

CASEBOOK OF IDG IMPLEMENTATION INTO HIGHER EDUCATION

Bridging Inner Development and Global Challenges by Embedding IDGs in Education: The Case of Nyenrode

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Abstract

This impact case description addresses the growing need for leaders who possess the inner capacities to navigate complex global challenges, such as those outlined by the UN's Sustainable Development Goals (SDGs). It examines Nyenrode Business University's approach to this challenge, leveraging its pre-existing mission focused on shaping responsible leaders to integrate the Inner Development Goals (IDGs) framework into its educational processes. The purpose of this study is to showcase the rationale, implementation, and initial stages of this integration, highlighting how Nyenrode seeks to equip future leaders with essential inner capacities to address complex global challenges aligned with the SDGs. The study employs a case study approach, examining Nyenrode's strategic initiatives and practical implementation of the IDGs. The methodology is based on curriculum mapping, which systematically analyses the integration of SDGs, Environmental, Social, and Governance (ESG) principles, responsible leadership orientations, and specific IDG competencies across Nyenrode's twelve-degree programs. The case also considers collaborative initiatives, faculty development efforts, and the university's commitment to transformative, reflexive, and experiential learning. The initial findings reveal a multi-faceted approach by Nyenrode, including the translation of its core values into ten competencies aligned with the IDG framework. Curriculum mapping indicates varying levels of SDG and ESG integration across programs, highlighting both strengths and areas for improvement. Furthermore, the university emphasizes systems thinking and reflexive learning methodologies. Nyenrode's experience demonstrates the importance of aligning IDG integration with the institution's core mission, adopting a phased and integrated curriculum design, investing in faculty development, prioritizing reflexive learning, and developing robust Assurance of Learning processes.

Keywords/key phrases: Inner Development Goals (IDGs), Higher Education, Responsible Leaders, Sustainable Development Goals (SDGs), Transformative Education, Curriculum Mapping

1. Introduction to the Case

The purpose of this impact case description is to illustrate and analyse how Nyenrode Business University (hereafter Nyenrode) integrates the Inner Development Goals (IDGs) in the educational processes (Jordan et al, 2021). It aims to showcase and analyse how Nyenrode is actively responding to the need for leaders equipped with inner capacities to address complex global challenges, aligning with the UN's Sustainable Development Goals (SDGs).

Nyenrode is a special case in point, because its mission is already focused on inner development way before the IDGs were launched. Nyenrode is a private international business university in the Netherlands with a mission to serve society by shaping responsible leaders for a sustainable future. Its core values are Leadership, Entrepreneurship, and Stewardship. Nyenrode distinguishes itself through its commitment to transformative education, aiming to bring about significant changes in individuals' perspectives, beliefs, and behaviours to address societal issues (Mezirow, 1997).

The impact case intends to highlight Nyenrode's commitment to its mission of "serving society by shaping responsible leaders for a sustainable future" by illustrating how the IDGs are a natural extension of this mission and add value to its academic proposition. By outlining the rationale, implementation, and expected outcomes of embedding IDGs into its educational programs, Nyenrode seeks to strengthen its reputation as a pioneer in sustainability and leadership education.

2. Challenges to Overcome

However, it is a significant undertaking for any business school, including Nyenrode, to truly shape responsible leaders who can effectively serve society and contribute to a sustainable future. Despite Nyenrode's explicit mission towards this goal, several societal and internal challenges make it difficult to fully live up to this aspiration.

- 1. Dominance of the Neoliberal Paradigm:** Contemporary society is largely influenced by a Dominant Social Paradigm (DSP) rooted in neoclassical economics (Csillag et al., 2022). This paradigm often prioritizes self-interest, continuous economic growth driven by hyper-consumerism, technological optimism, and private property accumulation (Kilbourne et al, 2002). This pervasive belief structure can lead students to see their role primarily through a "consumption prism," potentially reinforcing a sense of disempowerment regarding complex sustainability challenges. Achieving the SDGs requires more than just policy and technical solutions; it demands leaders with self-awareness and systemic thinking (Akrivou & Bradbury-Huang, 2015). The ingrained focus on economic growth can overshadow the need for a radical rethinking of business models and societal values necessary for true sustainability (Chevrollier et al, 2025). This makes it challenging for Nyenrode to educate alternative, more responsible perspectives when students are constantly exposed to a contrasting dominant logic.
- 2. Complexity of Sustainability Transitions:** Sustainability transitions are inherently long-term and multi-dimensional, requiring shifts from unsustainable to sustainable practices (Jacobson & Wilensky, 2006). Addressing interconnected challenges like climate change, inequality, and resource depletion within complex socio-economic systems involving numerous stakeholders with conflicting

interests is a monumental task (Nijhof et al., 2022). Business education often overemphasizes niche-level innovations without adequately addressing broader socio-technical regimes and landscape pressures (Loorbach & Wittmayer, 2024). Equipping students to navigate this multifaceted complexity and become "institutional active agents in sustainability transitions" demands a curriculum that goes beyond traditional business topics and incorporates systems thinking and an understanding of different institutional logics (Snelson-Powell et al, 2016).

3. **Measuring the Impact of Responsible Leadership Education:** The conceptual nature of the IDGs might present an implementation hurdle (Wamsler, 2020). The IDGs are not a checklist but rather a framework to start a conversation about the inner dimensions of sustainability. Translating these somewhat abstract concepts into concrete learning objectives, curriculum content, and assessment criteria that are relevant across diverse business disciplines could be difficult (Shtaltovna, 2021). Balancing the "highly systemic and deeply personal" aspects of sustainability transitions within a business school context focused on organizational development and management requires careful consideration (Snelson-Powell et al, 2016). Although crucial, there is inherent difficulty in measuring and ensuring the long-term impact of responsible leadership development.

Overcoming these challenges requires a continuous, adaptive, and deeply embedded commitment across all levels of the institution. Nyenrode, like many established business schools, has a history rooted in traditional business education. However, around 2010 Nyenrode made the strategic decision to focus on transformative education and added stewardship as a core value next to leadership and entrepreneurship. The explicit adoption of "transformative education" to foster critical thinking and action for positive change requires a significant shift in pedagogical approaches and curriculum content (Heiskanen et al, 2016). Later on, Nyenrode adopted the SDGs and became a signatory of the UN Principles for Responsible Management Education (UN PRME). The implementation of transformative education is a long-term process (Heiskanen et al, 2016). Therefore, the integration of IDGs can be seen as a timely strategy in this transformation, moving beyond purely functional business knowledge to cultivate the inner capacities needed for responsible action.

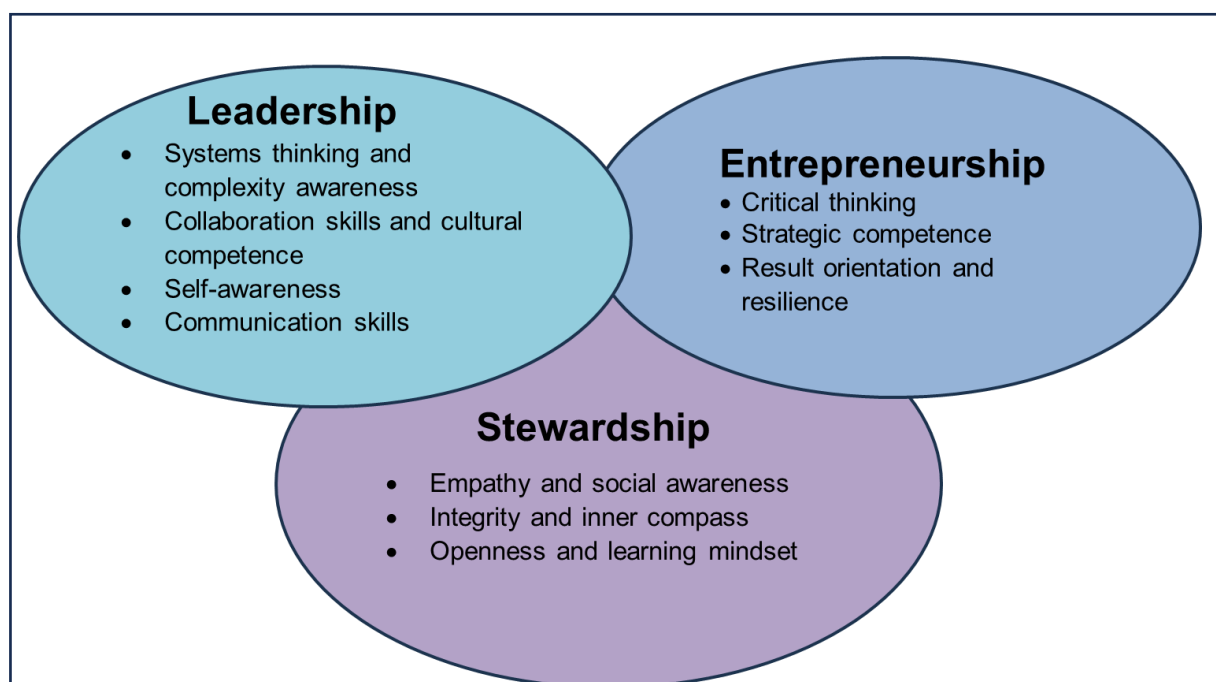
3. Methodology Based on Curriculum Mapping

The initiation of the IDG initiative at Nyenrode stemmed from a recognition that achieving the SDGs requires more than just policy and technical solutions; it demands leaders who are self-aware, empathetic, and capable of systemic thinking (Sterling, 2010). The IDGs framework, identifying five key dimensions of inner development—Being, Thinking, Relating, Collaborating, and Acting—provided a structured approach to cultivate these essential inner capacities (Jordan et al, 2021). This recognition aligns with the broader understanding in academic literature that business schools play a pivotal role in sustainability transitions by shaping business leaders capable of managing the complexity of these transitions (Lozano et al., 2015).

The methodology to integrate the IDGs in the educational programs of Nyenrode started with the translation of the core values of Leadership, Entrepreneurship, and Stewardship into ten competencies. In a pilot with teachers and students, we also tried to work with all 23 competencies as they are expressed in the IDG framework. However, this created resistance because it was hard to see the bigger picture, and results overlapped between different

competencies. Even bringing the 23 competences down to a set of 12 resulted in resistance. That's why we agreed upon ten competences deemed necessary for responsible leaders (see Figure 1). In this selection, we used our definition of the three core values of Nyenrode, relevant literature, and the Inner Development Goals (IDGs) framework (Shtaltovna, 2021; Boyatzis, 2008, Jacobson & Wilensky, 2006; Crosta et al., 2023). To measure the development of these ten competencies, Nyenrode employs a curriculum mapping process.

FIGURE 1. LINK BETWEEN CORE VALUES OF NYENRODE AND SELECTED COMPETENCES

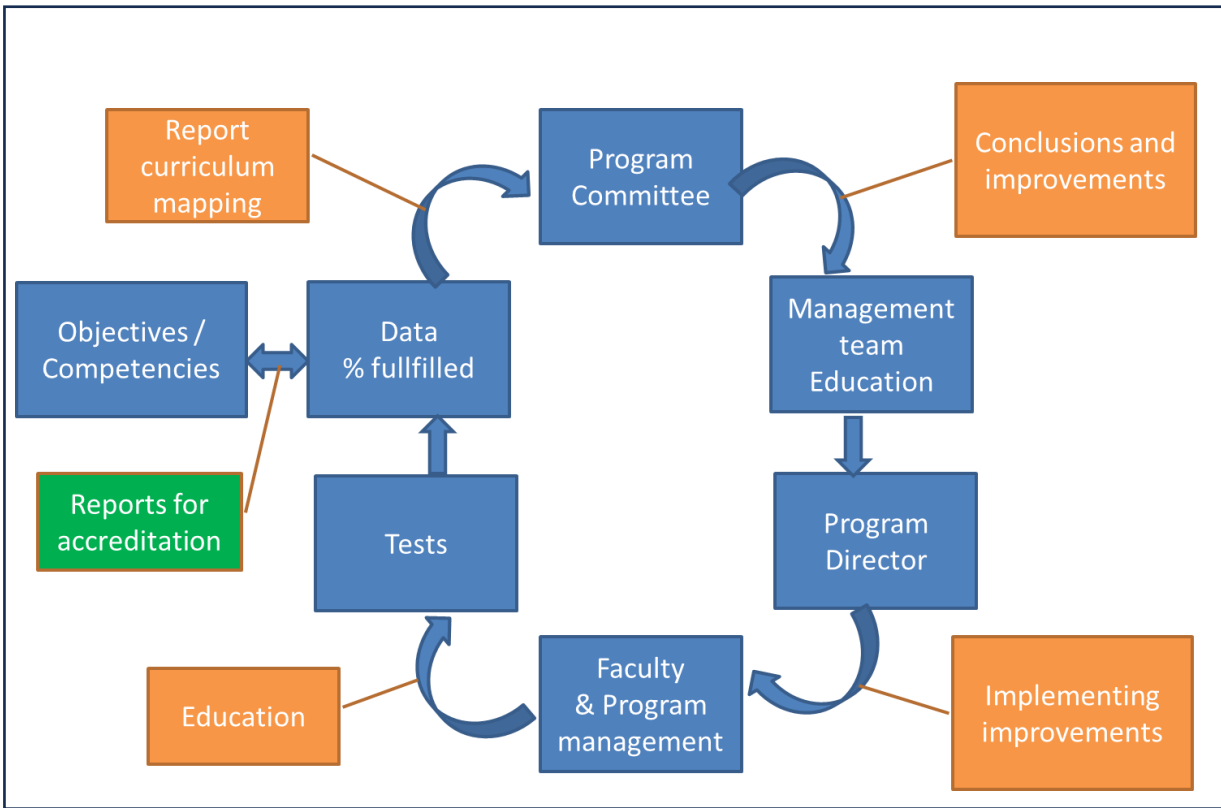


Source: own compilation

The curriculum mapping at Nyenrode Business University is a systematic approach used to analyse the integration of various key concepts and frameworks within its degree programs. The primary goal of this process is to gain an overview of how the curriculum addresses important themes such as the UN's Sustainable Development Goals (SDGs), Environmental, Social, and Governance (ESG) principles, responsible leadership, and the development of specific IDG competencies. This mapping helps Nyenrode ensure that its educational offerings align with its mission of "serving society by shaping responsible leaders for a sustainable future".

The approach to curriculum mapping involves analysing course outlines or syllabi for each course in a curriculum and identifying explicit mentions or implicit connections to the targeted frameworks and concepts. This is done separately for each of the 11-degree programs of Nyenrode. While some courses might address these themes indirectly, the emphasis in the mapping process is on explicit references to enhance clarity and facilitate measurement. This information is then used to inform discussions within program committees and to suggest improvement points that can be implemented by program directors and faculty members. This process is visualised in Figure 2.

FIGURE 2. OVERVIEW OF THE QUALITY IMPROVEMENT PROCESS-BASED ON THE CURRICULUM MAPPING



Source: own compilation

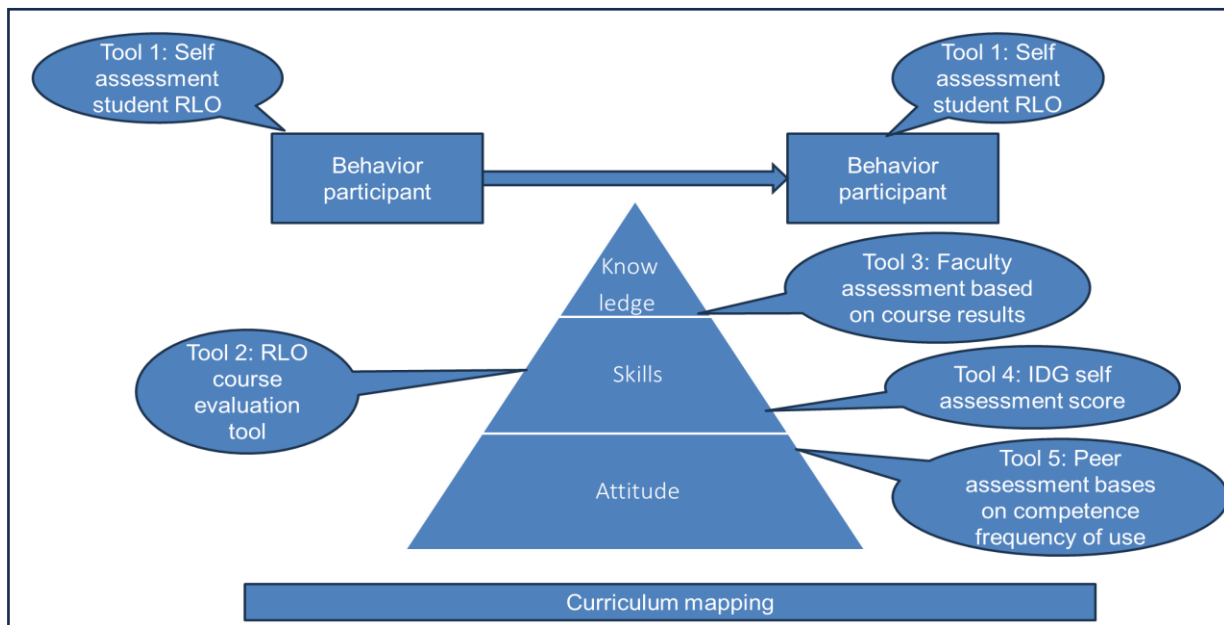
Nyenrode's Assurance of Learning (AoL) process is designed to foster the development of responsible leaders, with a particular focus on the "Integrator" Responsible Leadership Orientation (RLO) (Pless et al, 2012). The AoL process measures learners' values related to stakeholder accountability and the breadth of their stakeholder focus. Based on a broad literature review, a PhD student at Nyenrode developed a Stakeholder Consideration Scale to track the evolution of the responsible leadership orientation of students at the beginning and end of programs.

The curriculum mapping is a key component of Nyenrode's Assurance of Learning (AoL) process. It provides an overview of where the selected ten competencies and Responsible Leadership Orientations (RLOs) are included in the courses. The AoL process uses various measurement instruments to track the development of RLOs and competencies, and the curriculum mapping helps identify the courses where these measurements can be most effectively applied.

The AoL process includes several measurement points that indicate changes in student skills (see Figure 3). For RLO, the measurement focuses on a self-assessment by students, with a norm that 80% of learners should indicate an improvement in relation to the Integrator RLO between the start and end of a program. For competence development, the AoL process uses three methods based on self-assessment, faculty assessment, and peer assessment. For example, the peer assessment is based on the perception of employers, colleagues, or other students, with

a with a norm that 80% of respondents perceive that learners apply these competencies more often by achieving a score of 4 or higher on a 5-point Likert scale for "Frequency of Use" (Boyatzis, 2008).

FIGURE 3. COMBINATION OF TOOLS TO MEASURE STUDENT PROGRESS OF INNER DEVELOPMENT



Source: own compilation

The data collected through these measurement instruments is compiled into an annual overview per program, which is reviewed by the Program Committee to evaluate the level of competence and identify areas for improvement. The curriculum mapping provides a foundation for this analysis because it shows whether all competencies are covered within the programs. Faculty members also engage in discussions to share best practices in developing and measuring specific competencies.

The implementation of this methodology takes years. For Nyenrode, the academic year 2023/2024 was used for the pilots and design of this methodology, the academic year 2024/2025 was used for the curriculum mapping and discussion in program committees and the year 2025/2026 is used to add the data on student development based on the five distinct tools linked to their competences and responsible management orientation (see Figure 3). Ultimately, the curriculum mapping serves as a crucial process for Nyenrode to ensure the quality and relevance of its education and to continuously strive towards shaping responsible leaders for a sustainable future.

4. Findings and Analysis

Nyenrode Business University has explicitly embraced the mission of "serving society by shaping responsible leaders for a sustainable future". However, the path to truly shaping responsible leaders is fraught with challenges, both within the broader societal context and specific to Nyenrode's history and structure. Analysing the results so far of embedding the IDGs in relation to the three previously mentioned challenges reveals both progress and persistent difficulties. Therefore, this section first presents some findings in relation to institutional

reforms to overcome the dominance of the Neoliberal Paradigm. Section 4.2 focuses on how measuring the impact of responsible leadership education is embedded in Nyenrode's choice for transformative education. Next, the competence of systems thinking and complexity awareness is explored to deal with the complexity of sustainability transition. Lastly, some remaining challenges are indicated to explore next steps for the development of Nyenrode.

4.1. Institutional Reforms at Nyenrode to Overcome the Dominance of the Neoliberal Paradigm

The prevailing dominant social paradigm (DSP), often rooted in neoclassical economics and prioritizing self-interest and economic growth, presents a significant obstacle to fostering responsible leadership focused on sustainability. The integration of IDGs directly attempts to counter this by emphasizing inner capacities such as mindfulness and self-awareness ("Being"), critical and innovative thinking ("Thinking"), empathy and interpersonal skills ("Relating"), co-creation and inclusive leadership ("Collaborating"), and courage and resilience ("Acting"). These inner dimensions are seen as crucial for leaders to move beyond purely economic considerations and address complex global challenges effectively (Loorbach & Wittmayer, 2024).

The founders of the IDG initiative emphasize that achieving the Sustainable Development Goals (SDGs) requires more than just technical solutions; it demands inner shifts in culture and individuals (Jordan et al, 2021). By integrating IDGs, Nyenrode aims to cultivate a mindset in students that acknowledges the interconnectedness of inner development and outer change. This aligns with the principles of transformative learning theory (Mezirow, 1991), which emphasizes the need for deep shifts in perspectives to critically reflect on dominant paradigms (Greenwood, 2012).

The curriculum mapping indicates a varied level of SDG integration across programs, suggesting that while sustainability is being addressed, the depth and consistency needed to truly challenge the dominant social paradigm might still be developing (see Table 1). The introduction of the new Impact MBA, with its reduced international travel for a lower carbon footprint, signifies a step towards embodying sustainability principles and potentially attracting students more aligned with post-growth thinking.

TABLE 1. RESULTS OF SDG AND ESG SCORE FOR EACH OF THE DEGREE PROGRAMS

Degree program	% of SDGs	Main SDGs	% of ESG
New MBA program	76%	SDG 1, 2, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16 and 17	71%
Executive Master Finance	65%	SDG 8, 12, 13, 16 and 17	71%
Master Management	65%	SDG 1, 4, 7, 8, 9, 10, 11, 13 and 17	79%
Modular MBA	41%	SDG 4, 8, 9, 11, 12, 16 and 17	50%
Post master Accountancy	41%	SDG 4, 8, 9, 12, 16 and 17	43%
Bachelor in Management	35%	SDG 8, 9, 10, 12, 16 and 17	51%
Master Controlling	35%	SDG 4, 8, 9, 12, 16 and 17	50%
Master Law	35%	SDG 1, 4, 8, 9, 16 and 17	43%

Bachelor Accountancy	35%	SDG 4, 8, 9, 12 and 16	43%
Executive MBA	24%	SDG 8, 9, 12 and 17	21%
Master Accountancy	18%	SDG 8, 12 and 16	43%

Source: own compilation

Table 1 shows quite some variance in the percentage of integration of the SDG concepts in the curricula of the distinct programs. It is important to keep in mind that these percentages are based on the full text of the course outline; therefore, additional mentioning of SDGs in the lectures is not presented in this table. These results were used as a mirror to discuss each program committee. The results are that for some degree programs, there are good reasons why a specific SDG is not integrated into the curriculum. However, for most degree programs, improvement points were set to strengthen the integration of the SDGs.

Where the SDGs relate to the content of sustainability transitions, the ESG concepts relate to process concepts like materiality assessments, stakeholder dialogue, and sustainability reporting. It is interesting to see in Table 1 that, in general, a high score in relation to the SDGs corresponds with a high score for ESG. However, for example the Master in Accountancy made a clear decision to focus more on the ESG process concepts and dedicate less time to the developments in relation to the SDGs.

Furthermore, specific program changes also point to enhanced student learning. The redesigned Pre-Master Accountancy program emphasizes blended learning, formative feedback, and adaptive instruction, aiming to provide students with deeper insights into their learning progress. Also, the development and rollout of the new Impact MBA, focusing on sustainability transitions, is a concrete example of institutional transformation in the educational offerings of Nyenrode.

Student experiences also highlight the positive impact on their skills, with Bachelor of Science in Business Administration students appreciating the hands-on approach, including practical simulations on managing a business and persuading investors. Alumni also report increased confidence and personal and professional growth after their time at Nyenrode. Moreover, Master in Management students have reported greater international career opportunities and improved value for money.

Nyenrode actively involves faculty in the integration of new educational approaches and the quality assurance of its programs. Faculty members are also crucial to the AoL process, as faculty members discuss, refine, and align rubrics to measure the competence levels of participants in their courses. Furthermore, faculty representatives actively participate in program committees, discussing the results of the AoL process and suggesting improvement points. They are also directly involved in implementing these improvements, depending on their nature. To foster learning and sharing across programs, faculty members are invited to discuss how they develop specific competencies and the rubrics they use, which are then documented in Nyenrode Impact Cases. The fact that this process started with the competence "Systems Thinking and Complexity Awareness" and is expanding to others indicates active faculty engagement in enhancing the curriculum (see previous section).

Nyenrode also encourages faculty to become thought leaders through research on transformative education, with many faculty members involved in this area and developing academic knowledge. The increasing focus on research with societal impact, guided by collaboration areas like "Entrepreneurship & Responsible Leadership" and including research on "Degrowth and Post-Growth," showcases a strategic shift in research priorities.

The university's journey towards B Corp certification, marked by the formal recognition as a B Corp in May 2025, demonstrates a commitment to embedding responsible business practices within the institution itself. Furthermore, the undertaking of stakeholder dialogues for the double materiality assessment in preparation for CSRD reporting shows a proactive approach to understanding and addressing its broader impact. The embedding of diversity and inclusion in the university's strategy, with concrete actions being taken across departments, indicates a commitment to fostering a more inclusive environment. Finally, the launch of B Corp Impact Teams, a multidisciplinary approach to improve Nyenrode's operations from a sustainability perspective, further demonstrates faculty engagement in institutional transformation.

A new development in 2024 is Nyenrode's participation in a university coalition for student inner development. This initiative, which invites Nyenrode to become a co-founder alongside other international universities like Lund University and ESADE, focuses on co-creating and implementing scalable, science-based solutions for student inner development embedded within the curricula. This collaborative effort allows Nyenrode to bundle resources and share knowledge with pioneers in the field, aiming for systemic change in higher education. The coalition emphasizes developing inner-curricular solutions as scalable and affordable products, supporting curriculum reform processes, and executing impact case studies.

4.2. Transformative Education and Measuring the Impact of Responsible Leadership Education

Demonstrating the tangible impact of responsible leadership education on students' behaviour and their ability to drive change remains a significant challenge. Nyenrode has developed the Stakeholder Consideration Scale to measure changes in responsible leadership orientation. However, the quantitative phase of this measurement tool is just beginning, so comprehensive results are not yet available.

Nyenrode is taking a proactive stance on embedding IDG principles into its educational programs, recognizing that these inner capacities are crucial for addressing complex global challenges and achieving the Sustainable Development Goals (SDGs). The university aims to go beyond traditional formative education, which focuses on absorbing knowledge, and embrace transformative education that brings about significant changes in individuals' perspectives, beliefs, and behaviours.

The practical implementation of IDGs in the curriculum involves embedding IDG principles into existing leadership and sustainability courses, including the Impact MBA, Executive programs, and Personal Development programs (see Table 2). This approach leverages existing structures and themes within the curriculum, ensuring that IDGs are not treated as a separate add-on but are interwoven with core learning objectives (Patterson et al., 2017).

TABLE 2. INTEGRATION OF THE SELECTED IDGs IN THE DEGREE PROGRAMS OF NYENRODE

IDG competence	% embedded	Main degree programs
Leadership		
Systems thinking and complexity awareness	67%	Accountancy, Management, Finance
Collaboration skills and cultural competence	91%	Accountancy, Controlling, Management, Finance, Law
Self-awareness	91%	Accountancy, Controlling, Management, Finance, Law
Communication skills	100%	Accountancy, Controlling, Management, Finance, Law
Entrepreneurship		
Critical thinking	91%	Accountancy, Controlling, Management, Finance, Law
Strategic competence	82%	Accountancy, Controlling, Management, Finance, Law
Result orientation and resilience	91%	Accountancy, Controlling, Management, Finance, Law
Stewardship		
Empathy and social awareness	27%	Management
Integrity and inner compass	82%	Accountancy, Controlling, Management, Finance
Openness and learning mindset	82%	Accountancy, Management, Finance, Law

Source: own compilation

Table 2 indicates that most competences have a rather high level of integration in the different degree programs of Nyenrode. However, Systems Thinking and Complexity Awareness (62%) and Empathy and Social Awareness (27%) lag behind. This resulted in a joint effort to explore how we can improve the embeddedness of these competences in the curricula of the distinct degree programs of Nyenrode. That is also why the joint faculty discussion about these competences started with “Systems Thinking and Complexity Awareness” (see next section).

Furthermore, to implement transformative education, Nyenrode Business University integrates both reflexive and experiential learning across its educational processes. Reflexive learning approaches aim to make the ethical and normative dimensions of business explicit in order to stimulate students to develop a moral compass that guides decision-making (Wamsler, 2020). The university provides students with tools for self-assessment and reflection on their personal development. For instance, every program has a Personal Leadership and Development Journey

(PLDJ) as a reflexive practice. This encourages students to develop a clear understanding of their own thoughts, feelings, and desires and to engage in reflective contact.

Reflective education at Nyenrode encourages students to critically assess their values, assumptions, and actions. Faculty members are encouraged to support this by creating space for reflection, encouraging dialogue, critically reappraising established concepts, and exploring different ideologies (Chevrollier et al, 2025).

Also, the integration of the IDGs framework, with its "Being" dimension focused on cultivating mindfulness and self-awareness, directly promotes reflexive practices. By focusing on understanding "who I am" and "what is important for me", students are encouraged to engage in introspection.

The Assurance of Learning (AoL) process at Nyenrode utilizes a multi-faceted approach to assess the development of the ten responsible leadership competences. This includes curriculum mapping to identify where competences are addressed, the inclusion of a "Responsible Leadership Orientation" question in course evaluations, competence grading by teachers using rubrics, and peer-assessment of competence frequency of use (see Figure 3). The annual overviews of competence development at the program level allow for monitoring progress and identifying areas for improvement. The development of Impact Cases also serves as a way to capture and share learnings about competence development. However, empirical research is still needed to fully assess the actual impact of business education on students' agency to reshape business landscapes for sustainability. While Nyenrode is taking significant steps to measure and ensure the development of responsible leadership capacities, the long-term impact on graduates' actions in the world is inherently complex to quantify.

Also, experiential learning is a crucial approach to transformative education. Experiential learning allows learners to reconsider preset ideas, and learners become transformed (Kolb, 1984). In doing so, experiential learning provides opportunities for students to engage with real-world sustainability challenges with all their uncertainty and complexity (Baker et al., 2002). This triggers competence development like resilience in the face of uncertainty, taking initiative, and developing courage to become a change agent for sustainability (Mezirow, 2003; Taylor, 2007).

Nyenrode embeds experiential learning by utilizing case studies, simulations, and real-world projects in many programs, enabling students to apply their knowledge and skills to address complex challenges, including sustainability issues. Nyenrode emphasizes translating theoretical insights into practical applications. This hands-on approach allows students to learn through experience and develop crucial action skills such as initiative, confidence, decision-making, and resilience. Furthermore, the part-time Bachelor of Science in Accountancy program is often employer-funded and integrates practical skills alongside theoretical knowledge. Nyenrode's accountancy programs benefit from instructors with real-world experience and a dedicated internship office, further bridging theory and practice.

By combining these reflexive and experiential learning methods, Nyenrode aims to equip students with not only the theoretical knowledge but also the self-awareness, critical thinking skills, and practical experience necessary to become responsible leaders capable of driving systemic change for a sustainable future. The emphasis on both inner development through reflection and outer application through experience is central to Nyenrode's pedagogical

philosophy. Next, the findings are presented in relation to one of the IDG competencies: systems thinking.

In conclusion, Nyenrode has made significant strides in embedding the Inner Development Goals into its educational framework as a means of shaping responsible leaders. This initiative directly addresses the limitations of the traditional neoliberal paradigm and aims to equip students with the inner capacities needed to navigate the complexities of sustainability transitions. The university is also actively working to balance traditional business education with transformative goals through curriculum innovation and a focus on key responsible leadership competencies. The ongoing collaboration with faculty, students, and global partners will be essential for realizing the full potential of IDG integration in shaping responsible leaders for a sustainable future.

4.3. Systems Thinking to Deal with the Complexity of Sustainability Transitions

Sustainability transitions are characterized as long-term and multi-dimensional, demanding leaders capable of navigating intricate socio-economic systems. The IDG framework aims to equip leaders with the systemic thinking ("Thinking") and collaborative skills ("Collaborating") necessary to address these complexities. Business Schools can transform students into active institutional agents in sustainability transitions (Loorbach & Wittmayer, 2024). Nyenrode's efforts to train faculty in IDG methodologies and establish an interdisciplinary task force suggest a commitment to embedding these perspectives in teaching.

The curriculum mapping report recommends deeper engagement with specific SDG targets and the potential introduction of dedicated sustainability courses, indicating an ongoing need to enhance students' understanding of the intricacies of sustainability challenges. The emphasis on "Systems Thinking and Complexity Awareness" as one of the ten key competences for responsible leaders at Nyenrode demonstrates an acknowledgment of this challenge (see Table 2). Furthermore, the development of Impact Cases aims to share faculty learning on competence development, which could contribute to a more nuanced understanding of sustainability transitions. Using case studies could be a valuable pedagogical tool for engaging students with the "messiness" of sustainability issues, fostering critical thinking and dialogue.

Nyenrode Business University employs several approaches to stimulate systems thinking in its educational processes to address the complexities of sustainability and responsible leadership. Firstly, Nyenrode explicitly identifies "Systems Thinking and Complexity Awareness" as a core leadership competence that all graduates should possess. This commitment is embedded within the university's Assurance of Learning (AoL) process. The curriculum mapping process identifies where systems thinking is addressed, allowing the university to understand the current level of integration and identify areas for improvement.

Secondly, some programs feature dedicated courses or modules focused on systemic perspectives. For example, the Modular MBA program includes a "Sustainability and Systemic Change" course that plays a crucial role in covering several Sustainable Development Goals (SDGs). This dedicated content provides students with a foundational understanding of systems and their dynamics in the context of sustainability challenges (Jacobson & Wilensky, 2006).

Thirdly, Nyenrode fosters the development of competences through faculty collaboration and knowledge sharing. This is first of all done for the competence Systems Thinking and

Complexity Awareness in the first months of 2025. In two face-to-face sessions, faculty members across different programs were invited to discuss how they develop specific competencies like "Systems Thinking and Complexity Awareness" with their students and the rubrics they use for assessment. These discussions aim to create "Nyenrode Impact Cases" to document and share effective teaching practices for these key competencies. This collaborative approach ensures a more consistent and potentially innovative integration of systems thinking methodologies across the university.

4.4. Remaining Challenges

One significant challenge lies in systematically integrating the IDGs across all existing programs. As mentioned in a previous section, the current integration of Sustainable Development Goals (SDGs) and Environmental, Social, and Governance (ESG) concepts varies considerably across Nyenrode's 11-degree programs. Some programs show a strong commitment, while others have a more limited or indirect focus. This suggests that achieving a consistent and comprehensive embedding of IDGs, similar to the desired deeper integration of SDGs, will require significant effort. Modifying established curricula and course outlines, as most Nyenrode programs were designed some time ago, can be a complex and time-consuming process.

Faculty development and buy-in present another key challenge. Training faculty members to effectively incorporate IDG methodologies into their teaching is crucial. This requires not only educating them about the IDG framework but also equipping them with the pedagogical approaches needed to foster these inner capacities in students. Business school curricula often have a narrow focus, and shifting towards a more holistic approach that includes personal transformation requires a change in mindset and teaching methodologies (Heiskanen et al, 2016). Convincing all faculty members of the value and relevance of inner development competences and securing their active participation in this transformative education could be demanding. The current Assurance of Learning (AoL) process is faculty-driven, implying that the success of IDG integration will heavily depend on their engagement and willingness to adapt their teaching and assessment methods.

Finally, resource allocation and prioritization could pose a challenge. Implementing a university-wide initiative like IDG integration requires dedicating time, funding, and personnel. This needs to be balanced with other strategic priorities of Nyenrode, such as pursuing AACSB accreditation, maintaining its position in financial rankings, and implementing ESG principles across education and operations. Nyenrode has various strategic initiatives, and the integration of IDGs will need to be strategically aligned and resourced within this broader context.

5. Conclusion

In conclusion, this impact case description has sought to illustrate and analyse Nyenrode Business University's ongoing journey of integrating the Inner Development Goals (IDGs) into its educational processes. The primary aim of this undertaking is to equip future leaders with the essential inner capacities required to effectively address the complex and interconnected global challenges outlined by the UN's Sustainable Development Goals (SDGs). Driven by its pre-existing mission to "serve society by shaping responsible leaders for a sustainable future",

Nyenrode views the IDG framework, with its five key dimensions of Being, Thinking, Relating, Collaborating, and Acting, as a natural and value-adding extension of its academic proposition.

The initial stages of implementation have involved a multi-faceted approach. Nyenrode has translated its core values of Leadership, Entrepreneurship, and Stewardship into ten key responsible leadership competencies, aligning them with both relevant literature and the IDG framework. A systematic curriculum mapping process has been crucial in analysing the integration of SDGs, ESG principles, responsible leadership orientations, and specific IDG competencies across its twelve-degree programs. This process has revealed varying levels of commitment and integration across different programs, highlighting both strengths and areas for improvement. To further advance the initiative, Nyenrode has proactively joined a university coalition for student inner development, fostering collaboration and knowledge sharing with other pioneering international institutions. Practical implementation within the curriculum includes embedding IDG principles into existing leadership and sustainability courses, alongside plans for specialized workshops and electives. Furthermore, Nyenrode is actively stimulating systems thinking through dedicated competencies, courses, faculty collaboration, and the "Thinking" dimension of the IDGs. Reflexive and experiential learning are also central to Nyenrode's pedagogical philosophy.

The practical and managerial implications of Nyenrode's experience offer valuable lessons for other Higher Education Institutions seeking to cultivate responsible leaders for a sustainable future. Firstly, clearly aligning the integration of frameworks like the IDGs with the institution's core mission and values is paramount for establishing a strong rationale and securing broad support. Nyenrode's pre-existing focus on inner development served as a significant advantage.

Secondly, adopting a phased and integrated approach to curriculum design, embedding IDG principles within existing courses while offering opportunities for deeper specialization, can ensure that inner development is not perceived as an add-on but rather as a fundamental aspect of leadership education.

The success of this integration is heavily reliant on investing in faculty development and providing them with the necessary training and resources to effectively incorporate IDG methodologies into their teaching. Furthermore, prioritizing experiential and reflexive learning methodologies is crucial for enabling students to connect inner development with practical action and foster self-awareness. Developing robust Assurance of Learning processes, such as Nyenrode's curriculum mapping and multi-faceted measurement approach, allows institutions to track progress and identify areas for improvement in the development of both competencies and responsible leadership orientations. Finally, actively engaging in interdisciplinary and cross-institutional collaborations, as demonstrated by Nyenrode's participation in the university coalition, can accelerate learning, pool resources, and drive systemic change within higher education. The broad impact of such initiatives extends to equipping graduates with the capacities to navigate complex sustainability transitions, challenge dominant neoliberal paradigms, and ultimately contribute to a more just and sustainable society by fostering a new generation of responsible leaders.

Reflecting on the research process, the author acknowledges a positionality rooted in an interest in transformative education and sustainability within business schools. Potential biases might include a predisposition towards the value and importance of inner development in leadership

education, informed by existing literature on responsible leadership and sustainability transitions. The researcher's influence on the research process primarily involved selecting the focus of the case study and interpreting the provided documentation through the lens of existing theoretical frameworks on transformative learning and sustainability transitions. While striving for an objective analysis, these inherent aspects of the researcher's background and perspective inevitably shape the framing and interpretation of the case. Continued critical reflection and engagement with diverse perspectives would further enrich the understanding of this ongoing institutional transformation.

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Data supporting the conclusions of this study can be made available upon reasonable request from the corresponding author.

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The author confirms that they have obtained the necessary permissions from their respective universities to publish the case studies included in this manuscript.

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