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Flend Approach: Bridging Artificial Intelligence and Leadership Intelligence

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Abstract

Artificial Intelligence (AI) is transforming education, and many learners are attracted by its instant answers, polished texts, and visuals. However, excessive reliance on AI can weaken students' ability to think critically, make ethical decisions, and lead with purpose. When AI dominates the learning process, Leadership Intelligence (LI) declines. The FLEND (Flip & Blend Integrated) approach addresses this risk by positioning AI as a supportive co-pilot rather than the decision-maker.

In the Prelude stage, AI stimulates curiosity by generating images, statistics, or background information, while LI encourages reflection and empathy. In the Flip stage, students independently explore content using tools such as Perplexity or NotebookLM for research, vocabulary building, paraphrasing, and sourcing articles, but they must produce their own summaries and interpretations. In the Blend stage, learning is structured around a film, movie, or documentary. Students analyze characters, decisions, and ethical dilemmas, then transform AI-assisted materials into infographics, charts, or comics through peer discussion and leadership-based questioning, strengthening collaboration and responsibility. In the Project stage, AI assists design and production, while LI transforms classroom work into real-world actions such as campaigns, podcasts, or community initiatives. AI processes information, but LI provides judgment, context, and purpose. Educational research highlights resilience, creativity, collaboration, and ethical leadership as essential future skills. Through FLEND, learners become both digitally fluent and ethically responsible, demonstrating that education should guide technology rather than be guided by it.

Keywords: Blend; Flip; Prelude; Project; Ethics