



# A Journey to Transform Students into Implementing the Sustainability Mindset

A Case of IPMI International Business School

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## 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 17 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 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](http://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 et al. 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 ecosystem's 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 rank of 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 (<https://grli.org/initiatives/the-5020-vision/>). In the endeavor to support the 17 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 and 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](http://www.aim2flourish.com), 2020). Research has shown that this transformation to a higher purpose and a company with a spiritual culture, in the long run, increases employee satisfaction and commitment, which enables the company to become more profitable (Indrajaya et al. 2019).

Research has shown that businesses adopting corporate shared values will tend to be supported by the stakeholders (Urip 2010). 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 (Hermes and Rimanoczy 2018). 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. Business people 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.

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## 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 (Leverage, Expand, Accelerate and Partnership) movement, paid a visit to me in 2013 as part of her effort to develop the LEAP movement. LEAP is described as Leverage resources, Expand awareness, Accelerate change, and Partner with forward-thinking individuals, to develop a generation of sustainability-minded leaders.

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*; Rimanoczy, Laszlo, 2016) 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. I joined the movement and it becomes a working group to support the Sustainability Mindset under UNPRME (United Nation Principle of Responsible Management Education). This movement had encouraged the development of CSMSR (The Center for Sustainability Mindset and Social Responsibility) in Sekolah Tinggi Manajemen Ipmi or internationally known as Ipmi International Business School.

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## 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. As part of the LEAP movement, I become actively involved in all of

the LEAP programs and activities. 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 regular meetings 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.

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](http://unprme.org)).

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## 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 (SDGs) 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 CO<sub>2</sub> 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 would mostly buy convenient branded mineral water and they did not realize that plastic bottle is a big problem for the earth. Everyone happily used several plastic bottles and tossed it to the garbage without feeling any guilt. Students were 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](http://www.storyofstuff.org)).

Scene three:

Most students drove their cars, they rarely took public transportation even though the traffic is impossible in Jakarta, due to the heavy traffic. They are not familiar with the concept of carpooling. Some even have drivers. It is normal to have each car for each student for the middle-high level of society. Now, surprisingly, as seen through the commitment form they filled up after the awareness program ([attachment 1](#)), more and more students decided to use their bikes, and take advantage of public transportation.

Scene four:

Students were 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 a social cause. They had never realized that it is possible to do business 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 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 took 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 self-gratification and hedonistic activities such as playing games, watching movies, spending time in cafés and restaurants, and hanging out in prestigious hang out places. Paying attention to the biospheric orientation was not a familiar concept to them. After the community program which brings them closer to nature and by participating through the experiential learning programs, they started to have pride in becoming an independent and influential person. Some even started their campaign program for a good cause. Some started their micro and small businesses for a good cause.

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.

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## **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.

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## **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 (Center for Sustainability Mindset and Social Responsibility) 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 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 mission of the Center for Sustainability Mindset and Social Responsibility is:

- 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 perspective of understanding after gathering all the relevant references and information. To ease understanding, the explanation of the frameworks below will be described through each of the components of thinking, being, and doing.

Figure 1 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.

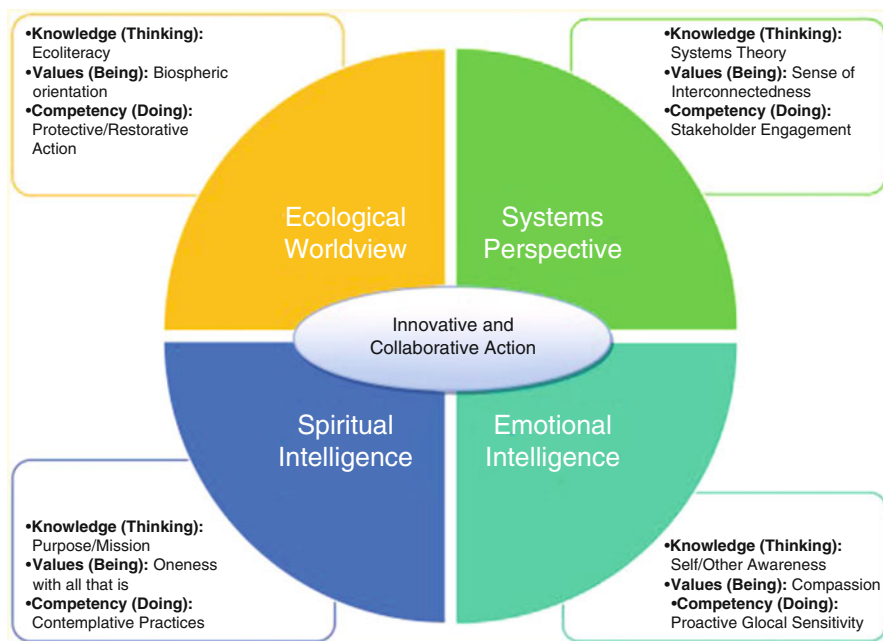


Fig. 1 Sustainability Mindset Framework (Kassel et al. 2016)

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

The 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](http://www.undp.org)). Through a closer examination of the ecological pressures, social, health, and economic challenge, Laszlo and 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 and 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.

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### The Content Area of System Perspective

It is crucial in every strategic 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 (Stachowicz Stanusch and 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.

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## **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. The dependent variable is a function of several independent variables, based on the linear cause-effect approach. 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.

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## **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.

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## **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.

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## **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](http://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](http://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, and 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 holy and sacred greater purposes. Research has shown that in some cases these corporations with a purpose and spiritual culture have created a higher satisfaction and commitment, and in some cases these companies outperformed other companies who are not implementing the spiritual values and 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 17 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” (<https://youtu.be/ZNpwIzeyjKQ>) or “Sweat Shops behind Branded Items” (<https://youtu.be/exD6tc-wI0o>). These case studies show the facts of unethical business conduct. After some shocking realities of life which show how greed has tempted business people into exploitation and unethical conduct, students are asked to do a self-reflection.

For the reflection, I use background 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](http://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 founders and/or key person 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 and 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 creators, 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 and 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 and 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.

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## **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.

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## **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 and Mattei 2015). Sustainability mindset literacy especially in terms of eco-literacy becomes an important subject to understand especially among future business leaders.

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## 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 scarce resources. Students need to demonstrate a good understanding of this biospheric value to be able to see from a different perspective. This value could be seen through the personal level, the community level, the enterprise, or the governmental level. Students got a chance to immerse themselves in a community project in nature to enhance their biosphere orientation. After the experience, students will understand how important it is to be inclusive, responsible and implement sustainability mindset. These experiential learnings will support a new way of thinking toward practicing Good Corporate Governance once they become part of the Business People (Daniri 2014; Urip 2010).

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## 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).

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## 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 among 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 (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 (Fig. 2).

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



**Fig. 2** Express your Eco-Literacy Finding in the Out of The Box Approach

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 discussing 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 committed 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 students to develop their 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.

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 how 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/>

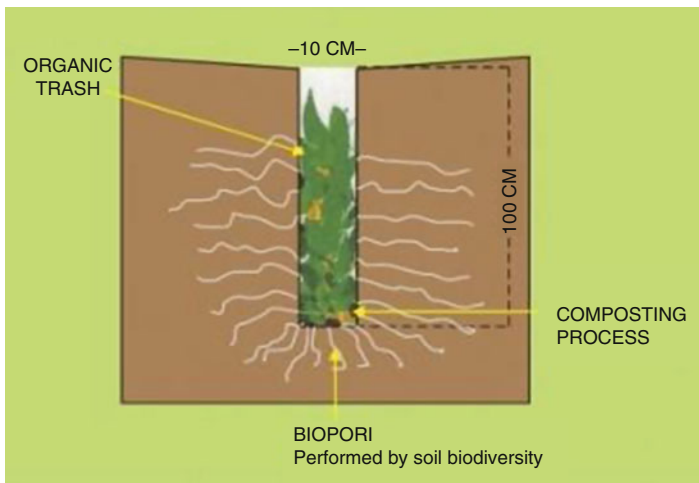
At the end of this challenge, each group comes up with their detective findings in the form of noticing how many planets do we need if we continue to live like this and they come up with a commitment to some transformative way of life, more suitable to preserve nature.

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 a 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 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 inspire. 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 (Figs. 3 and 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 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



**Fig. 3** Biopori hole

**Fig. 4** The making of the biopori H



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 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.

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## 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 et al. 2003; Senge et al. 2008).

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### 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 can 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.

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### 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 among 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 prehistoric 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.

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## 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 decide 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.

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## 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 (Fig. 5). 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 giving it away for free. With a simple step, in no time the pieces of cardboard are turned into a virtual reality headset (Fig. 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.





**Fig. 5** Google Cardboard Virtual Headset

You can have a 360-degree vision. Looking around you, it is as if you are now virtually in your chosen place.

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 the non-Moslem believer), through this google virtual reality everyone can experience any part of the world including the sacred spiritual place like Kaaba, the house of Allah (God) in Mecca (Makkah). Everyone can 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 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.

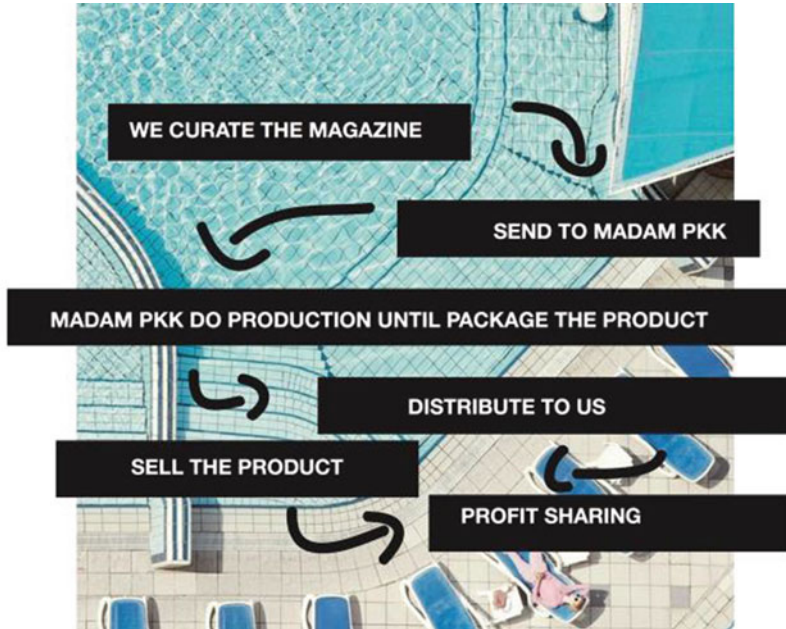
Students could explore their similarities in terms of the greater purpose of serving a good cause. By inviting each other to different places and understanding the substance behind traditions and rituals, students can discover unity in diversity. Students will learn to appreciate differences and look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

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, focuses 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 are 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 (Fig. 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 2 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 USD 30, with a sustainability mindset embedded in the model, was at first a surprising challenge for them. In the beginning, they were



**Fig. 6** Coco (Collaboration Cooperative) used magazine wallet business model Madam PKK (women scavengers)

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. At 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.

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 Fig. 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



**Fig. 7** Beber Puppet (an old classic art tradition)

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 sold miniatures of the *Wayang Beber* 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 artwork, 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, 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 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 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 Fig. 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 logbook for each client of the waste bank. The logbook has a record of how much waste each client submitted to the waste bank. For example plastic, paper, and other forms of waste have their value per kg. Hence, every client has a 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 book-keeping. 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 its composting facilities and up-cycle product shop where they sell up-cycled 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 (Fig. 8). The students gained from the experience in developing a business model. Unilever together with its NGO collaborators gained by achieving its target on reducing waste. For each amount of growth, Unilever had committed to reduce the same amount of 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 its 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.

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 can transform the way they look at the business



**Fig. 8** A waste bank model

model. In the process, they are nurtured emotionally and spiritually through a whole new concept of Business as an Agent of World Benefit, (<https://weatherhead.case.edu/centers/fowler/>). This said, there were several challenges to be addressed. For example, first is the legal consideration. Some of the students are still minors younger than 17 years old and are not allowed to have their tax to report their business. Another issue is the tax obligations of these new enterprises. This problem has been addressed by setting up a cooperative system on the campus. The cooperative has its 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 3 h 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. 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 commitment and campaigns through the platform of Tic Toc, Instagram, and other popular online platforms. And without any hesitance, they



Fig. 9 College students’ brochure to attract high school students through Zoom

gave 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 motorbike 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 on Social Media.

### 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 humans 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).

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### **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.

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### **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 to support the communities and the environments.

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### **Spiritual Intelligence: The Doing Aspects**

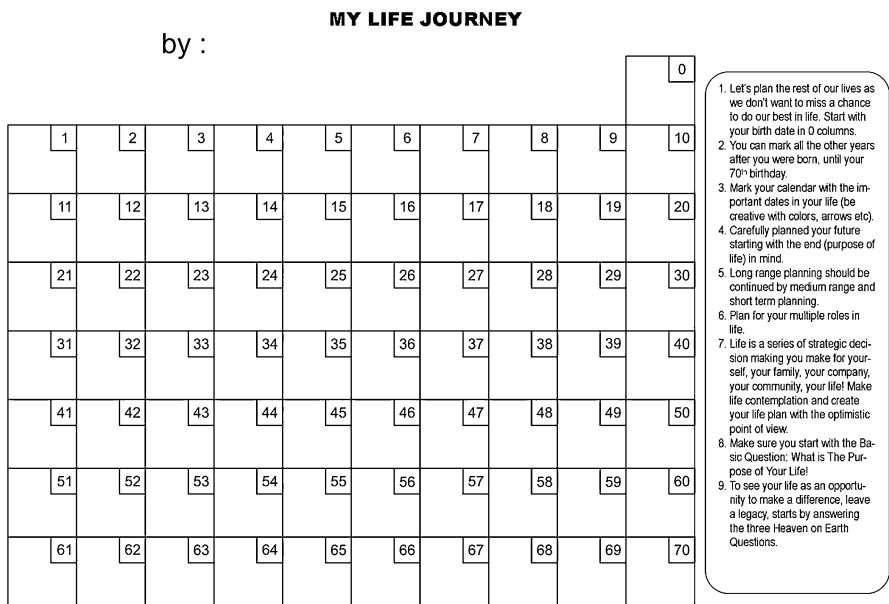
The concept of mindfulness originates from Eastern traditions. It can be practiced by faculty by focusing on the present moment, feeling gratitude, and giving meaning to the surrounding. Indonesia is the country with the biggest Moslem population. Moslems perform prayer five times a day, and the concept 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 (Ibrahim 2004). One of the most powerful questions we can ask ourselves is “what is the purpose of life?”

The Life Journey. Pre-requirement: Understanding the Triple Heaven on Earth Questions. The materialistic economic paradigm focuses on consumption and profit, neglecting the higher self of the individual and our spiritual wellbeing. Incorporating into our life the concept of purpose helps to identify what 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).

- Creating your life’s purpose identity. Students are asked to make their Life’s plan inspired by the Life Journey’s template, starting with the life’s purpose identity. They can make a Microsoft word document or a PPT PowerPoint to explain their life plans in detail. A student can make a life’s purpose identity for example: On the 12th of December 2000, I was born to a proud couple: Bambang and Ita. I believe that my existence is for a noble purpose, which will be stated throughout the Life Journey Map (see Fig. 10. The map has all the years of life up to 70 and can be expanded). My spiritual belief is to be an agent of change in serving the community, specifically in helping the farmers of Indonesia to be free of loan



**Fig. 10** Life Journey’s Template

sharks by setting up an online system connecting the farmers and the consumers. To exercise my spiritual value, I will engage in spiritual practices to guide me in my commitment toward achieving my noble purpose. The spiritual practice will be according to my spiritual belief in Islam/Christian and joining Friday/Sunday activities in the mosque/church.

- The school supports the facilities for spiritual practices for the six religious beliefs acknowledged by the government. The Indonesian Basic Foundation is Pancasila (five principles foundation) and the first principle is believing in One and Only God. Students are encouraged to practice their religious beliefs and respect each other different beliefs. For the Moslem students, each day they will have a mindfulness prayer scheduled for five-times (usually the three schedules will be done in school time), which can be done individually or in a form of congregation prayer. And once a week there will be a Friday mass prayer. These rituals serve a function as a continuous reminder of life's purpose, supporting people to be more pious, having high self-endurance, showing service-orientation, and commitment (Indrajaya 2019).
- Achieving one's dream is possible if you are committed and have a high level of resilience (Yeager and 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 24 h 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 to leave a legacy and make a difference in life.

1. Mindfulness exercise. Pre-requirement: Watch a 19-min 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 (<https://www.youtube.com/watch?v=Ww4gYNrOkkg>). All the galaxies, stars, and planets are moving in their orbits in a very precise movement.

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 min) in total silence. The students may not bring any gadgets, even a pen, a notebook, or any device to play music whatsoever. For 40 min, 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 40 min 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, can 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 a more harmonic relationship with each other and all beings.

To my surprise, the students came up with 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.

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## 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 to transform 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 1](#)). 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 2](#)) 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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## Cross-References

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- ▶ [Enabling Innovation with Human Values: A Recipe for Transformation](#). William Miller and Debra Miller
- ▶ [Leader Self-Development, Maturation, and Meditation: Elements of a Transformative Journey](#). Denise Frizzell and David Banner
- ▶ [Self-Awareness in Personal Transformation](#). Nancy Kay
- ▶ [Self-Knowledge: Master Key to Personal Transformation and Fulfillment](#). Satinder Dhiman
- ▶ [Teaching Creativity and Spiritual Meaning Using Insights from Neurobiology](#). Michelle French
- ▶ [The Truth About Transformation: One Person Can Change the World](#). Peggy O’Neal

## Attachment 1

### The commitment of David Angga (student of Business Ethics' class)

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#### What I will do which is fully under my control:

I will

- \* Use tumbler
- \* Use public transportation
- \* Bring my own bag when buying something
- \* Never use plastic as possible as I can
- \* Reduce electricity consumption
- \* Use environmentally friendly products
- \* Use lunch box
- \* Turn-off unneeded electronic devices
- \* Try to apply Reduce, Reuse & Recycle whenever possible
- \*

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#### How would I create a circle of influence?

I will

- \* Make environmentally friendly products
  - \* Make no plastic campaign \* will recycle rubbish and influence others on this
  - \* Make a campaign to save the earth
  - \* Engage people to protect the environment
  - \* Engage people to always maintain cleanliness
  - \* Invite people not to use plastics
- 

## 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 colors 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, color, 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**

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