

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

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## ABSTRACT

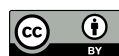
The aim of this paper is to analyze how the interaction of Spiritual Development Programs, Individual Spirituality and Sustainability Mindset of business school student are impacting toward the commitment to social and environmental impact. In this paper, the case study is taken from the implementation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

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## INTRODUCTION

Individual spirituality is seen as a skill and effort to align a worldview into everyday activities with the expectation of a desired long-term transformation.

It is an integrative approach of ideology and lifestyle developed through daily application of real-life situation. The ideology and lifestyle are

seen through all relational perspectives such as interpersonal, intrapersonal and supra-personal (Rojas, 2002). Burns (1978) posited that transforming leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation". The business and management education would gain advantage if students could be transformed to a higher morale value system by developing their individual spirituality.

Krishnan (2008) also proposed the need for redesigning the value system of management education toward engaging not only the know-how but also the being dimension, specifically regarding spirituality, mindfulness and interconnectedness. The being aspect has given a special uniqueness to humankind, as seen through the word human-being as opposed to human-doing. This request a special understanding of the being side of a human, which is the spiritual side. Touching the spiritual side will give meaning to everything that a human does, all effort will be aiming for a greater purpose (Naim, 2016).

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

mindset into a more sustainable way.

### **Problem Statement**

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

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

### **Research Questions**

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

### **Conceptual Framework**

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

and Whitney, 2010). Each phase is conducted through one or more experiential learning programs elaborated on the next sections. The detailed programs are depicted in the following figure.

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

Sustainability development was articulated by John Elkington in his 1997 book on *Cannibals with forks: The “triple bottom line”*. It was previously defined by the Brundtland Commission of the United Nations in 1981. Triple bottom line (TBL) accounting expands the traditional reporting framework to consider social and environmental performance in addition to financial performance. The sustainability mindset is working on developing the knowing, being and doing learning process on the sustainability development issues.

Kassel and Rimanoczy (2016) posited that sustainability mindset as incorporating a systemic approach to understanding, beyond technical knowledge, in understanding the interconnections of a healthy ecosystem and a thriving society shaped by values and personal purpose. In a nutshell the students with sustainability mindset will see business based on a long-term sustainability issue as having positive impacts both to the social issues and the environment ecosystem issues.

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

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

**Significance of the Study**

This study is significant because it explains how students perceive the effects of spiritual development programs conducted through

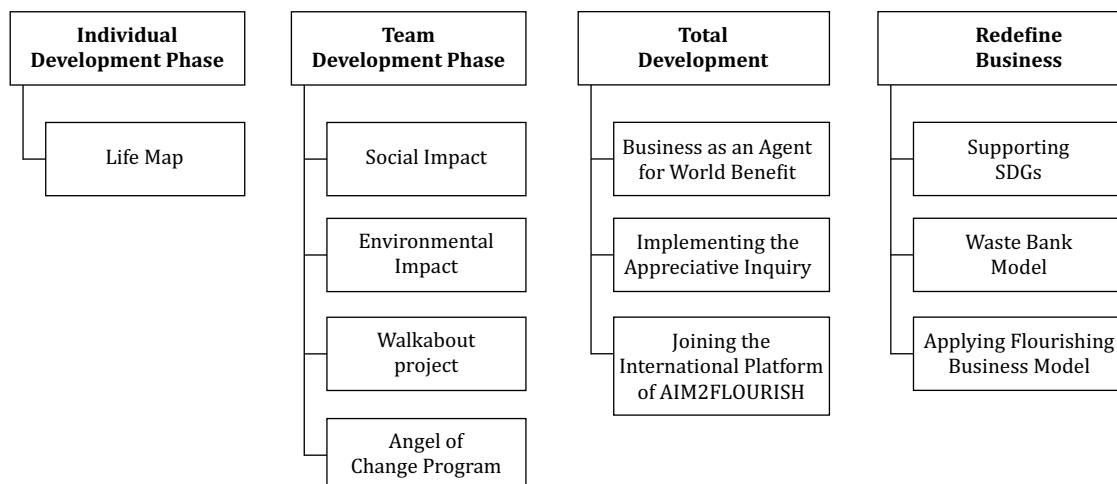


Figure 1. Case Study of Spiritual Development Phases and the Programs

experiential learning programs in business school. This study would be able to suggest spiritual development programs through individual development, team development, total system development and redefine the role of business programs to make a positive impact to the sustainability mindsets of students.

### **LITERATURE REVIEW AND SPIRITUAL DEVELOPMENT PROGRAMS**

Neal (2013), in her paper on Spirit at Work refers to the four levels of spiritual development which aims at developing within the students the ability to shift their paradigm and redefine the role of business. The first level focuses on Individual Development. In this phase it is critical to identify the students' and/or employees' passion in life and their life-purpose. The second level focuses on team development where students and/or employees need to discover the skill to work with and respect others from different cultural backgrounds and beliefs. The third level is Total System Development, which is intended to transform the way the students and/or employees will address a situation and/or a problem. The fourth level is the development of the ability to redefine the Role of Business. In this step, students are able to understand the role of Business as an Agent of World Benefit and the flourishing impact it creates for society.

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

the experiential learning discussed in this paper is designed for multiple religions and suitable for various cultural backgrounds.

The followings are the explanation of each phases, starting from the individual development phase, team development phase, total system development phase and redefining the role of business phase.

#### **Individual Development**

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

#### **Life Map**

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

1. Writing the identity base. In the birthday column, each student posts a note on their possible purpose. For example: I was born on 14th of June 2000. I have a dream that I will be helping the fishermen of Indonesia to unleash their potential to be able to do a highly productive environmentally friendly fishing activity. To keep me in the right direction I have my spiritual practice which is according to my religion/belief. I committed that I will follow my noble plan throughout my life as designed in this life map.
2. To facilitate the spiritual practice, the school could offer a prayer or meditation room and courses on spiritual practices and/or teachings and might bring in speakers who could inspire

them about spiritual development. Research shows that when people can discover and respond to their own “calling” or sense of purpose, they will be more creative, committed, and service-oriented (Fry, 2009; Indrajaya, 2016; Neal, 2013).

3. The students envision the big picture of how they will see themselves in the future. The objective is to start with the end in mind (Covey, 2014) and conduct a self-reflection of how they see themselves in a variety of roles in life, such as son/daughter, businessman/woman, activist, social worker, change maker, etc. Students are encouraged to look at themselves through a variety of roles simultaneously in the future. The development of one role will not sacrifice the capacity for the other roles, as a zero-sum game is not applicable in this setting. The spiritual values enable the students to look at all the simultaneous roles as equally engaging toward an integrated role of servanthood toward the Almighty. Work, as well as other purposeful human activities, including marital intimacy are part of the act of worship (Beekun, 1997).

4. The students then answer the Heaven on

Earth questions (Rutte, 2006). Incremental theory suggests that personal characteristics can be developed. Achieving one's dream is possible, if you are really committed and have a high level of resilience (Yeager, & Dweck, 2012). Rutte (2006) encouraged people to recognize their dreams in the form of Heaven on Earth questions, as follows:

- ★ When have you experienced Heaven on Earth? Vividly recall what was going on.
- ★ Suppose I gave you a magic wand and with it you can create Heaven on Earth. What is Heaven on Earth?
- ★ What small, simple, concrete actions will you take in the next twenty-four hours to continue creating and enjoying Heaven on Earth? How would the future be?

Students can perform team reflections by asking questions reciprocally. The purpose of Heaven on Earth is to challenge students to think differently and purposefully while creating their Life Map. Working with the end in mind, students can carefully plan their mid-term and short-term goals. This Life Map is an on-going self-reflection and can be done in a team-reflection exercise. The template (see Figure 1), and plans, can be shared in small-group presentations.

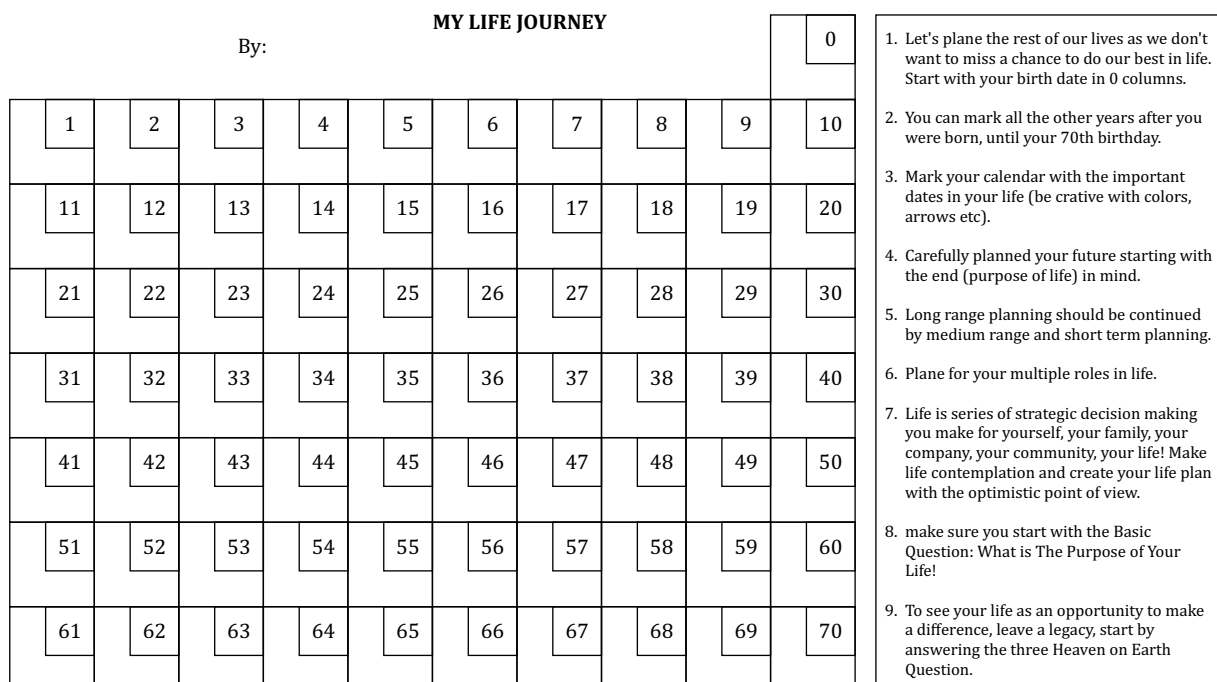


Figure 2. Life Map

### Team Development

The team development phase is designed in order to develop leadership abilities. Kassel, Rimanoczy & Mitchell (2016) posited that business schools need to develop leaders who utilize a strong sustainability mindset. In the endeavor to develop sustainability mindset schools would need a shift in the learning approach. Experiential learning approach are designed to develop a new set of behaviors, mindsets and leadership competencies. Some of these competencies include self-reflection and reflection with others. The self-reflection was done through the individual development mentioned above. For the team development, management education institutions could conduct project-based programs as proven means for developing the leadership competencies through collaborative teamwork and specific learning goals (Rimanoczy & Pearson, 2010).

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

### *Social and Environmental Impact projects*

Reinhardt (1998) posited that leaders and managers in the corporation need to go beyond the question of whether doing 'green' is beneficial to the firm but should instead focus on how to innovate a business model where the environmental investments deliver benefits to the shareholders. This point of view will be supported once the students in a team setting conduct an assignment of reporting green innovation by corporations or small/medium enterprises. Students also need to be engaged in social impact projects to be able to develop empathy for, and understand the reality of life at, the bottom of the pyramid. The following examples are some of the team activities enabling the process of reflection with others.

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

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

#### *Angel of Change Program.*

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

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

be change makers, inspiring more angels of change.

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

### **Total System Development**

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

The Appreciative Inquiry approach can be brought into the classroom through a platform called AIM2 Flourish. The students are invited to identify companies in their region that are profitable while supporting at least one of the Sustainable Development Goals, through innovative even radical innovations. The students then interview the business leaders using the Appreciative Inquiry approach and get inspiration from interviewing the innovators.

### **Redefining the Role of Business**

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

both locally embedded and globally connected will form a strong and integrated way of thinking.

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

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

The invitation to the undergraduate students to start up a business with as little as only \$30 USD, with sustainability mindset embedded in the model, was at first a surprising challenge for them. But as the assignment started, and they began designing

the business model, their enthusiasm grew. The school acknowledged the effort and the impact made by the students, and this appreciative approach created more energy, promoting collaboration among the students, which felt to them different and better than the more traditional competitive approach. When they presented their business model, they illustrated their developing capacity to think out of the box and surprised the faculty with their genuinely innovative ideas.

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

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

Waste bank operations simulate the model of a bank, but instead of saving money, in this model homeowners save their waste at the waste. The challenge is to introduce and implement the system to classify every home's garbage and waste. Organic waste should be processed into compost with a simple composting method using the composting liquid. Plastics, cans, and paper should all be classified and submitted to the waste bank.

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

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

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



is sustainable and currently still operating even though the class is over.

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

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

## **RESEARCH METHODOLOGY**

This paper was conducted as a single exploratory embedded case study. It is designed to provide in-depth understanding of the phenomenon of implementing the experiential learnings spiritual development program in a case study of Business School (Yin, 2018). A case study is appropriate

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

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

## **Data Collection Setting**

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

## **Data Collection**

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

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

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

**Data Interpretation Process**

The data from interviews were examined by manual coding of the emerging key values of social impact and environmental impact which are the key issues for the sustainability mindset. The following procedures took place during data interpretation:

- Coding of emerging keywords from the students' interviews.
- Examination and review of experiential learning spiritual development programs conducted in Business school.
- Examination and review of comments through www.aim2flourish.com as one of the platform used during the Total-System Development phase of the spiritual development program.

Table 1 is the recap data of interviewees from IPMI International Business School.

**RESULTS AND DISCUSSIONS**

As shown through the table 1, the sample included six male students and four of the female students. Four or 40% are Moslem and six or 60% are Christian/Catholics. Thirty percent are graduate students, and 70% undergraduates. To be able to

express their feelings freely, students are writing down their interview answers through online platforms.

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

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

Other comments from students are supporting the sustainability mindset of supporting the people and planet as well. For the full quotes, researchers have developed a table in the attachments A.

**Table 1.** Interviewees' Demographic Information

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

Note. Based on self-completed data by interviewees.

Further coding, based on interviews, and key values are recorded below.

### Coding of Students' interviews

The following key words emerged based on the description of values expressed by the students (Appendix A): *social innovation, betterment of the earth, care for each other, better future for the world, impact to the country, zero-waste life style, stimulate people to be more observant, to contribute in making the world a better place, increase awareness about surroundings, care about people, care for the environment, positive social impact, positive environmental impact, have a big social impact in people's live, live in a better world, a great achievement, caring about the world around ourselves, will work along a sustainable world.*

### Data Triangulation

The spiritual development programs are developing the students to appreciate the higher goals and see their lives as being interconnected to each other and to the environment and universe. Going through the individual, team and total-system development and the redefine the business model phase experiential learning programs, have increased the students' awareness of the importance to support for social and environmental impact. The figure below is describing how the spiritual development programs and the individual spirituality has strengthen the sustainability mindset and supporting a commitment to support business

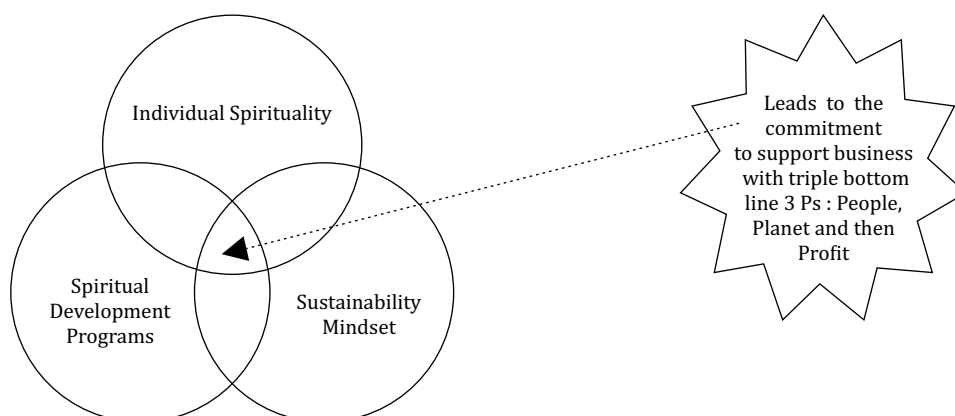
with triple bottom line. Doing well by doing good becomes their vision of doing business. The concept of Business as an Agent of World Benefit and Business as a Force of Good becomes their new perceived ideal of a business mindset.

### LIMITATIONS AND FUTURE RESEARCH

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

### CONCLUSION

This paper presented examples of activities and initiatives introduced by the author with graduate and undergraduate students at Business School, designed for the purpose of a more holistic development of socially and environmentally responsible leaders. Inspired by the cognitive, spiritual and action-oriented dimensions of the sustainability mindset model, the author provided new experiential learning opportunities supporting the SDGs and a new model of Business as an Agent of World Benefit. Theoretical implication shows that the interaction of Spiritual development phases, individual spirituality and sustainability mindset has shown impact toward the commitment to support business with triple



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

bottom line 3 Ps; People, Planet and Profit. Managerial implications are showing that the spiritual development phases are making a difference and should be implemented in the business school curriculum to develop a new mindset of Business as a force of good. Based on the interview, business school students through the experiential learning programs have a new transformed mindset where businesses should be the agent for world benefit.

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

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

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

**Table 2.** Students' Interview Excerpts

Code	Main Points	Social impact	Environment impact
S-1	Being a participant in this experiential learning program is already a great achievement. For example, 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 and going through the learning experiences, highly inspired us. That, in itself is already a huge reward for us. As a student I am hoping that business school faculties persistently continue these kind of experiential learning initiatives, sowing the seeds for future generations to nurture, grow and reap for the betterment of the earth (and the universe) we live	Social Innovation	Betterment of the ear earth
S-2	We learn about SDG and finding out about SDG values. We have to experience businesses and cases relating to the values of SDG, so from that we know that SDG is really related to our lives but not only our lives but global problems are related to SDG. Through this we can find ideas to solve problems in many ways. So, personally I really like the experiential learning programs, it teaches me to care for each other and also to the world that we live in, and SDG is so important for us and to the better future of the world.	are for each other	Better future for the world
S-3	After doing these projects, I'm becoming aware of the purpose why people are thinking about sustainability, for example living with zero waste lifestyle and before I really have no idea about how the problem has become this big. It saddened myself that the fact of people always produce waste in order to live comfortably. Knowing this fact, it will affect the way I think and the way I live because reducing the waste is actually a very good thing. What if people in the country are aware of this lifestyle? It will give an impact to the country itself to become country who cares about recycling and will not produce the waste in the first place.	Impact to the country	Zero waste life style
S-4	The activities were very engaging and were such an interesting approach to stimulate people to be more observant towards the surrounding that turns out very much related with the SDG values. By being more aware of our surroundings, we might be surprised at how much we have been missing out. We might also even start building up on our commitment to contribute in making the world a better place.	Stimulate people to be more observant	to contribute in making the world a better place

S-5	The experiential learning program was giving me insights about particular knowledge of sustainable development goals. I received much information and absorbed it as a learning to increase my awareness about surroundings. Each session guided me little by little understanding what's happening in the world and how we tackle challenges in the future.	Increase awareness about surroundings	Increase awareness about surroundings
S-6	e activities were very engaging, and I also feel that there's no gap between the facilitators and the students. I like it when the facilitator asked us to create an " I will statement" because it somehow reminds us to be committed and always aware of our surroundings.	Aware of surroundings	Aware of surroundings
S-7	These assignments have help to understand deeper about the triple bottom line which consists of profit, people and planet (Three Ps). Innovation inside the organization is needed to help the business flourished. For example, by providing proper training or education.  However, as a leader we should be able to balance among all those three Ps. Not only pursuing profits, we also should put into consideration in regards to good corporate governance, care about the values, care about our people, the community around us i.e. education, and care about our environment i.e. planting trees as action to support go green. Even a small good action might give a change. Especially if we can mobilize bigger number of people i.e. employees might even bigger impact for the people as well as the planet.	Care about people	Care for the environment
S-8	After doing these assignments I could have new perspective and idea that not only thinking how could business success from profit but also from the social and environmental impact they had around them, regardless weather the impact is small scale that is done by startup or big scale that is done by large corporation. businesses that think on how could they impacted in positive way could able to reach success in any form.	Positive impact socially	Positive environmental impact
S-9	The experiential learning was undoubtedly a life changing experience. Getting the opportunity to see all the inspiring stories of businesses that are having a social impact on people's lives is something that I will definitely keep in my mind. Also being able to interview and get the chance to know more about a business that is having such a big social impact, was an honor.  The thing that probably touched me the most, was while reading other impactful business stories were realizing the amount of people that you can help if you turn your business into something impactful and meaningful.  Personally, after completing these sessions, I felt a huge impact in me. Now I have a much better idea of what is the real world and what some people go through in their lives. If everyone starts doing just a little bit of something with social impact tomorrow we will live in a better world. That impact turned into a willingness in the future create a business that could also have a big social impact in the people's lives. It's important that we do something meaningful and not just something profitable.  Overall, this assignment was an awesome experience, that I will keep in my heart and helped me create a new goal for myself that is one day having my story written.	Have a big social impact in people's live	Live in a better world.
S-10	It was a pleasure for me to get involved with the experiential learning sessions. Doing these works, I opened so much my mind and discovered a completely different business mindset that I had never heard about.  I learned that it is possible to be successful doing good things. It is not about how we spend the money; it is about how do we earn it. There is a new business model that shows how we can have success working in a sustainable way and caring about the world around ourselves.  After finishing this assignment, I realized that I want to do something special in my career. I don't want to work in a common company and seek the highest profits possible. Now, I believe that one day I will be able to create my own business model that works along a sustainable world. "Doing well by doing good" is a philosophy that I already embrace and will try to implement in my business career.	Caring about the world around ourselves.	Will work along a sustainable world

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