media/Digital addict cycle of: 1. Addiction, 2. Escalation, 3. Desensitization, and 4. Acting Out, is not only found through pornography addiction, but also can be found in all other self-destructive acts. All the negative behaviors such as smoking, drinking alcohol, consuming drugs, etc. follows the same addiction model. For example, digital exposure to bullying follows a similar model. The addiction model for bullying for example can be seen through seven main stages: blameless exposure, trying out, addiction, escalation, desensitization, and exhibition (Owusu, 2014). Research were conducted in a youth penitentiary in Jakarta, Indonesia (Naim et.al, 2008) and had found that addiction to porn may lead toward youth delinquencies, where some kids ended up in such a facility (Naim et. al, 2014).

In order to develop spiritual capabilities, it is very important for the students to be aware of the issue of Media/Digital literacy. Once addicted, it would be very hard to think straight. The spiritual dimension can explain the addiction model better. Human beings are created with a holy mission of servanthood in a holy spirit toward the One and only One Creator (Naim et al, 2008). Not following one's original purpose of servanthood to The Creator, and focusing attention to a competing self-oriented material goal, will create space for addiction. The addiction process as mentioned above is comprised of: Addiction-Escalation-Desensitization, and Acting out (D'Orlando, 2009). In "escalation", the same dosage of addiction would not be sufficient to give the same level of satisfaction. In the "desensitization" phase, the increasing dosage leads to numbness, in which the individuals begin to ignore their conscience. In the "acting out" phase self-control is compromised, and individuals feel lost and expelled from a sense of safety. Once a human being is losing touch with the spiritual side, one becomes a slave of greed toward material goals (Agustian, 2011).

All classroom sessions are designed as a two-way communication process. At the end of the session, the students describe the possible downsides of media/digital exposure, and how to anticipate and solve the problems. For instance, manufactured demand is an impact of media brainwashing, in which people begin to believe that they have a specific need, when it is manufactured by the corporation through the media channel, as mentioned in the "Story of Stuff" model (Leonard, 2010). After the session, the students are asked to propose how they would avoid getting addicted to the media/digital world, with its new technology and stimulating, distracting animations. With this new understanding of digital literacy, students are encouraged to engage in self-reflection and

mindfulness as regular, life-long practices. At this point, the facilitator can offer one of several mindfulness activities such as the moment of silence exercise which will be elaborated in the following section.

C. Moment of Silence Project

Throughout all the learning processes, students are asked to take moment of silence and try to absorb and contemplate what are the takeaways from the learning experience. In all the assignments, reflection process is encouraged, and the learning diary during the moment of silence will reveal the self-reflection results. Toward the end of each class the students are given some time to do self-reflection on the activities of the day. Students should be in a conducive mood to do self-reflection. A self-reflection learning diary could be completed, based on what has been achieved for the day, to enable self-appreciation. In a time constraint situation, Moment of Silence can be assigned as a homework.

Appreciative Inquiry, as proposed by Cooperrider and Whitney (2005), illustrates that collective strength, does more than perform, it transforms. Therefore, the moment of silence should focus on the day's accomplishments, however minor they may appear. One option is to make an example of Thomas Alpha Edison: instead of looking at his 1000 prior to success experiments as failures, he referred to it as an accomplishment of creating new knowledge of what does not work. This type of self-appreciation will increase self-esteem. After appreciating what went well and what had been learnt, students can proceed to plan on how to improve for the future.

This learning diary can be assigned through (<https://classroom.google.com>), as a weekly self-reflection of the learning process for the students. The mindfulness should

be exercised through this moment of silence projects. Students should be allowed to express their feelings, thoughts and weariness in a written format. This written format is selected to allow privacy. This would enable the students to express their thoughts freely with a comforting high confidentiality level. In this moment of silence, students could also include what they have done, that they should not have done in the first place. This will enable the students to be sincere and open and learn from their mistakes. Lecturers and facilitators should also use this session to let the students go through a self-discovery process.

Level 2. Team Development Phase

The Team Development phase is the spiritual development through interaction in a team format. Self-reflection activities and other individual activities as described above are designed to build self-esteem and an understanding of the purposeful goals for each student on the individual level. To develop leadership abilities, students need to go through the team development phase. Kassel, Rimanoczy and Mitchell (2016) posited that business schools need to develop leaders who utilize a strong sustainability mindset, and as such, these schools would need a shift in the learning approach, a new set of behaviors, mindsets and leadership competencies. Some of these competencies include not only self-reflection but also team-reflection, embedded in the learning methodology. Management education institutions could conduct project-based programs as proven means for developing the leadership competencies through collaborative teamwork and specific learning goals (Rimanoczy & Pearson, 2010). There are many integrated leadership approaches which also cover the spiritual side, such as “Authentic Leadership,” “Leading with Soul,” and “Spiritual Leadership” (Neal, 2013). These topics

share the concept of virtues, in which leaders are encouraged to apply spiritual values such as humility, trust, courage, integrity, and faith to their work with teams (Neal, 2013). Transcendence, having multiple frames of reference, mindfulness, curiosity, and humility emerged as requirements of leading in the global environment (Cseh, Davis, and Khilji, 2013). The global leaders' learning journey is characterized by informal learning during every day work and life experiences. It also includes learning from mistakes, and from each other's experiences. Self-reflection leading to the "self-awareness of otherness" and reflection with others were at the core of learning. Developing these team pattern of learning could also be part of the students' activities in the classroom setting. While there are myriad of ways to develop "Team Spirit" and "Noble Purpose", the following are some examples of the activities that have been conducted in the team-development phase which had shown positive results.

The example of team development phase will be elaborated in the following section.

- A. **Appreciating and Understanding Diverse Cultures.**
Appreciating Diverse Culture specifically in this section is done through Virtual Reality gadget. Thanks to the technology, almost everyone has access to experience the global world without physically being there. The open information access to the world and curiosity about the global world helps to cultivate the Global Mindset (Gupta & Govindrajan, 2002), which supports the awareness for spiritual development. The global mindset mirrors self-confidence by humility, generosity, flexibility, and adaptability through collaboration and listening (Thorn, 2007). To accept and respect a diversity of beliefs and cultural backgrounds, now every student has the chance to experience virtually in a three-dimensional perspective how it

feels to be inside a spiritual sacred place, regardless of one belief. In real life, pilgrimage is exclusively for certain religion. In Islam, it is by visiting Ka'ba which is known as the House of God. Now with the Virtual Reality which is almost free (Cardboard version cost less than USD 1), everyone can experience the pilgrimage to Mecca in a three dimensions' virtual reality with 360-degree vision. Everyone will be able to witness the swirling movement encircling the Ka'ba. The movement is counterclockwise; If a pilgrim take the clockwise movement, he or she would get blocked and crashed against the movement of the crowd. This is a simulation of the movement of the universe. All the galaxies are in their respective orbits, moving counter clock wise, each on their specific exact designated path. The simulation is designed to convey that humankind who follows the Celestial guidelines by following the righteous way, will be on the safe path, but those who choose to go astray may become crashed. This understanding will support the importance of servanthood and work as part of worship to prevent us from going astray.

The low-cost (occasionally sponsored entirely by Google) and self-made Virtual Reality cardboard (see figure 2) enables the students to experience almost any Virtual Reality (VR) sites available through the internet. The first step is to let each individual browse through several VR sites of sacred places. The students would then conduct a self-reflection and contemplation to describe the feel of various Holy places. Students should be encouraged to be creative in finding high quality VR sites for the locations on the internet. For the second step, students may pair up and share sacred place sites in VR, offering their partners the opportunity to experience the look and feel of a variety of the sacred places of different religions available on the internet. Students could explore their similarities in terms of ultimate purpose, discussing their understanding of the essence and meanings behind the rituals.

The team-reflection should encourage a conversation on the values behind religion-related sites and rituals. The team-reflection (reflection with others) process is an important part of the team development phase (Neal, 2013). The sharing of VR sites explained above can be a tool to support the team-reflection process. The process would boost understanding between different believers and different cultures and promote a culture of appreciation between different beliefs.

B. Green Innovation Program

Green Innovation Program. The students in a team, conduct the assignment of reporting green innovation by corporations or small medium enterprises. Students are assigned to report green innovation which has shown positive result and earning profit. Students should investigate a green innovative business model, and report on how the businesses are benefiting from this green innovation. One of the company investigated by the students was a micro enterprise producing Biopori absorption holes' package. This biopori package is a simple tool which enables everyone to become a change-maker in their own area. The idea is to build your own absorption holes with multi-purpose functions. First, this tool can make absorption hole as an organic waste dumpster and flood prevention system (Figure 3). Second, it will help prevent flood by providing more absorptions capacity to the ground. Third, it can be a way to promote company's awareness by conducting a green campaign of making biopori (figure 4) and using company's seal as the biopori cover to increase company's exposure as a green company.

In the case of IPMI, students went even further by making a massive campaign of The Biopori's competition. They went to junior high school and high schools in the neighborhood area and teach the students and teachers on how to make their own

biopori holes in their own neighborhood. The story and process of making the biopores should be posted in the social media as a campaign to promote green activities. The students reward the green activist and make a big competition campaign. Students gave away biopori's tools with IPMI International School's seal for the biopori's cover and visited schools, offices and community housings in the neighborhood to promote the competition and the benefit of bioporis. At the end they perform a final presentation showing how deep they have learned about the green innovation, through: First; proving that the micro green entrepreneur producing bioporis package can do well by doing good. The startup entrepreneur is selling so many biopores tools and get a free word of mouth advertisement for his product. Second; The bioporis become a tool to conduct a green campaign, and promote awareness of ways to prevent flood, and create an organic dumpster. Third: By conducting the biopori campaign, students become change-makers and socializing the importance of making bioporis in your own backyard. Fourth: Students initiate a competition of Biopori project, where they offer high school students to send their biopori's activities video through youtube. Through this competition, the students were able to create more change-makers.

C. Walk About Project

If I were a Scavenger / Farmer / Street hawker, etc. program. This is a walkabout project where the students spent at least the whole day following and serving any profession in the bottom of the pyramid. As a boutique business school, IPMI International Business school students comes from the crème de la crème of the society. This task of experiencing the life of someone on the bottom of the pyramid, is a life changing experience. One of the group of students, decided to join the scavengers' group. They almost could not make it, since the

scavengers practically walk a marathon across the country side collecting waste from the dumpster. They have just discovered that the whole day work of collecting plastic waste could only be sold for Rp 1000 per kilogram which is not even 10 cents for 2 lb. During the presentation, the students showed the movie of the scavengers' compound and reported that they never buy shampoo nor toothpaste and that they have to share one toothbrush for 20 people who live in one compound. The way they present the heartbreaking presentation had really shown how they were transformed by the once in a life time learning experience of becoming a part of the marginalized people, which sadly are still a big population in Indonesia.

D. Angel Of Change Program

Angel of Change program. In this program, students are assigned to conduct an Energy conservation program campaign to their High School alma mater. Their challenge is to create more change-maker from their old High School. They are equipped with posters and cards and tools from the Ministry of Energy and Energy Conservation. The high school students are encouraged to create their own program of energy conservation campaign. Some of the students keep their Mailing list of high schools' angel of change and maintain the network of doing good deed in preserving the energy. The inspiring part of this program is to witness how creative these youngsters are, in designing their campaign program. Some are using theatrical approach, some are using games and competition, and for sure all of them are enjoying great time as change makers creating more angel of change.

Level 3. Total Development Phase

Total System Development project is an approach to understand the holistic business approach of supporting the

Sustainable Developmental Goals of the United Nation. One of the best way to immerse the students to these approach is by engaging them with the new platform of AIM2Flourish.com. This platform is dedicated to collect the stories through appreciative inquiries approach (Cooperider, 2014). The stories would be from a real profitable company which shows at least two years of healthy financial profit, yet at the same time is supporting at least one of the Sustainable Development Goals of the United Nation in an innovative business model. Students are challenged to get as much inspiration from interviewing the business leaders using the appreciative inquiry approach. The process had been so inspiring that one of the student had sent a positive comment which then was used by the Executive Director of AIM2Flourish as an example on how the students were transformed into a different way of looking at Business as a Force of Good. This is the quote from Bernard Balroy one of the IPMI International School MBA students involved in the AIM2Flourish platform.

“Being a participant to your Initiative (AIM2Flourish) is already a great achievement. Having an opportunity to conduct interview and probe an innovation and flourishing story is a great learning experience for us. Our paradigms somehow shifted toward a sustainable direction of conducting business (in the future) wherein social innovation will form the nuclei of our business models. Writing the story highly inspired us. That is already a huge reward for us. And, this was made possible through our enthusiastic and unselfish friend, mentor and guru, Ms. Amelia. We hope that you persistently continue your initiatives, sowing the seeds for future generation to nurture, grow and reap for the betterment of the earth (and the universe) we live” (AIM2Flourish presentation, 2016)

The appreciative inquiry by itself is already a different way to look upon a situation. When the students focus toward the

strength, it will transform and unleash the potential power from within. The students are getting the flourishing impact by focusing themselves to the power of good. Appreciative inquiry is looking at a situation with a positive mind and therefore releasing a positive exponential impact, as shown in the feedback of Bernard above.

A growing number of leaders and CEOs have become personally committed to creating organizations that nurture the human spirit. The positive spirit can therefore expand to all the stakeholders of the company: employees, customers, suppliers, vendors and other stakeholders. Several new systemic approaches have been developed to help organizations transform to a higher level of spiritual values. The purpose of these organizational development processes is to transform the way an organization views the business system by not just focusing on profits, but to show a commitment to human development and make a positive contribution to society.

The Appreciative Inquiry approach can be brought into the classroom through a platform called AIM2Flourish. The students are invited to identify companies in their region that are profitable while supporting at least one of the Sustainable Development Goals, via a radical innovation. The students then interview the business leaders using the Appreciative Inquiry approach. Students get inspiration from interviewing the innovators. The process has been so motivating and transformative that comments from IPMI students were featured by AIM2Flourish as examples of how the students have developed a new way of thinking of business, as a Force of Good. This is the quote from Bernard Balroy one of the IPMI International School MBA students involved in the AIM2Flourish platform.

“Being a participant to your Initiative (AIM2Flourish) is already a great achievement. Having an opportunity to conduct an interview and probe a particular innovation and flourishing story is a great learning experience for us. Our paradigms somehow shifted toward a sustainable direction of conducting business (in the future) wherein social innovation will form the nuclei of our business models. Writing the story highly inspired us. That in itself is already a huge reward for us. And, this was made possible through our enthusiastic and unselfish friend, mentor and guru, Ms. Amelia. We hope that you persistently continue your initiatives, sowing the seeds for future generations to nurture, grow and reap for the betterment of the earth (and the universe) we live” (AIM2Flourish presentation, 2016)

Appreciative inquiry methodology, by itself, is already a different way of looking into a situation. Instead of focusing on the problems or challenges, AI focuses on what is working well, on the strengths exhibited by a team or organization.

Level 4: Redefining the Role of Business

Finally, after focusing on the individual, team and total system development, business schools need to prepare graduates to be ready to face an ever changing and uncertain world by experiencing the business itself. Students need to develop a strong understanding of their cultural background. Given the many competing demands facing business schools, being both locally embedded and globally connected will form a strong and integrated way of thinking.

The new growing number of business leaders are committed to redefine the purpose of business as the solution to solving problems in society and around the globe, rather than being

only a contributor to the world's sustainability problems. The focus is on using the creative energy and talent of their employees, along with their vast capital resources and international reach, to truly make a positive difference in the world (Cooperider, 2005).

In IPMI the students do not stop just by reporting stories on Flourishing Business through AIM2Flourish, they go a mile further to create their own start-up business. The school is involved in entrepreneurship projects by developing unique business ideas in terms of its values, vision, and readiness for supporting the new paradigm of business.

After conducting the individual and team development and total system development, business school need to prepare graduates to be ready to face an ever changing and uncertain world. Given the many competing demands facing business schools, being both locally embedded and globally connected will form a strong and integrated way of thinking. Business school needs to prepare graduates who can see business in a whole different perspective. Deans and business faculty need to develop efficient and effective means to globalize business school education into this new redefine way of thinking.

In responds to the current business approach addressing the sustainability issue, students now have a new way of thinking that redefining the way to conduct business is a challenging and rewarding effort. Addressing the world problem could be done by embedding the social and environmental issue in the business model. The advantage of being a student is that they have no limit in creativity. To leverage on this, our school is giving a challenge to the team to conduct a micro business with only 30 USD investment. The requirement is that the sustainability mindset must be embedded in the business model, and the project must at least address one of the 17

Sustainable Development Goals of the United Nation. This project initially was launched by Henrietta Onwuegbuzie from the Lagos Business School of Nigeria. It was part of the Entrepreneurship course for the graduate students. The idea is adapted to the local context of Indonesia. In IPMI we decided to start this project early for the undergraduate students. This decision is taken considering that the graduate students mostly are already business players and leaders with limited time.

The decision to challenge the undergraduate students with this idea of starting up a business with only 30 USD with all the sustainability mindset embedded in the model, at first was a surprising challenge for them. But as the assignment starts, and they begin by designing the business model, the enthusiasm grows. The school acknowledges all the students' effort. The appreciative approach creates energy better than a mere competitive approach. Throughout the end of the semester students must present their business model. The students have shown the capability of thinking out of the box and this time surprised the faculty team with their genuine innovative ideas.

There are several example of business model conducted by the students which will be featured in the following section.

A. Save The Traditional Heritage. Students initiate a campaign on saving and preserving the cultural heritage in the form of "Save the Beber Puppet art", a traditional heritage of Javanese culture (see figure 6).

In the endeavor to save the tradition, the students offer souvenirs of Beber puppet to raise the fund. The video campaign, the social media exposures and the viral impact of online campaign showing patriotism of preserving the local wisdom have created a successful emotional and spiritual

awareness campaign. Even though the hype of hot selling souvenir items might be temporary, the students get the message of “Doing Well by Doing Good”. They learned first-hand on the implementation of the sustainability mindset at the “maximum good” as opposed to the minimal “do no harm” approach. The more they do business by selling the art work, the more they are helping the traditional artist to regain their existence in the traditional art culture and the more they are making good profit.

B. Waste Bank Model

Waste bank operations simulate the model of a bank, but instead of saving money, in this model home owner save their waste to the waste bank (see figure 7). The trick is to socialize the method and introduce the system to classify every home’s garbage and waste. Organic waste should be processed into compost with a simple composting method using the composting liquid. Plastics, cans, paper should all be classified and submitted to the waste bank and will be weighted and paid for accordingly. Unilever as the corporate sponsor usually helps by providing the waste bank saving account book and the NGO experts partner to facilitate the process and sometime helps by providing the scale to weigh the waste. The Waste Bank becomes the supplier of the Major Garbage Collector who picks up the waste weekly and paid the Waste Bank in cash. The waste bank only keep a little margin to support the cost of managing the Waste Bank.

C. Flourishing Business Model

This project of start-up business inspired by the AIM2Flourish model is supporting the Business as an Agent of World Benefit concept (Laszlo, 2007). It has created a lot of positive feedback from the students. All the groups by the end of the third months

already create a substantial amount of money, that they decided to return the initial investment of 30 USD. One of the group with the “Awareness Campaign” is selling organic blouse/T-shirt with quotes of wisdom. By supporting and wearing the Awareness product customers become part of the Change-Maker, since 50% of their premium quality T-shirt profit goes to the Cancer Society. In two and a half months they managed to gain 10 times the initial investment.

Other groups work together with scavengers producing wallet made of Magazine papers. They sold quite many up-cycle products in two and a half months collected Rp 3.900.000,- from the initial amount of Rp 400.000,- The tagline is by buying their products youngsters can be a change-maker of promoting Green Life Style with social impact helping the ladies scavengers.

The list of business models initiated by the students show a lot of creativity. Each business model has social impact and green concept whilst at the same time is making a good profit. IPMI also provide Business Incubators to help support this micro start-up business. Trainings for start-up business are held monthly both for the students and the communities needing professional helps without having to spend consultation fee.

Conclusion

The model of spiritual development program conducted in IPMI is addressing the individual development, team development, total development phase and finally supporting the new redefine way of looking at the business as an agent of world benefit. All the program is conducted in a universal spiritual approach which is suitable for students from different races, religious belief, and cultural tradition. The aim is to

support the New Redefine way of looking at Business as a flourishing act, where it is possible to have positive impact to the stakeholders whilst the business is also earning greater profit.

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CHAPTER FOUR

Enhancing the Sustainability Mindset Through Real Life Business as a Flourishing Impact Project

Abstract

The aim of this chapter is to share an example of implementing sustainability mindset in real business projects conducted by business students in the context of a course. The sustainability mindset is an important foundation for business leaders in implementing the triple bottom line (People, Planet and Profit) concept. In this course, business students experience hands on real life learning, and are given an opportunity to develop a sustainability mindset by integrating the head, hands and heart while conducting real world projects. The curriculum offers an opportunity for students to develop cognitive, emotional and spiritual intelligence simultaneously while completing their school projects. At IPMI (Institut Pengembangan Manajemen Indonesia/ Indonesian Development Management Institute) the journey begins by students designing their own Life Map, in which students are invited to create their vision with the assumption that they can freely pursue their dreams. The real life challenge begins when they create their own Business as a Force of Good project in which they have to plan and run a business which answers at least one of the Sustainable Development Goals (SDGs) with a minimum amount of investment. The chapter discusses how students are not only making profits but also creating real life social impact projects, how the activity is a life-changing experience for them, and the ways in which they realize the importance of developing a sustainability mindset. Business readily now becomes a Force of Good. Implementing the triple bottom line in a real life project becomes a spiritual

journey. The students were motivated throughout the project, and many chose to keep managing the project even after the course ended. This chapter will specifically share the transformational experiences of students while engaging in the course activities.

Keywords: Sustainable Mindset, Sustainable Development Goals (SDG), spiritual journey, business student, Business as a force of good, Life Map

Introduction

The future attitudes and behaviors of business school graduates appear to be influenced by their value systems by the time they leave the business school, creating in many cases a fragmented understanding of reality (Rimanoczy, 2010). It is thus worthwhile to understand how management education changes the value systems of the business school graduate students. Krishnan (2008) shows that during a longitudinal study in a 2-year MBA program, a group of students assessed in the beginning and at the end of the program showed that self-oriented values such as social power became more important, and others-oriented values such as being loyal became less important. While this was a one-time study, the traditional economicist focus in management education may make people more selfish and less concerned about others, a change in value systems that does not seem to be along the lines that most organizations would prefer (Krishnan, 2008). Burns (1978) posited that transforming leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation". Hence the objective of management education should be to transform students to a higher value system. The purpose is to prepare business school students to be transformational leaders who are able to help their followers to advance to a higher morale and motivation

levels. Krishnan (2008) proposed the need for redesigning the value system of management education toward engaging not only the know-how but also the being dimension, specifically regarding spirituality and interconnectedness.

In order to foster business leaders with readiness to create business as an agent of world benefit (Lazslo et al, 2012; Cooperrider, 2008), it has been recommended to help them connect with their values through developing a sustainability mindset (Rimanoczy, 2014). The sustainability mindset incorporates the dimensions of values and knowledge in the form of competencies shown through action (“doing”) (Kassel, Rimanoczy, & Mitchell, 2016). This integration between the being, knowing, and doing creates a powerful impact, aligned with Sterling’s (2011) approach of transformative learning for sustainability through epistemic learning, which integrates innovative and systemic characteristics with the spiritual component. The spiritual component has a potential to help students to see interconnectedness and the ability to see opportunities even in the middle of a crisis (Mitroff & Denton, 1999).

In the context of the rich Indonesian culture with a strong spiritual belief embedded in the way of life, this spiritual component becomes more significant. In Indonesia, spirituality has formed a hybrid with the strong religious belief (Muttaqien, 2012). As mentioned by Fry (2009), separating spirituality and religion will be a problem, especially in Eastern cultures. This paper focuses on the local context of Indonesia. The unique blend of sustainability mindset, namely the systems perspective, spiritual intelligence, ecological worldview and emotional intelligence (Kassel, Rimanoczy, & Mitchell, 2016) is perfectly aligned with the religious/spiritual perspective of the Indonesian cultural heritage with the strong belief that human

beings are created as vicegerents of God (Allah) to take care of the universe (Indrajaya, 2016).

Indonesia has a unique background of unity in diversity. Even though the majority of the population are Muslim, conflicts are rare, and other religious beliefs are given high tolerance and ample support. Islam as the majority religion does not promote proselytizing. In this chapter, the writer will illustrate the development of a Sustainability Mindset via experiential learning in a culturally diverse background. There are six major religious belief systems acknowledged by the Ministry of Religious Affairs in Indonesia: Islam, Christian, Catholic, Hindu, Buddhism and Confucianism. Hence, all the experiential learning discussed in this chapter is designed for multiple religions and suitable for various cultural backgrounds.

The final project for the students in the course described in this chapter, titled “Outstanding Value: The Knowing, Being and Doing”, is in the form of setting up their own start-up business. In order to be able to implement the project, students go through several individual and team projects. Neal (2013), in her paper on Spirit at Work refers to the four levels of spiritual development which aims at developing within the students the ability to shift their paradigm and redefine the role of business. The first level focuses on Individual Development. In this phase it is critical to identify the students’ and/or employees’ passion in life and their self-purpose. The second level focuses on team development where students and/or employees need to discover the skill to work with others from different cultural backgrounds and beliefs. The third level is Total System Development, which is intended to transform the way the students and/or employees will address a situation and/or a problem. The fourth level is the development of the ability to redefine the Role of Business. In this step, students are able to

understand the role of Business as an Agent of World Benefit and the flourishing impact it creates for society.

The following section describes the activities in the said course, designed for the undergraduate students of IPMI International Business School in Jakarta, Indonesia. All of the activities are used in the experiential learning process of this course, which encompasses 32 sessions of 90 minutes each over one semester. The activities are implemented to support the learning process in addition to the content from the text book and case studies. Learning development is implemented in four areas: I. Individual Development, II. Team Development, III. Total System Development, and IV. Redefining the Role of Business.

Understanding the Big Picture through Individual Development

Some authors propose that the human brain has the potential for multiple intelligences (Goleman, 2006). One conceptualization is that multiple intelligences can be seen as part of the three intelligences: IQ (Intellectual Quotient), EQ (Emotional Quotient) and Spiritual Quotient (SQ) (Agustian, 2001). IQ, EQ and SQ have been posited as intertwined and inseparable (Wigglesworth, 2013). Using an experiential learning approach to show the integration between the intellectual, emotional and spiritual approaches has been recommended instead of the traditional teaching pedagogies (Agustian, 2011).

Neal (2013) proposed that the spiritual development is necessary to build the desire to transform an approach to business. The first level is thus focused on developing the

individual. At this level, students are encouraged to see their life in a big picture setting.

For the Individual Development area there are three exercises: Life Map, Avoiding Negative Impact of Media and Practicing Mindfulness, and Appreciating Diverse Cultures through Virtual Reality (VR) Google. Each section will be discussed below.

Life Map.

The Life Map is used to understand the big picture in relation to the individual, and is designed to focus on helping the student foster self-reflection and understand more about his or her values, spiritual principles, and sense of purpose. Such foci are basic necessities of the individual development phase as posited by Neal (2013). The Life Map helps the students to become more aware of what might be their life purpose (Ibrahim, 2004).

1. Writing the identity base. In the birthday column, each student posts a note on their possible purpose. For example: On the 12th of December 2000, Wati was born to a proud couple: Bambang and Ita. Wati believes that her existence is for a noble purpose, which will be stated throughout the Life Map (The map has all the years of life up to 70, and can be expanded). Her spiritual principle is to be an agent of change in serving the community, specifically in helping the farmers of Indonesia to be free of loan sharks by setting up an on-line system connecting the farmers and the consumers. In order to exercise her spiritual value, Wati will engage in spiritual practices to guide her in achieving the noble purpose. The spiritual practices will be in the form of a moment of silence and

meditation according to her spiritual belief in Islam and joining Friday and Sunday activities in the mosque.

2. To facilitate the spiritual practice, the school could offer a prayer or meditation room and courses on spiritual practices and/or teachings, and might bring in speakers who instruct about spiritual development. Research shows that when people can discover and respond to their own “calling” or sense of purpose, they will be more creative, committed, and service-oriented (Fry, 2003; Indrajaya, 2016; Neal, 2013).
3. The students envision the big picture of how they will see themselves in the future. The objective is to start with the end in mind (Covey, 2014) and conduct a self-reflection of how they see themselves in a variety of roles in life, such as son/daughter, businessman/woman, activist, social worker, change maker, etc. Students are encouraged to look at themselves through a variety of roles simultaneously in the future. The development of one role will not sacrifice the capacity for the other roles, as a zero sum game is not applicable in this setting. The spiritual values enable the students to look at all the simultaneous roles as equally engaging toward an integrated role of servanthood toward the Almighty. Work, as well as other purposeful human activities, including marital intimacy are part of the act of worship (Beekun, 1997).
4. The students then answer the Heaven on Earth questions (Rutte, 2006). Incremental theory suggests that personal characteristics can be developed. Achieving one’s dream is possible, if you are really committed and have a high level of resilience (Yeager, & Dweck, 2012). Rutte (2006) encouraged people to recognize their dreams in the form of Heaven on Earth questions, as follows:
When have you experienced Heaven on Earth? Vividly recall what was going on.

Suppose I gave you a magic wand and with it you can create Heaven on Earth. What is Heaven on Earth?

What small, simple, concrete actions will you take in the next twenty-four hours to continue creating and enjoying Heaven on Earth? How would the future be?

Students can perform team reflections by asking questions reciprocally. The purpose of Heaven on Earth is to challenge students to think differently and purposefully while creating their Life Map. Working with the end in mind, students can carefully plan their mid-term and short-term goals.

This Life Map is an on-going self-reflection and team-reflection exercise. The template (see Figure 2), and plans for the future, can be shared in small-group presentations.

Avoiding Negative Impact of Media and Practicing Mindfulness

In Indonesia navigating the digital world is a big issue. Grammar school students are already exposed to the negative content in the media. In a research study of 1,346 junior high school students (grade 7) 100% are exposed to pornography through different forms of media. Seventy three percent confess that currently they are continuously exposed to pornography contents up to the level of addiction (Indrajaya et al, 2008). The students need to be aware of the downside impact of media and digital industry in their lives. Media and digital literacy is a must in this overwhelming information era. Once addicted to the negative content of media, it is very hard to practice mindfulness and maintain a sustainability mindset. Students need to understand the threat of the addiction cycle. For example, digital pornography has been found to generate cycle of addiction including escalation, desensitization, and finally the loss of self-control (D'Orlando, 2009). Eventually,

some of these addicts will conduct criminal acts to satisfy their addiction at any cost.

The Media/Digital addiction impact is not only fostered through access to pornography, but other self-destructive acts follow the same addiction model. For example, digital exposure to bullying follows a similar model. The addiction model for bullying for example can be seen through seven main stages: blameless exposure, trying out, addiction, escalation, desensitization, and exhibition (Owusu, 2014). Research conducted in a youth penitentiary found that addiction to pornography may lead toward youth delinquencies in which some kids are remanded to a facility (Indrajaya et. al, 2014).

In order to develop and maintain the balance of knowing, being and doing, in the Outstanding Value course, it is very important for the students to be aware of the issue of Media/Digital literacy. The spiritual dimension can explain the addiction model: if human beings were created with a holy mission of servanthood toward the One and only One Creator (Indrajaya et al, 2009), not following one's original purpose by attention to a competing self-oriented material goal, creates space for an addiction. The addiction process is comprised of: Addiction-Escalation-Desensitization-Acting out (D'Orlando, 2009). In "escalation", the same dosage of addiction would not be sufficient to give the same level of satisfaction. In the "desensitization" phase, the increasing dosage leads to numbness, in which the individuals begin to ignore their conscience. In the "acting out" phase self-control is compromised, and individuals feel lost and expelled from a sense of safety. In the process of losing touch with the spiritual side, one becomes a slave of greed toward material goals (Agustian, 2011).

All classroom sessions are designed as a two-way communication process. At the end of the session, the students describe the possible downsides of media/digital exposure, and how to anticipate problems. For instance, manufactured demand is an impact of media brainwashing, in which people begin to believe they have a specific need, when it is actually manufactured by the corporation through the media channel, as mentioned in the “Story of Stuff” model (Leonard, 2010). After the session, the students are asked how they would avoid getting addicted to the media/digital world, with its new technology and stimulating, distracting games. With this new understanding, students are encouraged to engage in self-reflection and mindfulness as regular, life-long practices. At this point, the facilitator can offer one of a number of a mindfulness activities such as the moment of silence exercise described below.

In the Outstanding Values course toward the end of each class the students are given some time to do self-reflection on the activities of the day. Students should be in a mood conducive to do self-reflection. A self-reflection learning diary can be useful, based on what has been achieved for the day, to enable self-appreciation.

Appreciative Inquiry, as proposed by Cooperrider and Whitney (2005), illustrates that collective strength does more than perform, it transforms. Therefore, the moment of silence should focus on the day’s accomplishments, however minor they may appear. One option is to make an example of Thomas Alpha Edison: instead of looking at his 1000 pre-success experiments as failures, he referred to it as an accomplishment of creating new knowledge of what does not work. Developing this type of self-appreciation will increase students’ self-esteem. After appreciating what went well and what had been

learnt, students can proceed to plan on how to improve for the future.

This learning diary can be assigned through Google classroom applications (<https://classroom.google.com>), as a weekly self-reflection of the learning process for the students.

Appreciating Diverse Cultures through VR Google

Thanks to technology, almost everyone has access to experience the global world without physically being there. This open information access to the world and curiosity about the global world helps to cultivate a global mindset (Gupta & Govindrajan, 2002), which supports the development of a sustainability mindset. The global mindset mirrors self-confidence by humility, generosity, flexibility, and adaptability through collaboration and listening (Thorn, 2007). In order to accept and respect a diversity of beliefs and cultural backgrounds, now every student has the chance to experience virtually in a three-dimensional perspective how it feels to be inside a spiritual sacred place, regardless of one's belief. Students using the Google Virtual Reality device can experience a pilgrimage ritual while performing Hajj, the fifth principle of Islam (Hitchcock, 2014) conducted by millions of Muslims around the world in Mecca, Saudi Arabia. While performing Hajj, all pilgrims will go through the ritual of encircling the Kabah, which is known as the House of God. The movement is counterclockwise, a simulation of the movement of the universe. All the galaxies are in their respective orbits, moving counter clock wise, each on their specific exact designated path. The simulation is designed to convey that humankind who follows the Celestial guidelines by following the righteous way, will be on the safe path, but those who choose to go astray may become lost as illustrated in the addiction process mentioned earlier.

The low-cost (occasionally sponsored entirely by Google) and self-made Virtual Reality cardboard (see figure 3) enables the students to experience almost any Virtual Reality (VR) sites available through the internet. The first step is to let each individual browse through several VR sites of sacred places. The students then conduct a self-reflection and contemplation to describe the feel of various Holy places, and are encouraged to be creative in finding high quality VR sites for the locations on the internet. In a second step, students may pair up and share sacred place sites in VR, offering their partners the opportunity to experience the look and feel of a variety of the sacred places of different religions.

This VR exercise can be expanded to include all the sacred places available on the internet. Students could explore their similarities in terms of ultimate purpose, discussing their understanding of the essence and meanings behind the rituals. The team-reflection should encourage a conversation on the values behind religion-related sites and rituals. This team work will enable the students to share the core beliefs of their religion and explore the substance behind the spiritual rituals they perform in the context of their religious activities.

Team Development

The team-reflection (reflection with others) process is an important part of the team development phase (Neal, 2013). The sharing of VR sites explained above can be a tool to support the team-reflection process.

Self-reflection activities are designed to build self-esteem and an understanding of the purposeful goals for each student on the individual level. In order to develop leadership abilities, students need to go through the team development phase. Kassel, Rimanoczy & Mitchell (2016) posited that business

schools need to develop leaders who utilize a strong sustainability mindset, and as such, schools would need a shift in the learning approach, in addition to developing a new set of behaviors, mindsets and leadership competencies. Some of these competencies include self-reflection and reflection with others. Management education institutions could conduct project-based programs as proven means for developing the leadership competencies through collaborative teamwork and specific learning goals (Rimanoczy & Pearson, 2010). There are many integrated leadership approaches which also cover the spiritual side, such as “Authentic Leadership,” “Leading with Soul,” and “Spiritual Leadership” (Neal, 2013). All of these approaches share the concept of virtues, in which leaders are encouraged to apply spiritual values such as humility, trust, courage, integrity, and faith to their work with teams (Neal, 2013). Transcendence, plasticity of the mind (flexibility), openness, having multiple frames of reference, mindfulness, curiosity, and humility emerged as requirements of leading in the global environment (Cseh, Davis, & Khilji, 2013). The global leaders’ learning journeys are characterized by informal learning during every day work and life experiences including learning from mistakes, and from and with others. Self-reflection leading to the “awareness of otherness” as well as reflection with others were at the core of learning and developing a global mindset (Cseh, Davis, & Khilji, 2013). This pattern of learning could also be part of the students’ activities in the classroom setting. While there is a myriad of ways to develop “team spirit” and “noble purpose”, the following are some examples of the activities that have been conducted in the team-development phase which have shown positive results.

Social and Environmental Impact projects

Reinhardt (1998) posited that leaders and managers in the corporation need to go beyond the question of whether doing

'green' is beneficial to the firm, but should instead focus on how to innovate a business model where the environmental investments deliver benefits to the shareholders. This point of view will be supported once the students in a team setting conduct an assignment of reporting green innovation by corporations or small/medium enterprises. Students also need to be engaged in social impact projects to be able to develop empathy for, and understand the reality of life at, the bottom of the pyramid. The following examples are some of the team activities enabling the process of reflection with others.

Green Innovation Program.

Students are assigned to report green innovations which have shown positive results and earned profits. Through this detective work students investigate the specific green innovative business model, and how the model inspires. One of the firms investigated by the author's students was a micro enterprise producing a Biopori, a tool to create small holes in the ground for storing water. The holes become an organic waste dumpster and flood prevention system.

The Biopori enables everyone to become a change-maker in their own area, as people build their own absorption holes with a multi-purpose function. Rainwater will be easily absorbed into the soil with biopori holes, and thereby that land will have enough water reserves, during the dry season. Worms make their own version of biopori holes in the soil; by providing additional nutrition by the installation of biopori holes, we can help worms to aerate and condition soil, forming additional soil support and water reserves in the areas over time. The food is organic waste such as vegetables, food scraps, leftover fruits, grass cuttings, or dry leaves.

Organic waste in the biopori hole will turn into compost. This compost can be harvested from the hole every 3 months. After harvesting the compost, the hole is refilled with new organic waste to feed the microbes in the soil. Thus, the biopori, in the form of a small hole 10 cm wide, offers many benefits: saving water, preventing flooding, and making compost, conditioning the soil, and reducing the waste stream.

In the case of IPMI, students went even further by initiating a competition to support the spread of Biopori through a campaign in their communities. They went to junior high schools and high schools in the neighborhoods and taught the students and teachers how to make their own Biopori holes in their neighborhoods. The story and process of making the Biopori was posted on social media as a campaign to promote green activities. Students gave away Biopori's tools with the IPMI International School's seal for the Biopori's cover and visited schools, offices and community housing in the neighborhood to promote the competition and the benefit of Bioporis. The students conducted their own fundraising to buy the Biopori packages. At the end of the project they performed a final presentation showing how deeply they had learned about green innovation.

First, the startup entrepreneur producing Biopori sold many packages and received free word-of-mouth advertising. Second, Biopori became a tool to conduct a green campaign, promoted awareness of ways to prevent flooding, and to create an organic dumpster/composter. Third, by using Biopori students became change-makers and conducted a campaign on the importance of installing your own Biopori in your backyard. Fourth, students initiated a competition project, where they invited high school students to send their Biopori-related activities video through YouTube. Through this

competition, the students were able to create more change-makers.

Walkabout project. Students can choose an experience of supporting / helping marginalized people.

This is a program where the students spend at least one full day following and serving any occupation in the bottom of the pyramid. As a boutique business school, IPMI International Business school students come from the most affluent sections of the society. This task of experiencing the life of someone at the bottom of the pyramid becomes a life changing event. One of the groups decided to join a scavenger. They almost could not complete it, since the scavengers walk long distances across the countryside collecting waste from the dumpsters. The students discovered that a whole day of collecting plastic waste could only be sold for Indonesian Rp 1000 per kilogram, which is \$7 cents of a US dollar for 2 lb. During the presentation the students showed the movie of the scavengers' compound and reported that they never buy shampoo nor toothpaste, and that they have to share one toothbrush with other twenty people from their compound. The way the students presented the heartbreaking findings showed how they were transformed by this powerful learning experience of becoming a part of the marginalized people's world, which sadly comprises a large population in Indonesia. Once these students become corporate leaders, they may never look at the marginalized people in the same way as before, since they now have seen, first-hand, how it feels to be marginalized. The learning experience has the potential to create a significant commitment in their hearts to be change-makers and create a Business as a Force for Good.

Angel of Change Program.

In this program, students are assigned to conduct an energy conservation campaign at their High School alma mater. Their challenge is to create more change-makers. They are equipped with posters and cards and tools from the Ministry of Energy and Energy Conservation. The high school students are encouraged to create their own energy conservation campaign. Some of the students currently still keep their mailing list of high schools' angels of change and maintain the network of doing good. The inspiring part of this program is to witness how creative these business school students are in designing their campaigns. Some use a theatrical approach, others use games and competition, and certainly all of them enjoy the opportunity to be change makers, inspiring more angels of change.

In all of these group assignments, the team-reflection process is encouraged, and the learning diary completed during the moment of silence will reveal their group-reflection results.

Total System Development

A growing number of leaders and CEOs have become personally committed to creating organizations that nurture the human spirit. The positive spirit can therefore expand to all the stakeholders of the company: employees, customers, suppliers, vendors and other stakeholders. A number of new systemic approaches have been developed to help organizations transform to a higher level of spiritual values (Neal, 2013), for example "Corporate Tools" (Barrett, 2000) and "Appreciative Inquiry" (Cooperider, 1997). The purpose of these organizational development processes is to transform the way an organization views the business system by not just focusing on profits, but to show a commitment to human development and make a positive contribution to society.

The Appreciative Inquiry approach can be brought into the classroom through a platform called AIM2Flourish. The students are invited to identify companies in their region that are profitable while supporting at least one of the Sustainable Development Goals, via a radical innovation. The students then interview the business leaders using the Appreciative Inquiry approach and get inspiration from interviewing the innovators. The process has been so motivating and transformative that comments from IPMI students were featured by AIM2Flourish as examples of how the students have developed a new way of thinking of business, as a Force of Good. This is the quote from Bernard Balroy, one of the IPMI International School MBA students involved in the AIM2Flourish platform (www.AIM2Flourish.com).

“Being a participant in your initiative (AIM2Flourish) is already a great achievement. Having an opportunity to conduct an interview and probe a particular innovation and flourishing story is a great learning experience for us. Our paradigms somehow shifted toward a sustainable direction of conducting business (in the future) wherein social innovation will form the nuclei of our business models. Writing the story highly inspired us. That in itself is already a huge reward for us. And, this was made possible through our enthusiastic and unselfish friend, mentor and guru, Ms. Amelia. We hope that you persistently continue your initiatives, sowing the seeds for future generations to nurture, grow and reap for the betterment of the earth (and the universe) we live” (AIM2Flourish presentation, 2016)

Appreciative Inquiry (AI) methodology, by itself, is already a different way of looking into a situation. Instead of focusing on the problems or challenges, AI focuses on what is working well, on the strengths exhibited by a team or organization. When we shift our focus toward the strengths, it transforms our

perspective and unleashes the potential power from within (Laszlo et al, 2012).

Redefining the Role of Business

Finally, after focusing on the individual, team and total system development, business schools need to prepare graduates to be ready to face an ever changing and uncertain world. At the same time, students need to develop a strong understanding of their cultural background. Given the many competing demands facing business schools, being both locally embedded and globally connected will form a strong and integrated way of thinking.

A new paradigm is emerging among a growing number of business leaders. They are committed to redefining the purpose of business as the solution to solving problems in society and around the globe, rather than being a contributor to the world's sustainability problems. The focus is on using the creative energy and talent of their employees, along with their vast capital resources and international reach, to truly make a positive difference in the world (Cooperider, 2005).

In IPMI the students' coursework is not complete by reporting stories on Flourishing Business through AIM2Flourish, they are required to create their own start-up business. The school is involved in an entrepreneurship project by developing unique programs in terms of its values, vision, and readiness for supporting the new paradigm of business.

In response to the Sustainable Developmental Goals of the UN Global Compact and the current business approach addressing sustainability issues, students now have a new way of understanding business. They redefine the way they understand how a business might be better modeled. This new model is more challenging and rewarding since it attempts to

address world problems. This could be done by embedding the social and environmental issues into the business model. In order to leverage on this, our school offers a challenge to the students to develop a micro-business with only \$30 USD of initial investment, which must be returned, with 100% interest, by the end of the term. The requirement is that the sustainability mindset has to be embedded in the business model, and the project has to address at least one of the 17 United Nations Sustainable Development Goals. Beyond these requirements, the students have almost unlimited flexibility. This assignment model was developed by Henrietta Onwuegbuzie (Onwuegbuzie & Ugwuanyi, 2016; Onwuegbuzie, 2010) at the Lagos Business School in Nigeria, as part of the Entrepreneurship course for graduate students. The author adapted the idea to the local context of Indonesia. At IPMI we decided to start this project early, for undergraduate students. This decision was taken considering that the graduate students mostly are already business players and leaders with limited time. We considered that the start-up project is more suitable for the undergraduates, who have the energy and the time to create an innovation.

The invitation to the undergraduate students to start up a business with only \$30 USD, with sustainability mindset embedded in the model, was at first a surprising challenge for them. But as the assignment started, and they began designing the business model, their enthusiasm grew. The school acknowledged the effort and the impact made by the students, and this appreciative approach created more energy, promoting collaboration among the students, which felt to them different and better than the more traditional competitive approach. When they presented their business model, they illustrated their developing capacity to think out of the box, and surprised the faculty with their genuinely innovative ideas.

One example of a business model launched by a student was focused on saving and preserving the cultural heritage in the form of “Save the Beber Puppet art”, a traditional art heritage of Javanese culture (see figure 4). The students designed and facilitated a social campaign to develop awareness about the importance of preserving this national and cultural art heritage, a tradition dating back to 1244 AD, from being lost forever. Most of the youngsters are not even aware of this traditional cultural art tradition. Through the campaign, the students raised the awareness of the local wisdom and tradition, and the fact that without support, all these traditional arts soon could only be found in history books.

In the endeavor to save the tradition, the students are selling miniatures of the Wayang Beber in order to raise the funds. The video campaign, social media exposure and the viral impact of patriotism of preserving the local wisdom have created a successful emotional and spiritual awareness campaign. Even though the hype of selling these miniatures might be temporary, the students get the message of “Doing Well by Doing Good”. The more they do business selling the art work, the more they are helping the traditional artists to make an income while preserving the traditional art culture.

Another example is the Waste Bank network with the local communities. Students have set up this network without any start up investment. They are implementing the Partnership for the Sustainable Development Goals (SDG 17) by setting up a collaboration between a corporation - Unilever-, the local communities, and the Rumah Pelangi Foundation, an NGO working for sustainability issues. IPMI serves as the facilitating educational institution. The first endeavor was to set up an Awareness Campaign. Local champions were invited from the surrounding neighborhoods to participate in the Awareness Campaign. Speakers were invited from the ministry of

Environment, Energy Conservation, and NGO green activists. The local champions were divided into smaller groups based on their respective areas. Every group had to go through a brainstorming session on their current environmental challenges and explore the possibilities to improve those conditions. The awareness presentations opened up their paradigm to look for a solution for their social/environmental problem. The NGO provided the answers to their quest by facilitating and supporting the community to build their own waste bank system.

Waste bank operations simulate the model of a bank, but instead of saving money, in this model homeowners save their waste at the waste bank (see figure 7). The challenge is to introduce and implement the system to classify every home's garbage and waste. Organic waste should be processed into compost with a simple composting method using the composting liquid. Plastics, cans, and paper should all be classified and submitted to the waste bank. Unilever as the corporate sponsor usually helps by providing the manual book and the log book for each client of the waste bank. The log book has the record of how much waste each client is submitting to the waste bank. For example plastic, paper and other form of waste has it's own value per kg. Hence every client has their own waste saving account book. The NGO experts become the partner to facilitate the process, and help the community to set up their waste bank system of scales to weigh the waste. The waste is sold daily to the garbage collector who pays cash to the waste bank. The clients usually save their money in the waste bank account until it reaches a substantial amount. Each waste bank also has their own composting facilities and up-cycle product shop where they sell up-cycle products. The margin between the price paid by the garbage collector buyers and the price paid to the client plus the income from compost and upcycle products are the source of income of the waste bank.

The amount might not be much, but as the volume increases the amount becomes more significant. And most importantly, the waste bank system has successfully reduced the amount of trash sent to the landfill.

This is a tremendous help since in a large city like Jakarta, with a population of 12.7 million, one of the most pressing problems is the waste handling system.

Another group of students came up with the idea of an online business to sell cupcakes in a jar. They bake their own cupcakes and sell the premium Cup Cake in a Jar with the purpose of helping disadvantaged kids to go to school by donating part of the profit to buy school uniforms for the students. Government schools are free, but the children need to wear a school uniform, and this is where the students contribute through their “Cup Cake in a Jar” business. The online campaign of Cup Cake in a Jar is posted with the label of Food4Future. The customers can order the cupcakes through an online system and use it as a substitute for sending cards or presents for special occasions. The online campaign of cupcakes for a good cause has received a good response. Surprisingly, this simple business model is sustainable and currently still operating even though the class is over.

Another team launched the “Awareness Campaign” which sells premium quality organic blouses and T-shirts with quotes of wisdom. By supporting and wearing the Awareness product customers become change makers, since 50% of their profit goes to the Cancer Society. In two and a half months they managed to gain revenues 10 times the initial investment. The assignment of creating a Business As a Force for Good has generated a lot of positive feedback from the students. All of the teams have been able to generate good returns by the end of the third month, and return their initial investment of \$30 USD.

Students learned a lot about triple bottom line impact through the hands-on experiential learning of running an innovative start up business with a social and environmental impact. They no longer talk only about reducing harm, or complying with regulations, or what they would get from making a social impact or a green investment. Now they are able to redefine the way they look at the business model. In the process they are nurtured emotionally and spiritually through a whole new concept of Business as an Agent of World Benefit. This said, there are several challenges to be addressed still. For example, one is a legal consideration. Some of the students may be younger than 17 years old. Another issue is the tax obligations of these new enterprises. This problem has been addressed by setting up a cooperative system in the campus. The cooperative has its own tax system and the businesses created by the students are part of the cooperative activities. Even though there are still some challenges to solve, the output of the project is highly motivating. Some of the groups have managed to get a revenue 10 times their initial investment of \$30 USD.

Conclusion

This chapter presented examples of activities and initiatives introduced by the author with graduate and undergraduate students at IPMI, designed for the purpose of a more holistic development of socially and environmentally responsible leaders. Inspired by the cognitive, spiritual and action-oriented dimensions of the sustainability mindset model, the author provided new experiential learning opportunities supporting the SDGs and a new model of Business as an Agent of World Benefit. As a result, IPMI has started a Center of Sustainability Mindset and Social Responsibility (CSMSR IPMI).

In the future IPMI, under the Center for Sustainability Mindset and Social Responsibility (CSMSR), plans to host a start-up

incubator model for Business as an Agent of World Benefit. The triple helix of corporations, educational institution, and the communities promises to be a rewarding and productive collaboration for community empowerment.

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CHAPTER FIVE

Spiritual Development Programs, Individual Spirituality and Sustainability Mindset toward Higher Commitment to Social and Environmental Impact

ABSTRACT

The aim of this paper is to analyze how the interaction of Spiritual Development Programs, Individual Spirituality and Sustainability Mindset of business school student are impacting toward the commitment to social and environmental impact. In this paper, the case study is taken from the implementation of a curriculum where sustainability mindset is embedded in the students' lifestyle through spiritual development experiential learning phases which develops students' understanding of their individual spirituality. By integrating the head, hands and heart the curriculum offers an opportunity for students to develop cognitive, emotional and spiritual intelligence simultaneously while completing their school projects. The journey begins by students designing their own Life Map, in which students are invited to create their vision with the assumption that they can freely pursue their dreams. The real-life challenge begins when they create their own Business as a Force of Good project in which they have to plan and run a profitable business which answers at least one of the Sustainable Development Goals (SDGs) with a minimum amount of investment. This paper shows that students who have been interacting with spiritual development program, has gone through a transformational individual spirituality toward

the sustainability mindset where students perceived the new perspective of developing flourishing businesses with social and environmental impact.

Keywords: Sustainable Mindset, spiritual development program, Spirit at Work, Business as a force of good, individual spirituality.

Introduction

Individual spirituality is seen as a skill and effort to align a worldview into everyday activities with the expectation of a desired long-term transformation. It is an integrative approach of ideology and lifestyle developed through daily application of real-life situation. The ideology and lifestyle are seen through all relational perspectives such as interpersonal, intrapersonal and supra-personal (Rojas, 2002). Burns (1978) posited that transforming leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation". The business and management education would gain advantage if students could be transformed to a higher morale value system by developing their individual spirituality.

Krishnan (2008) also proposed the need for redesigning the value system of management education toward engaging not only the know-how but also the being dimension, specifically regarding spirituality, mindfulness and interconnectedness. The being aspect has given a special uniqueness to humankind, as seen through the word human-being as opposed to human-doing. This request a special understanding of the being side of a human, which is the spiritual side. Touching the spiritual side

will give meaning to everything that a human does, all effort will be aiming for a greater purpose (Naim, 2016).

In order to foster business leaders with readiness to create business as an agent of world benefit (Lazslo et al, 2012; Cooperrider & Whitney, 2010), it has been recommended to help them to connect with their values through developing a sustainability mindset (Rimanoczy, 2014). The sustainability mindset incorporates the dimensions of values, the being side of human and knowledge (knowing) in the form of competencies shown through act knowing, and doing creates a powerful impact, aligned with Sterling's (2011) approach of ("doing") (Kassel, Rimanoczy, & Mitchell, 2016). This integration between the being, transformative learning for sustainability through epistemic learning, which integrates innovative and systemic characteristics with the spiritual component. The spiritual component has a potential to help students to see opportunities even in the middle of a crisis (Mitroff & Denton, 1999). The spiritual development programs are in the form of experiential learning programs where every student will have an ample holistic business exposure which develop their mindset into a more sustainable way.

Problem Statement

Naim (2016) has shown the positive relationship between the interaction of spiritual leadership and individual spirituality in developing spirit at work competences which resulted in organizational commitment and job satisfaction in the corporation. Even though it has been supported that spirituality at work matters in the workplace, but the gap lies in the lack of sufficient detailed on the perceived positive impact of spiritual development in the business school.

Spirit at work should be developed while the students are going through development programs in business school. Sustainability mindset as the blend of being, knowing and doing should be developed through the business school experiential learning programs. Nevertheless, there is a gap of research on the impact of the interaction between individual spirituality, spiritual development programs, the sustainability mindset and perceived impact on the students' mindset.

Research Questions

This study would like to see the perceived impact of spiritual development programs, individual spirituality, and sustainable mindset to the perceived commitment toward business with triple bottom line

Conceptual Framework

The research is done through analyzing the impact of implementing of the four phases of spiritual development posited by Neal (Neal, 2013) through experiential learning sessions to the students' development of sustainability mindset. The experiential learning spiritual development phases starts from the individual spirituality development, moving up to the team development, and developing into total system development. The final fourth phase is in the form of the new paradigm shift toward redefining the role of business. In the final phase, the business is seen as a Force of Good or commonly also known as Business as an Agent of World Benefit (Cooperrider and Whitney, 2010). Each phase is conducted through one or more experiential learning programs elaborated on the next sections.

The sustainability mindset is working on developing the knowing, being and doing learning process on the sustainability development issues. Kassel and Rimanoczy (2016) posited that sustainability mindset as incorporating a systemic approach to understanding, beyond technical knowledge, in understanding the interconnections of a healthy ecosystem and a thriving society shaped by values and personal purpose. The interaction of individual spirituality, spiritual development phases and sustainable mindset is aiming toward commitment to support business supporting social issues and the environment issues as seen in figure 3.

Sustainability development was articulated by John Elkington in his 1997 book on Cannibals with forks: The “triple bottom line”. It was previously defined by the Brundtland Commission of the United Nations in 1981. Triple bottom line (TBL) accounting expands the traditional reporting framework to consider social and environmental performance in addition to financial performance. The sustainability mindset is working on developing the knowing, being and doing learning process on the sustainability development issues. Kassel and Rimanoczy (2016) posited that sustainability mindset as incorporating a systemic approach to understanding, beyond technical knowledge, in understanding the interconnections of a healthy ecosystem and a thriving society shaped by values and personal purpose. In a nutshell the students with sustainability mindset will see business based on a long-term sustainability issue as having positive impacts both to the social issues and the environment ecosystem issues.

Individual spirituality is independent of any religious preferences and more into the ideology application of every day real life situation (Rojas, 2002). The ideology application has resulted into a strong indicator of spirituality and is seen as a skill and effort to align a worldview into the daily activities which is aiming toward a preferable long-term transformation.

The interaction of Spiritual development phases, individual spirituality and the sustainability mindset is seen as the conceptual framework impacting toward the perception the student's higher commitment to support business with the triple bottom line 3 P's: People, Planet and Profit.

Significance of the Study

This study is significant because it explains how students perceive the effects of spiritual development programs conducted through experiential learning programs in business school. This study would be able to suggest spiritual development programs through individual development, team development, total system development and redefine the role of business programs to make a positive impact to the sustainability mindsets of students.

LITERATURE REVIEW AND SPIRITUAL DEVELOPMENT PROGRAMS

Neal (2013), in her paper on Spirit at Work refers to the four levels of spiritual development which aims at developing within the students the ability to shift their paradigm and redefine the role of business. The first level focuses on Individual Development. In this

phase it is critical to identify the students' and/or employees' passion in life and their life-purpose. The second level focuses on team development where students and/or employees need to discover the skill to work with and respect others from different cultural backgrounds and beliefs. The third level is Total System Development, which is intended to transform the way the students and/or employees will address a situation and/or a problem. The fourth level is the development of the ability to redefine the Role of Business. In this step, students are able to understand the role of Business as an Agent of World Benefit and the flourishing impact it creates for society.

In Indonesia, spirituality is seen as part of religiosity. It is intertwined with religiosity and cannot be separated from the religious concept (Muttaqin, 2012). Indonesia also has a unique background of unity in diversity. Even though the majority of the population are Muslim, conflicts are rare, and other religious beliefs are given high tolerance and ample support. Islam as the majority religion does not promote proselytizing (Naim, 2016). In this paper, the writer will illustrate the development of a Sustainability Mindset via experiential learning through spiritual development programs in a culturally diverse background. There are six major religious belief systems acknowledged by the Ministry of Religious Affairs in Indonesia: Islam, Christian, Catholic, Hindu, Buddhism and Confucianism. Hence, all the experiential learning discussed in this paper is designed for multiple religions and suitable for various cultural backgrounds.

The followings are the explanation of each phases, starting from the individual development phase, team development

phase, total system development phase and redefining the role of business phase.

Individual Development

Neal (2013) proposed that the spiritual development is necessary to build the desire to transform an approach to business. The first level is thus focused on developing the individual. At this level, students are encouraged to see their life in a big picture setting.

Life Map

The Life Map is used to understand the big picture in relation to the individual and is designed to focus on helping the student foster self-reflection and understand more about his or her values, spiritual principles, and sense of purpose. Such foci are necessities of the individual development phase as posited by Neal (2013). The Life Map helps the students to become more aware of what might be their life purpose (Ibrahim, 2004). Figure 1 presents the template to implement the Life Map exercise. Below the steps toward completing the Life Map exercise is listed.

Team Development

The team development phase is designed in order to develop leadership abilities. Kassel, Rimanoczy & Mitchell (2016) posited that business schools need to develop leaders who utilize a strong sustainability mindset. In the endeavor to develop sustainability mindset schools would need a shift in the learning approach. Experiential learning approach are designed to develop a new set of behaviors, mindsets and leadership competencies. Some of these competencies include self-reflection and reflection with others. The self-reflection was done through some individual

development mentioned above. For the team development, management education institutions could conduct project-based programs as proven means for developing the leadership competencies through collaborative teamwork and specific learning goals (Rimanoczy & Pearson, 2010).

There are many integrated leadership approaches which also cover the spiritual side, such as “Authentic Leadership,” “Leading with Soul,” and “Spiritual Leadership” (Neal, 2013). All these approaches share the concept of virtues, in which leaders are encouraged to apply spiritual values such as humility, trust, courage, integrity, and faith to their work with teams (Neal, 2013). Transcendence, plasticity of the mind (flexibility), openness, having multiple frames of reference, mindfulness, curiosity, and humility emerged as requirements of leading in the global environment (Cseh, Davis, & Khilji, 2013). The global leaders’ learning journeys are characterized by informal learning during everyday work and life experiences including learning from mistakes, and from and with others. Self-reflection leading to the “awareness of otherness” as well as reflection with others were at the core of learning and developing a global mindset (Cseh, Davis, & Khilji, 2013). This pattern of learning could also be part of the students’ activities in the classroom setting. While there is a myriad of ways to develop “team spirit” and “noble purpose”, the following are some examples of the activities that have been conducted in the team-development phase which have shown positive results. The followings are some of the implemented ways of team development.

Social and Environmental Impact projects

Reinhardt (1998) posited that leaders and managers in the corporation need to go beyond the question of whether doing

'green' is beneficial to the firm but should instead focus on how to innovate a business model where the environmental investments deliver benefits to the shareholders. This point of view will be supported once the students in a team setting conduct an assignment of reporting green innovation by corporations or small/medium enterprises. Students also need to be engaged in social impact projects to be able to develop empathy for, and understand the reality of life at, the bottom of the pyramid. The following examples are some of the team activities enabling the process of reflection with others.

Walkabout project where students can choose an experience of supporting marginalized people

This is a program where the students spend at least one full day following and serving any occupation in the bottom of the pyramid. This task of experiencing the life of someone at the bottom of the pyramid becomes a life changing event. The learning experience has the potential to create a significant commitment in their hearts to be change-maker and create a Business as a Force for Good.

Angel of Change Program.

In this program, students are assigned to conduct an energy conservation campaign at their High School alma mater. Their challenge is to create more change-makers. They are equipped with posters and cards and tools from the Ministry of Energy and Energy Conservation. The high school students are encouraged to create their own energy conservation campaign.

Some of the students currently keep their mailing list of high schools' angels of change and maintain the network of doing good. The inspiring part of this program is to witness how creative these business school students are in designing their campaigns. Some use a theatrical approach, others use games and competition, and certainly all of them enjoy the opportunity to be change makers, inspiring more angels of change.

In all these group assignments, the team-reflection process is encouraged, and the learning diary completed during the moment of silence will reveal their group-reflection results. In addition to individual and team development, the third phase is involving the students through Total System Development.

Total System Development

A growing number of leaders and CEOs have become personally committed to creating organizations that nurture the human spirit. The positive spirit can therefore expand to all the stakeholders of the company: employees, customers, suppliers, vendors and other stakeholders. Several new systemic approaches have been developed to help organizations transform to a higher level of spiritual values (Neal, 2013). The purpose of these organizational development processes is to transform the way an organization views the business system by not just focusing on profits, but to show a commitment to human development and make a positive contribution to society. One of the possible ways to appreciate this contribution is through implementing the Appreciative Inquiry approach.

The Appreciative Inquiry approach can be brought into the classroom through a platform called AIM2Flourish. The students are invited to identify companies in their region that are profitable while supporting at least one of the Sustainable Development Goals, through innovative even radical innovations. The students then interview the business leaders using the Appreciative Inquiry approach and get inspiration from interviewing the innovators.

Redefining the Role of Business

Finally, after focusing on the individual, team and total system development, business schools need to prepare graduates to be ready to face an ever changing and uncertain world. At the same time, students need to develop a strong understanding of their cultural background. Given the many competing demands facing business schools, being both locally embedded and globally connected will form a strong and integrated way of thinking.

A new paradigm is emerging among a growing number of business leaders. They are committed to redefining the purpose of business as the solution to solving problems in society and around the globe, rather than being a contributor to the world's sustainability problems. The focus is on using the creative energy and talent of their employees, along with their vast capital resources and international reach, to truly make a positive difference in the world (Cooperrider, & Whitney, 2010).

In response to the Sustainable Developmental Goals of the UN Global Compact and the current business approach addressing

sustainability issues, students now have a new way of understanding business. They redefine the way they understand how a business might be better modeled. This new model is more challenging and rewarding since it attempts to address world problems. This could be done by embedding the social and environmental issues into the business model. In order to leverage on this, our school offers a challenge to the students to develop a micro-business with only \$30 USD to \$150 USD of initial investment, which must be calculated with a profit-sharing scheme, by the end of the term. The requirement is that the sustainability mindset must be embedded in the business model, and the project must address at least one of the 17 United Nations Sustainable Development Goals. Beyond these requirements, the students have almost unlimited flexibility. This assignment model was inspired through the similar model developed by Henrietta Onwuegbuzie (Onwuegbuzie & Ugwuanyi, 2016; Onwuegbuzie, 2010) at the Lagos Business School in Nigeria, as part of the Entrepreneurship course for graduate students.

The invitation to the undergraduate students to start up a business with as little as only \$30 USD, with sustainability mindset embedded in the model, was at first a surprising challenge for them. But as the assignment started, and they began designing the business model, their enthusiasm grew. The school acknowledged the effort and the impact made by the students, and this appreciative approach created more energy, promoting collaboration among the students, which felt to them different and better than the more traditional competitive approach. When they presented their business model, they illustrated their developing capacity to think out of the box and surprised the faculty with their genuinely innovative ideas.

An example of community project to support the SDG is the Waste Bank network with the local communities. Students have set up this network without any start up investment. They are implementing the Partnership for the Sustainable Development Goals (SDG 17) by setting up a collaboration between a corporation - Unilever-, the local communities, and the Rumah Pelangi Foundation, an NGO working for sustainability issues. The students serve to facilitate the collaboration.

Local champions were invited from the surrounding neighborhoods to participate in the Awareness Campaign. Speakers were invited from the ministry of Environment, Energy Conservation, and NGO green activists. The local champions were divided into smaller groups based on their respective areas. Every group had to go through a brainstorming session on their current environmental challenges and explore the possibilities to improve those conditions. The awareness presentations opened their paradigm to look for a solution for their social/environmental problem. The NGO provided the answers to their quest by facilitating and supporting the community to build their own waste bank system.

Waste bank operations simulate the model of a bank, but instead of saving money, in this model homeowners save their waste at the waste. The challenge is to introduce and implement the system to classify every home's garbage and waste. Organic waste should be processed into compost with a simple composting method using the composting liquid. Plastics, cans, and paper should all be classified and submitted to the waste bank. Unilever as the corporate sponsor usually helps by providing the manual book and the logbook for each client of the waste bank.

The logbook has the record of how much waste each client is submitting to the waste bank. For example, plastic, paper and other form of waste has its own value per kg. Hence every client has their own waste saving account book. The NGO experts become the partner to facilitate the process and help the community to set up their waste bank system of scales to weigh the waste. The waste is sold daily to the garbage collector who pays cash to the waste bank. The clients usually save their money in the waste bank account until it reaches a substantial amount. Each waste bank also has their own composting facilities and up-cycle product shop where they sell up-cycle products. The margin between the price paid by the garbage collector buyers and the price paid to the client plus the income from compost and upcycle products are the source of income of the waste bank. The amount might not be much, but as the volume increases the amount becomes more significant. And most importantly, the waste bank system has successfully reduced the amount of trash sent to the landfill. This is a tremendous help since in a large city like Jakarta, with a population of 12.7 million, one of the most pressing problems is the waste handling system.

Another group of students came up with the idea of an online business to sell cupcakes in a jar. They make their own cupcakes and sell the premium Cup Cake in a Jar with the purpose of helping disadvantaged kids to go to school by donating part of the profit to buy school uniforms for the students. Government schools are free, but the children need to wear a school uniform, and this is where the students contribute through their “Cup Cake in a Jar” business.

The online campaign of Cup Cake in a Jar is posted with the label of Food4Future. The customers can order the cupcakes through an online system and use it as a substitute for sending cards or presents for special occasions. The online campaign of cupcakes for a good cause has received a good response. Surprisingly, this simple business model is sustainable and currently still operating even though the class is over.

Another team launched the “Awareness Campaign” which sells premium quality organic blouses and T-shirts with quotes of wisdom. By supporting and wearing the Awareness product customers become change makers, since 50% of their profit goes to the Cancer Society. In two and a half months they managed to gain revenues 10 times the initial investment. The assignment of creating a Business as a Force for Good has generated a lot of positive feedback from the students. All the teams have been able to generate good returns by the end of the third month.

Students learned a lot about triple bottom line impact through the hands-on experiential learning of running an innovative start up business with a social and environmental impact. They no longer talk only about reducing harm, or complying with regulations, or what they would get from making a social impact or a green investment. Now they are able to redefine the way they look at the business model. In the process they are nurtured emotionally and spiritually through a whole new concept of Business as an Agent of World Benefit. This said, there are several challenges to be addressed still. For example, one is a legal consideration. Some of the students may be younger than 17 years old. Another issue is the tax obligations of these new enterprises. This problem has been addressed by setting up a cooperative system in the campus. The cooperative has its own tax system and the businesses created by the students are part of the cooperative activities.

Even though there are still some challenges to solve, the output of the project is highly motivating.

Research Methodology

This paper was conducted as a single exploratory embedded case study. It is designed to provide in-depth understanding of the phenomenon of implementing the experiential learnings spiritual development program in a case study of Business School (Yin, 2018). A case study is appropriate when a social phenomenon such as the implementation of this spiritual development program requires in-depth and extensive examination answering how it is impacting the student's perception (Yin, 2018). A case study is also allowed for simultaneous evaluation of activities, individual engagements in the process and analysis of dynamics producing particular outcomes (Stake et al., 1989). This case study is derived from written forms which keeps students' confidentiality level; therefore, students are not under pressure to write only positive things. The usage of documents is allowed to explore values and details which can be used for policy making (Denzin & Lincoln, 2018). The triangulation process is derived from analysis of the three perspectives; the literature review, the supporting documents of spiritual development program, the students' written answer to the structured question to record the impact of the programs toward the sustainability mindset.

The evaluation is done by a structured question on: How do you feel changes in your mindset, after joining various experiential learning spiritual development programs in Business school?

Data Collection Setting

Data collection was done at a private business school in Indonesia. Students are facilitated through action learning, case study approach, and class-room experiential learnings.

Data Collection

Data collection included written interview of 10 students who have gone through experiential learnings in the form of spiritual development. The interview was triangulated with internal and external documents and videos (YouTube) of students' activities conducting the programs, and in-class observation.

The data collection process presented a limitation to findings because the respondents were only 10 students. Other observations are taken through www.aim2flourish.com platform. Nevertheless, the feedback from the platform have shown a highly positive respond as well.

Internal documents being analyzed are the syllabus of spiritual development programs for diverse students with different religious background which has been elaborated in the above section. The data collection was conducted within one year and the language is English.

Data Interpretation Process

The data from interviews were examined by manual coding of the emerging key values of social impact and environmental impact which are the key issues for the sustainability mindset.

The following procedures took place during data interpretation:

- Coding of emerging keywords from the students' interviews.
- Examination and review of experiential learning spiritual development programs conducted in Business school.
- The Coding shows two Main Points from the students' point of view:
 1. Social impact as an important aspect to consider in a business endeavor. Students came up with different ways of showing how social impact needs to be embedded in the business model, in order to have the support from all of the stakeholders: Communities, suppliers, vendors, government and the media.
 2. Environmental impact as a vital part to make sure that the business is sustainable and prosper in the long term. This is simultaneously embedded in the business model. So the more they do business the more they do good to the planet.

This is a must since they realize that there is no planet B. We are living in a limited place of planet earth. Unless everyone support the Sustainable Development Goals of the United Nations which embraced both the social impact and environmental impact, then the goals could not be achieved by 2030, which is the target of the United Nation Sustainable Development Goals. The followings are the interviewees' demographic information.

Table 1. Interviewees' Demographic Information

Note. Based on self-completed data by interviewees.

Category	Religion	Grad/U-grad	Age	Gender
S-1 Student	Catholic	Graduate	52 years	Male
S-2 Student	Islam	Undergrad	23 years	Male
S-3 Student	Protestant	Undergrad	21 years	Female
S-4 Student	Islam	Undergrad	23 years	Female
S-5 Student	Islam	Undergrad	21 years	Female
S-6 Student	Protestant	Undergrad	23 years	Female
S-7 Student	Protestant	Graduate	41 years	Male
S-8 Student	Islam	Graduate	21 years	Male
S-9 Student	Catholic	Undergrad	23 years	Male
S-10 Student	Catholic	Undergrad	23 years	Male

Results And Discussions

As shown through the table 1, the sample included six male students and four of the female students. Four or 40% are Moslem and six or 60% are Christian/Catholics. Thirty percent are graduate students, and 70% undergraduates. To be able to express their feelings freely, students are writing down their interview answers through online platforms.

One of the comments was featured in the AIM2Flourish presentation as an example of how the students have developed sustainability mindset as a new way of thinking of business. This is the quote from Bernard Balroy, one of the IPMI International School MBA students' interview:

“Being a participant in this experiential learning program is already a great achievement. Having an opportunity to conduct an interview and probe an innovation and flourishing story is a great learning experience for us. Our paradigms somehow shifted toward a sustainable direction of conducting business (in the future) wherein social innovation will form the nuclei of our business models. Writing the story and going through the learning experience, highly inspired us. That is already a huge reward for us. As a student I am hoping that business school faculties persistently continue these kind of experiential learning initiatives, sowing the seeds for future generations to nurture, grow and reap for the betterment of the earth (and the universe) we live” (S1).

Other comments from students are supporting the sustainability mindset of supporting the people and planet as well. For the full quotes, researchers have developed a table in the attachments A. Further coding, based on interviews, and key values are recorded below.

Coding of Students' interviews

The following key words emerged based on the description of values expressed by the students (Table 2): *social innovation, betterment of the earth, care for each other, better*

future for the world, impact to the country, zero-waste life style, stimulate people to be more observant, to contribute in making the world a better place, increase awareness about surroundings, care about people, care for the environment, positive social impact, positive environmental impact, have a big social impact in people's live, live in a better world, a great achievement, caring about the world around ourselves, will work along a sustainable world.

Data Triangulation

The spiritual development programs are developing the students to appreciate the higher goals and see their lives as being interconnected to each other and to the environment and universe. Going through the individual, team and total-system development and the redefine the business model phase experiential learning programs, have increased the students' awareness of the importance to support for social and environmental impact.

The figure below is describing how the spiritual development programs and the individual spirituality has strengthen the sustainability mindset and supporting a commitment to support business with triple bottom line.

Doing well by doing good becomes their vision of doing business. The concept of Business as an Agent of World Benefit and Business as a Force of Good becomes their new perceived ideal of a business mindset.

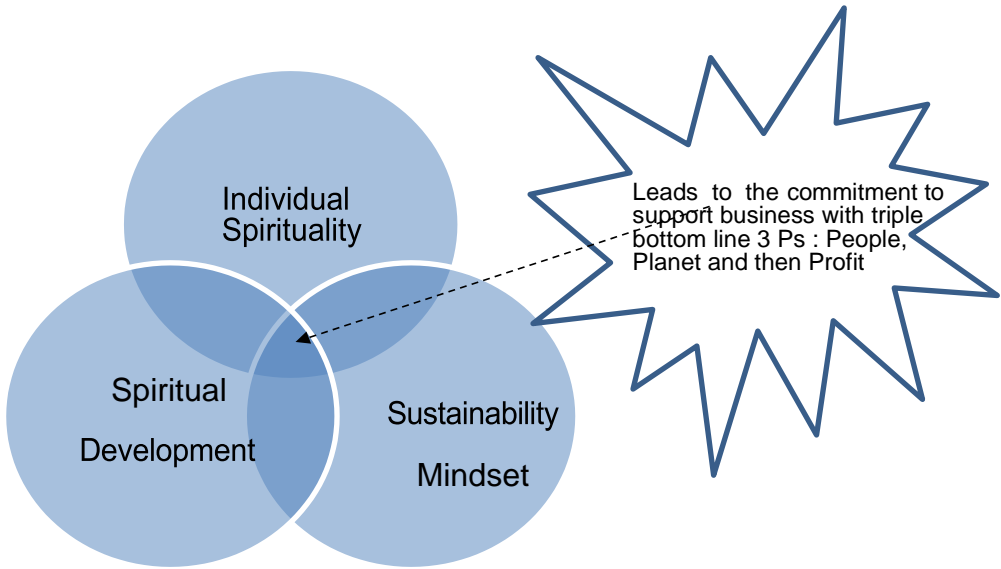


Figure 3. Spiritual Development Programs, Individual Spirituality and Sustainability Mindset toward Higher Commitment to Social and Environmental Impact.

Limitations and Future Research

This research currently is qualitative based on observation, videos, literature review and student’s interview. In the future, it will be beneficial to have further quantitative empirical survey in testing the impact of applying spiritual development phases, individual spirituality, and sustainability mindset toward impacting the commitment of student in business school to support business with triple bottom line or 3 P’s: People, Planet and Profit.

Conclusion

This paper presented examples of activities and initiatives introduced by the author with graduate and undergraduate students at Business School, designed for the purpose of a more holistic development of socially and environmentally responsible leaders. Inspired by the cognitive, spiritual and action-oriented dimensions of the sustainability mindset model, the author provided new experiential learning opportunities supporting the SDGs and a new model of Business as an Agent of World Benefit. Theoretical implication shows that the interaction of Spiritual development phases, individual spirituality and sustainability mindset has shown impact toward the commitment to support business with triple bottom line 3 Ps; People, Planet and Profit. Managerial implications are showing that the spiritual development phases are making a difference and should be implemented in the business school curriculum to develop a new mindset of Business as a force of good. Based on the interview, business school students through the experiential learning programs have a new transformed mindset where businesses should be the agent for world benefit.

The students have reported more than two hundred businesses in Indonesia, who have supported SDGs while doing a prosperous business. In the future there should be a start-up incubator model for Business as an Agent of World Benefit. The triple helix of corporations, educational institution, and the communities promises to be a rewarding and productive collaboration for community empowerment.

One of the programs on the Total-System Development is done through joining the AIM2flourish activity using the Appreciative Inquiry (AI) methodology. The experience of implementing the Appreciative Inquiry by itself, is already a different way of looking into a situation. Instead of focusing on the problems or challenges, AI focuses on what is working well, on the strengths exhibited by a team or organization. When we shift our focus toward the strengths, it transforms our perspective and unleashes the potential power from within (Laszlo et al, 2012).

The qualitative analysis examining the students' perspective after going through the spiritual development programs show that they are now convinced of the new redefine model of business of doing well by doing good. Social and environmental impact becomes the important values they will seek as a business leader.

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Sustainability Mindset Discovery Learning

Universities are taking on the environmental and social challenges of the planet as an important issue of their institutions. Universities around the world include the theme of sustainability of the planet and participate to support the Sustainable Development Goals (SDG) of the United Nations. Nevertheless, the theme of the Sustainability Mindset as the underlying core learning development approach to support Sustainability is not quite well developed. The new generation of students is looking for institutions that can help them develop as global citizens shaping a better world. CSMSR or the Center for the Sustainability Mindset and Social Responsibility is supporting the positioning of IPMI International Business School as an educational institution producing future transformational leaders in working for a better world. Lecturers and Professors around the world have been discovering more engaging ways of interactive learning to keep the students motivated and achieve this educational goals. This book is about the relentless effort to discover an experiential learning to transform the students' mindset toward a sustainable one. It is dedicated to all the educators around the world seeking to transform the young hearts toward a sustainable & flourishing future.