

A Work Project, presented as part of the requirements for the Award of a Master's degree in Impact Entrepreneurship and Innovation from the Nova School of Business and Economics.

**ACCELERATING CORPORATE SUSTAINABILITY BY EMPOWERING  
INDIVIDUALS: DESIGNING EFFECTIVE INTERVENTIONS FOR INNER-OUTER  
TRANSFORMATION**

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11-12-2023

## **Abstract**

This research paper illustrates how CEBRA, a student-designed program based on inner development, can support corporates on their journey to tackle current bottlenecks with sustainable transformation by empowering key individuals within the organisation. The paper is initially built on three individual areas of research to define the problem, understand corporates' internal landscape of sustainable innovation, and test the potential product with young talents to assess the outcome. In this paper, only one out of three individuals parts is published which focuses on the design of effective interventions to empower individuals within organisations.

Keywords: sustainable transformation, sustainable innovation, inner development, product-market fit, organisational change, innovation

This work used infrastructure and resources funded by Fundação para a Ciência e a Tecnologia (UID/ECO/00124/2013, UID/ECO/00124/2019 and Social Sciences DataLab, Project 22209), POR Lisboa (LISBOA-01-0145-FEDER-007722 and Social Sciences DataLab, Project 22209) and POR Norte (Social Sciences DataLab, Project 22209).

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# 1 Introduction (Group Part)

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## 1.1 Context and Aim

Scientists have for more than a decade stressed the urgent need for sustainable transitioning (Clark 2001), requiring various changes in the organisational structure such as values, beliefs, norms, and behavioural patterns to incorporate more sustainable practices. With today's pressure to transform into a more sustainability-driven organisation and meet the Sustainable Development Goals<sup>1</sup>, companies have come to the realisation that their traditional operational methods are no longer appropriate to facilitate their profound transformation (Dhanda et al. 2021). However, research shows that companies acknowledge the need to change but lack strategies and methods for sustainable implementation (Kiesnere and Baumgartner 2019). This is because incorporating new operational strategies requires various skills to drive development forward both from the individual and organisational levels to make sure the change is long-lasting (Deloitte 2023).

This research paper examines how CEBRA, a student-designed venture, can support corporates on their journey towards sustainable transformation by empowering key individuals within their organisations. The paper is built on three individual areas of research to define the problem from an organisational perspective, understand corporates' internal landscape of sustainable innovation, and test a potential product with young talents to assess its feasibility and impact. As a result, this allowed for the construction of a comprehensive case for the product-market fit of CEBRA.

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<sup>1</sup> Sustainable Development Goals (SDGs) are global objectives that aim to tackle numerous challenges and encourage sustainable development in society (UNDP n.d.).

## **1.2 Problem Analysis**

Whilst 2023 is the halfway mark to the 2030 deadline for achieving the Sustainable Development Goals (SDGs), the latest reports show that global progress remains insufficient. The 2023 Special Edition of the SDG Progress Report reveals a concerning status, indicating that merely 12% of approximately 140 tracked targets are on track, while nearly half show varying degrees of deviation from the intended trajectory (United Nations 2023). With the global population's expansion intensifying the demand for resources and contributing to increased greenhouse gas emissions, as noted by Princiotta and Loughlin (2014), urgent action is imperative. The UN Sustainable Development Goals Report 2022 emphasises the worsening situation, citing a 65% rise in global reliance on natural resources between 2000 and 2019 and a 6% increase in energy-related CO<sub>2</sub> emissions in 2021. Forest destruction escalated in 2021, placing nearly 40,000 species at risk of extinction. Additionally, plastic pollution, human rights violations across value chains and inequalities remain a pressing issue many companies face (United Nations 2022). This calls for urgent attention from businesses and organisations to transform current business models and find innovative solutions to supply the increasing demand in a sustainable way (Bornay-Barrachina et al. 2023).

This awareness has gained considerable traction recently, propelling sustainability into the mainstream. Currently, most of the world's largest companies set specific goals and publish sustainability reports. Notably, approximately 30% of the biggest public companies in Europe have made commitments to achieve net-zero emissions by 2050 (Winston 2021).

This surge in corporate sustainability is not just a voluntary trend; it is enforced in recent regulations, such as Environmental, Social, and Governance (ESG) criteria, compelling companies to transparently disclose their sustainability efforts (Lokuwaduge and De Silva 2022). This change in the regulatory landscape, aimed at reducing falsification and

greenwashing strategies<sup>2</sup> signals a significant shift in the importance of sustainability within the corporate landscape. Additionally, the increasing phenomenon of ‘conscious quitting’—where individuals, particularly millennials and younger workers, actively seek environmentally friendly employment opportunities—is a prominent trend shaping the workforce landscape (KPMG 2023).

As a result, businesses, especially those not initially built for sustainability, are now compelled to undergo a sustainable transformation to align with societal expectations and regulations. Sustainable transformation, as defined by Paul Polman (2021) and ENGIE Impact (n.d.), involves profound changes that incorporate social, environmental, and economic aspects into the core business. This complex process demands a deep understanding of evolving technologies, customised investment plans, stakeholder involvement, courageous decision-making, and cultural change. While awareness of the need for sustainability is growing, there is still a gap between the intention and the integration of sustainability into the core business. This is reflected in Deloitte's interviews with 2,016 C-level executives, which show that companies are mainly focused on finding quick fixes and minimising the impact of their existing operations. In contrast, companies are less inclined to take action that affects the very nature of their business models, highlighting the challenge of fully embedding climate considerations into their culture and core business (Deloitte 2023). As a result, a significant number of companies are still in the early stages of their sustainable transformation, despite the increasing pressure on companies and the growing number of communicated targets.

The gap in integrating sustainability into the core business is also addressed by business leaders like Paul Polman, the former CEO of Unilever, whose philosophy of Net Positivity transcends

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<sup>2</sup> Greenwashing is a term that refers to when companies are spreading misleading or false information about their sustainability efforts (Lokuwaduge and De Silva 2022).

the traditional paradigm of avoiding harm; it calls for companies to proactively drive positive change (Polman 2021). It challenges the conventional profit-centric approach, advocating for companies to embed purpose at the core of their business models and create value directly from the company's ethical foundations. Thereby, Paulman advocates for a fundamental shift in the corporate mindset and states that the net positive journey starts with introspection, requiring individuals within companies to examine their personal purpose and commitment to making ethically sound choices.

### **1.3 A Novel Approach: Inner Development For Outer Change**

There is a growing field of research that supports this notion of a mindset shift and argues that the preoccupation with external systems and solutions has often overshadowed the importance of the 'inner worlds' of individuals within organisations. Yet, these personal realms and mindsets are central to sustainability actions and possess the potential to catalyse systemic change (O'Brien and Leichenko 2019). In order to sufficiently solve today's complex problems and find innovative approaches to integrate sustainability into the core business, there is a need for a range of cognitive and emotional skills and other capacities that go beyond what most people normally learn in school and higher education levels (Dondi et al. 2021). Based on this insight, the Inner Development Goal initiative was founded in Sweden in 2022 with the aim to further define the most important skills needed for this transformation and to draw attention to the need to improve them. Through extensive research with international experts in the field of adult development and sustainability education, a framework has been created that includes 23 capacities and skills that are considered most important for individual inner growth leading to outer change (Inner Development Goals 2022). To give a definition, the concept of inner-outer change implies that an individual's internal state impacts the external circumstances which pertain to how an individual feels and thinks impact the surroundings in life (Sasson 2022). The qualities included in the framework such as self-awareness, emotional intelligence,

mindfulness, resilience, and ethical decision-making, were found to be essential for individuals to drive sustainable transformation within organisations (Inner Development Goals 2022).

Different resources underline the potential of inner development, to illustrate this; Kallbekken and colleagues conducted a study that showed that beliefs and personal values are the most important factors of a pro-environmental behaviour, underscoring the cruciality of individual-level change (Kallbekken et al. 2019). Developing individual-level change is what fosters the sense of responsibility to create a more sustainable environment. Redman and Wiek (2021) addressed the need for individual engagement for sustainable development. They identified eight necessary skills, with five established ones; normative, interpersonal, systems-thinking, strategic, and anticipatory, which can help individuals from different sectors to drive sustainable transformation in society. In addition, a study by Ruedy and Schweitzer (2010) found a significant correlation between ethical decision-making and mindfulness. The study showed that engaging in mindfulness practices is associated with increased ethical intention and decreased likelihood of ethical violations. The researchers concluded that individuals with high levels of mindfulness tend to behave more ethically, uphold ethical standards, and approach ethical decision-making with principled considerations (Ruedy & Schweitzer, 2010). Essentially, the concept of sustainability combines both social and personal imperative to take responsibility for present actions that have an impact on future outcomes (Carmi and Arnon 2014).

As a result, a first shift in perspective has gained traction that recognises that reaching the SDGs and achieving sustainable excellence goes beyond the mere development of green technologies or compliance with environmental regulations. Instead, it hinges on understanding, influencing, and building on the mindsets, attitudes, values, and behaviours of individuals operating within an organisation (Ives et al. 2019). This paradigm underscores the dynamic interplay between individual and organisational behaviour, acknowledging that sustainable transformation is not

solely an organisational endeavour but a deeply embedded cultural shift, starting with each individual (Polman 2021). It revolves around cultivating a collective commitment to sustainability, where every member of the organisation is not only aware of the importance of sustainable practices but actively engages in shaping and driving these practices (Inner Development Goals 2022). This inner and cultural transformation is instrumental in making sustainability an integral, enduring, and intrinsic component of the organisational fabric, rather than a superficial or transitory imposition.

In summary, inner development interventions can have a significant impact on individuals and their ethical decision-making within organisations. By cultivating mindfulness and promoting values aligned with intrinsic aims, individuals are more likely to recognise ethical dilemmas, uphold ethical standards, and make choices that prioritise the well-being of all stakeholders along the value chain. The practical implications of this approach can be significant if the potential of individuals as agents of change is supported. This can not only increase pro-social and pro-environmental behaviour at individual and organisational levels but ultimately lead to systemic change in the long term (Wamsler et al. 2021).

#### **1.4 Opportunity Identification: Empowering Individuals**

As outlined above, inner development interventions can empower individuals to become changemakers or intrapreneurs, in their organisation. Thus, introducing the individual and analysing their potential as changemakers unveils a significant dimension to the discussion around accelerating corporate sustainability.

First, the term *changemaker* must be defined. As described by Ashoka, an organisation that coined the term, defines it as *someone who is taking creative action to solve a social problem* (Rahman et al. 2016, 2), thus characterising changemakers as *intentional about solving a social problem, motivated to act and creative* (Rahman et al. 2016, 9). In recent years, the changemakers who work within organisations are also referred to as *intrapreneurs* – individuals

with entrepreneurial mindsets, who investigate their organisation for resources to innovate (Pinchot III 1987, 14-19). Further, both terms were used interchangeably in this research paper to describe individuals who use the company resources to act on sustainable or social causes. Research suggests that the role of changemakers and intrapreneurs are crucial for accelerating sustainable innovation in companies, as Coakes et al. (2011) state that “*without the presence of entrepreneurial activity to exploit opportunities as they arise within organisations, innovation remains little more than an aspirational destination than a sustainable tangible one*” (Coakes et al. 2011, 31).

Looking at today’s workforce in the next step, the latest research from the Inner Development Goal organisation and McKinsey (2021) demonstrated that business leaders lack essential capacities as well as knowledge to be able to shift towards a more net positive behaviour (Inner Development Goals 2022). While individuals do have the potential to drive sustainable transformation, recent research reveals that the growing complexity, risks, and uncertainty associated with climate and humanitarian crises, are contributing to heightened feelings of anxiety and overwhelm. Remarkably, over 70% of young adults express feeling overwhelmed by the responsibility to address climate change, indicating a notable incongruity between expectations placed on the 'purpose generation' and their actual capacity for effecting change (Force of Nature 2023)<sup>3</sup>. This underscores the importance of acknowledging critical issues such as eco-anxiety, which relates to feelings of stress, overwhelm, fear and grief towards the climate and ecological crisis (Force of Nature 2023). In addition to that, the perceived risks associated with embracing more sustainable practices, and the intricate nature of the systems and complex problems that individuals, particularly decision-makers confront, add to the challenge of

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<sup>3</sup> Force of Nature is an organisation that empowers young people to turn their climate anxiety into agency (Force of Nature Education 2023).

sustainable transformation (Trujillo-Barrera et al. 2016). Exploring these aspects and the tasks that individuals need to perform for organisational change more in detail is essential to understanding what skills and capacities individuals need to meet these complex challenges.

The Future of Jobs Report (World Economic Forum 2020) predicts that by 2025, the most sought-after skills will be primarily soft skills such as communication, responsible leadership and critical thinking. Conversely, recent research shows that a significant proportion of respondents feel their organisations lack sufficient learning and development (L&D) training to cultivate these soft skills (Bersin 2018). Furthermore, nearly 90% of executives admit that they currently have or expect to have skills gaps in their workforce in the coming years (McKinsey & Company 2021).

Taking a closer look at higher education, the Association to Advance Collegiate Schools of Business (AACSB) emphasises to integrate "*a broader range of ethical, social and environmental considerations into business education*" (AACSB 2022). This highlights a growing awareness of the need to enhance the inner capacities of the future business workforce to address global challenges, although progress in this regard is observed to be gradual. This is also evident in McKinsey's Future Citizen Skills report (2021), which presents 56 skills grouped into four overarching categories - cognitive, digital, interpersonal, and self-leadership. The study shows that while people with higher levels of education are generally better at various skills, certain interpersonal and self-leadership skills, such as self-confidence, coping with uncertainty, courage, empathy, coaching and conflict resolution, do not consistently correlate with higher levels of education. In particular, for skills such as humility, higher levels of education were associated with lower levels of performance, challenging the assumption that more education will universally lead to improved performance in these specific areas (Dondi et al. 2021). All the above highlight a gap not only in the education system but also in current approaches to learning and development. Integrating the concept of inner-outer change

holistically into the corporate context is, therefore, an opportunity for corporates to better harness the potential of individuals as change makers in their organisations.

In summary, the findings above show that companies need and want to make a significant change in their current operational approach, making it vital for them to educate and empower current and future talent with the right skills to successfully navigate the complexity with sustainable transformation. The growing recognition, yet new approach of working with the inner human dimension points towards an opportunity to accelerate business sustainability by empowering individuals with the right skills. More specifically, it shows that there is a need to raise awareness of the importance of these inner capacities and the opportunity to provide training that adequately develops them within the workforce.

## **1.5 The Field Lab**

### **Context on CEBRA**

Having identified the opportunity and inspired by personal aspirations, the idea was born to create a student-led venture (CEBRA) that would contribute to raising awareness and building inner capacities, bringing inner development to the corporate world, and thus accelerating sustainable change. A first solution was outlined in the second academic semester, based on the following assumptions: (1) Companies need to change but do not have the skills or tools to do so sufficiently. They face the challenge of not knowing how to change and where to change. (2) Inner development is a key element as it addresses the principles, mindsets and actions that shape behaviour. It equips an individual with the right skills to overcome current challenges and become changemakers. (3) Equipping leads to change, meaning that when individuals are equipped with the right skills and qualities, they change organisations and systems. (4) There is a gap in the development of these skills in higher education. This gap was underlined by interviews with several professors at Nova SBE conducted in the second academic semester and McKinsey's research in Chapter 1.4.

Based on these assumptions, a first possible solution has been developed:

**Product:** CEBRA wanted to create an L&D program to equip talents with the right skills to drive sustainable transformation, based on Inner Development Goals. The idea was outlined as a 9-month long program to incorporate all skill sets from the IDGs and allow for a long-term change through comprehensive learning experiences that transform mindsets. It focused on supporting individuals on their journey towards self-development that later contributes to the transformation of a business. This product was mapped out roughly as a first draft and based its value-creation on the existing research of the IDGs.

**Target Group:** Due to the personal connection of being addressed as the *Purpose Generation* and the visible trend of youth activism on climate change (Cloughton 2021, 1-9), CEBRA decided to focus on young talents as users. To reach the ones with the greatest potential impact on for-profit organisations and to acknowledge the prevailing gap in sustainable skills among individuals emerging from business and economic academic backgrounds, CEBRA decided to target business students and graduates between the ages of 20 to 30, already working in their first or second job.

**Business Model:** CEBRA's business model is strategically aligned with a market gap resulting from the evolving sentiments of environmentally conscious young people concerned about climate change (Lawrance et al. 2022, 726-738). On the one hand, those who want to pursue their careers in a sustainable way lack both the competences and the employers who would allow them to be developed. On the other hand, companies face increasing challenges in attracting top talent, as environmentally conscious individuals prefer not to work for highly polluting organisations. In response to this gap, CEBRA has designed an internal development program aimed at equipping individuals with the skills necessary to drive sustainable change within organisations. This program is designed to be offered to companies seeking to attract young talent by providing an engaging internal development course alongside their daily job.

This innovative approach not only provides young aspiring changemakers with free access to a transformative inner development program but also helps them realise purposeful careers and develop into responsible leaders of the future. Meanwhile, companies benefit by gaining tools to attract and engage the most ambitious, environmentally conscious talent.

In the next step, the CEBRA team presented this idea to potential investors where three major weaknesses were pointed out:

1. Which exact problems in the sustainable transformation do you help companies solve?
2. Who buys your product? What is the value you offer for the user? And which exact jobs need to be done to add value to the buyer?
3. What exactly are you offering as a solution? How do you ensure the program and features deliver the promised value?

The critical feedback received accurately addressed both the problem and solution spaces that CEBRA had explored, highlighting a notable lack of product-market fit. This notion, defined as the ability to offer a product that adequately meets market needs (Olsen 2015), is central to CEBRA, as it aligns with its dual objective of developing a solution that not only creates positive impact, but also ensures financial sustainability. As a result, this field lab was designed thoughtfully to dive deeper into the identified weaknesses, gain new insights, and build a solution that meets the needs of the customer sufficiently. To systematically address these weaknesses simultaneously, each team member focused on a specific area and formulated individual research methodologies tailored to the respective objectives. To maintain common goals and ensure a coherent approach, Dan Olsen's (2015) product-market fit model (PMF) was chosen as the overarching framework for this research. Rooted in lean start-up principles, the PMF model allows for launching customer-desired products faster and with less risk compared to traditional methods (Blank 2013). Before CEBRA decided to incorporate the PMF model, other frameworks, such as the Business Model Canvas and Go-to-Market were also considered,

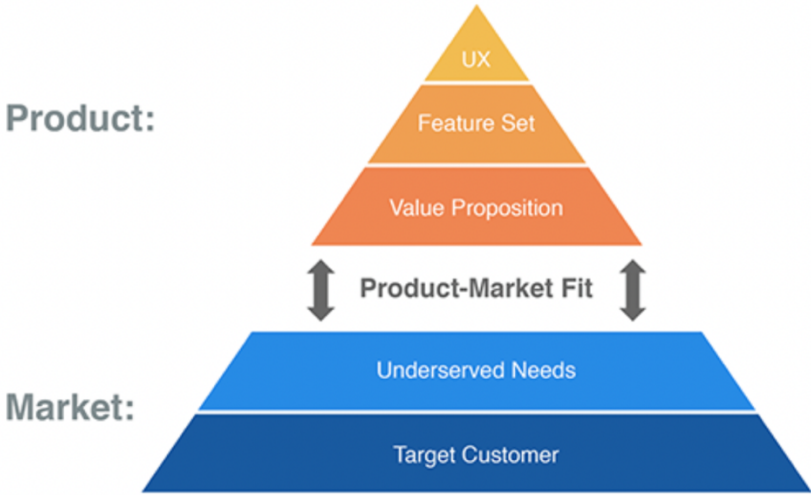
to determine which suited the needs of this venture the best. Thus, as the venture still needed to understand the target customer more in detail and conduct more research on potential product features the PMF model was more suitable to incorporate.

**Product-Market Fit Model**

As this field lab is conceptualised around the Product-Market Fit Model (PMF), it is important to outline the concept and further explain its importance before introducing the structure of this paper more in detail.

To reach product-market fit means that one has successfully built a product that meets the needs of the customers, creates customer value, and is better than other market alternatives (Lopes 2020). The model below represents a pyramid that symbolises the steps that are essential to reach PMF. Incorporating this model is essential for the success of CEBRA as it helps to solve the problem, define the ideal market, and understand the customers who need this product or service. CEBRA is an impact venture that aims to create meaningful impact whilst striving for financial sustainability, which is why the PMF model is vital to incorporate in the process as it also ensures that the targeted customer segment is interested in investing in this product.

**Figure 1. Product-Market Fit model by Dan Olsen (2015)**



Examining the lower layers of the model that covers the market, helps CEBRA to understand the real problem space from the buyer and the user perspective to define the target customers

and their unserved needs. It is important to focus on what the customers are lacking in current products that are available in the market to make sure that CEBRA facilitates and addresses this. Further, after the market is set it is important to go in-depth with the product plan – covering product value proposition, feature set, and UX. The value proposition helps to define the value of the product, by understanding the ways to surpass competitors with their offerings, as well as considering important factors like price and quality. The feature set and UX helps to specify functionality to build a viable product, test it, and receive critical feedback from customers to tweak and improve it accordingly. Overall, using this model helps to align with market demand, ensure business growth opportunities, and reduce the risks to reach long-term success (Olsen 2015).

### **Methodology and Structure of the Field Lab**

In order to gather well-informed insights for each step of the PMF model and address the critical feedback of investors, individual research in three different areas was conducted simultaneously. The findings were then brought together again in the second part of the paper to inform the steps of the PMF model and achieve product-market fit. Below the individual research aims and methodological approaches are outlined more in detail:

1. The first individual paper focuses on the problem space, more specifically the organisational level of sustainable transformation. To examine the internal bottlenecks data from secondary sources, corporate sustainability reports, is gathered and primary research, more specifically interviews with high-level managers, is conducted to get the top-down perspective in a specific industry. The desired outcome of this paper is to understand the challenges that hinder companies from implementing a more sustainable operational approach on an organisational level, thereby understanding the target customer and their unserved needs, thus the problems CEBRA can help with, more in detail.

2. As this field lab aims to examine the potential of individuals to drive organisational change, interviews with existing intrapreneurs are conducted to understand the challenges and unserved needs of these individuals who create change from within. Additionally, secondary research is conducted to examine the market with a detailed benchmark analysis. This mixed method approach follows the objective of gaining in-depth insights and validating assumptions around the unserved needs of the user and the potential buyer from an individual perspective. As CEBRA aims to empower individuals, this research sheds light on how to do that in the best way, allowing for essential practical implications regarding the value proposition.
3. Following CEBRA's initial idea of creating an L&D program that empowers individuals by enhancing their inner capacities, the third individual project aims to better understand the scientific background and potential of inner-outer transformation and to lay the foundation for an evidence-based program. As part of the research, a prototype is developed and tested respectively with young talents which allows to test the feasibility of the approach in general but also to assess first product features and the extent to which they deliver the promised value. These insights are further used for the development of an MVP as part of the PMF in the second part of this paper. It is important to note that the research and product development carried out in this part were based on the assumptions at the start of the field lab, and therefore focus primarily on internal capacity building. Given the simultaneity and independence of the individual research efforts, the findings from the other two streams of research could not be incorporated into the product development phase.

After these three individual deep dives all the findings are brought together in the product-market fit model to design a solution that empowers individuals to accelerate corporate sustainability and is attractive to the market.

To summarise, the individual research of the three team members is split across three relevant areas, encompassing different methodologies that best serve the objective of gaining well-informed insights to achieve a product-market fit. All research conducted focuses on delivering practical implications for the further venture development of CEBRA whilst contributing to the emerging field of empowering individuals to drive sustainable transformation. This ambitious objective set for the field lab represents CEBRA's overarching aspiration of making a meaningful impact by guiding and supporting companies in their sustainable transformation journey.

## **2 Product Development (Individual Part)**

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### **2.1 Context and Objectives**

In addition to researching bottlenecks and unserved needs of target customers from different perspectives, the third objective of this field lab is to gain nuanced insights into the design of a valuable product. Based on the opportunity identified in chapter 1.4 the aim of CEBRA is to create an intervention that empowers individuals through internal capacity building to drive sustainable transformation. When the preliminary framework for a CEBRA learning and development program was presented, potential investors raised concerns about the proven delivery of the promised value and questioned the overall feasibility of the proposed solution. This feedback revealed that the innovative approach proposed requires an evidence-based framework to not only enhance credibility but also ensure to provide the intended value sufficiently. Given the absence of established guidelines for designing interventions in this emerging field, secondary research on inner-outer transformation and adult learning is conducted to lay the foundation for an evidence-based product development.

The next step is to move beyond theoretical exploration and not only design but also test an initial prototype. This iterative process aims to assess the value and feasibility on a small scale which allows to make iterative progress towards creating a minimum viable product (MVP). To develop a product that resonates with the target audience and achieve product-market fit, these insights need to be consolidated in chapter 5 with the evolving understanding of unserved needs outlined in chapter 2 and 3.

### **2.2 Literature Review**

The literature review serves as a critical foundation for the development of impactful interventions for CEBRA, summarising essential knowledge and the latest findings about the

transformation process and the development of associated capacities. In the first step, inner-outer transformation and scientifically proven capacities that lead to outer change are looked at on a deeper level. In the second step, learning methodologies and learning design are analysed to further inform the creation of the first CEBRA prototype.

### **2.2.1 Inner-Outer Transformation Frameworks**

#### **1) Model of Change for Internal-External Transformation towards Sustainability**

**(Wamsler et al. 2021):** In the emerging field of examining the potential of inner change for sustainable transformation, the Internal-External Transformation Model by Christine Wamsler (2021) consolidates the fragmented understanding in current research in a structured and holistic way. This model shows that when certain inner capacities enable individuals' potential as change agents, individual change has the potential to lead to systemic change in the long run. Due to its holistic nature, it breaks down the complex process of how internal change leads to climate action and sustainable transformation into the specific dimensions of 1) capacities, 2) intermediary factors, and 3) inner states, which are further explained in Appendix 1 (Wamsler et al. 2021). The distinction of dimensions is useful to understand the inner change process more in-depth, and thus to design interventions that support individuals' potential as change agents effectively.

#### **2) The Novel Framework for Inner-Outer Sustainability Assessment (Cooper and Gibson 2022):**

Another noteworthy model in the field of inner-outer sustainable transformation is the "Novel Framework for Inner-Outer Sustainability Assessment" (2022). This framework provides a unique perspective by combining the IDGs with sustainability assessment frameworks on a more detailed level to ensure that inner transformation contributes effectively to sustainable transformation (Cooper and Gibson 2022). For this reason, the presented framework encompasses guiding criteria and categories for evaluating the impact of inner transformation interventions on this desired outcome. It seeks to address questions such as how

the various dimensions of Inner Development Goals (IDGs) directly contribute to sustainability and where potential challenges may arise within these interventions. By offering this level of granularity, the framework provides a comprehensive understanding of the transformation process (Cooper and Gibson 2022). While the Internal-External Transformation Model primarily focuses on building transformative capacities, this model emphasises measuring the outcome of IDG interventions through sustainability assessment.

As research around the inner transformation process is growing, important insights about the most important capacities and desired outcomes are provided. Nevertheless, a practical understanding of the most effective methods for holistically enhancing transformational skills within a business context is still scarce (Wamsler et al. 2021). For this reason, learning theories that focus more on the “how” of learning and transformation are looked at in the next step.

### **2.2.2 Learning Theories**

To create meaningful learning experiences that are based on scientific insights, the latest findings around existing learning theories and adult development were analysed. Based on the learning goal of inner transformation, two influential theories were chosen and looked at more in detail: Kolb's experiential learning theory and Mezirow's transformative learning theory. Both play an important role in promoting authentic learning, deep reflection, and profound changes in learners' perspectives and behaviours. They encourage learners to internalise information, challenge preconceived notions, and potentially engage in sustainable practices over time (Bryant et al.2021).

**1) Kolb – Experiential Learning Theory:** In today's world where lifelong learning is a necessity, Kolb's theory provides a solid framework for educating individuals to not only absorb new information but to also apply it effectively in real-life scenarios. This makes it an essential tool for education, professional development, and personal growth. Kolb's experiential learning theory is based on the belief that learning is a continuous, cyclical process that thrives on

experience. At the heart of this theory is a four-stage learning cycle consisting of concrete experience (CE), reflective observation (RO), abstract conceptualisation (AC), and active experimentation (AE). The key concept underlying Kolb's theory is that meaningful learning occurs when individuals move through all four stages, effectively combining theory and practice (Kolb and Kolb 2006). To apply Kolb's experiential learning theory in practice, educators can create hands-on learning environments with active experimentation and structured reflection.

**2) Mezirow's Transformative Learning Theory:** Mezirow's Transformative Learning Theory relates to the pedagogical approaches of experiential learning and is centred on the idea of profound, transformative change in individuals. It can be seen as a potential leverage point for supporting corporates' transition toward a sustainable transition (Bryant et al.2021). Focused on the connection between personal development and learning, it goes beyond traditional experiential learning methods by actively aiming to bring profound change in the learner's perspective and frame of reference. This change in turn initiates a holistic transformation that encompasses personal, emotional, and intellectual dimensions by challenging habits of thought, previous assumptions, and entrenched patterns of behaviour (Benson et al.2019). Key concepts in this theory include perspective transformation, rational discourse, and meaning perspectives as well as fostering an active learning environment that enables the desired personal and cognitive transformation (Mezirow 2003). Additionally, it is generally assumed that individuals cannot be forced to change, but that they must be willing and able to engage in activities that potentially lead to a change of perspective (Bryant et al.2021). When considering the application of Mezirow's Transformative Learning Theory within educational contexts, emphasis is placed on cultivating discussions, group dialogues, and peer interactions. These components provide learners with a safe space to challenge their pre-existing beliefs and actively engage with diverse viewpoints (Taylor 2008).

### **2.2.3 Learning Experience Design**

To synthesise the findings of previous research on inner-outer transformation and learning theories into an effective learning program, learning design methodology offers step-by-step guidance including decisions about content, timing, and assessment methods. These approaches often emphasise a shift from a teacher-centred focus to a learner-centred focus that seeks to understand the characteristics and needs of learners, also known as learner-centred design (Sebastian 2016). Within this field, there's a growing trend towards learning experience design, which focuses not only on knowledge transfer but also on creating a seamless, engaging journey that increases user satisfaction and fosters a deeper connection with the content. It encompasses everything learners do, think, and feel from the moment they enter the experience to the moment they complete it, and beyond (Floor 2023). A tool that also allows non-experts to work with this approach is the learning experience design canvas (LX Canvas). The LX Canvas is a structured framework encompassing key components essential for designing effective learning experiences, such as articulating clear learning objectives and considering environmental factors or location specifics. This comprehensive approach facilitates decision-making, enabling designers to seamlessly align strategy, activities, and the overall learning process (Blaisdell and Fox 2023).

## **2.3 Product Development: CEBRA Impact Talent Journey**

### **2.3.1 Product Development Process**

To close the skill gap that was observed in previous research around the inner capacities for sustainable transformation, the team decided to focus primarily on transformative capacity building for the first product design. Therefore, the internal-external transformation model by Christine Wamsler (2021) combined with the approach of experiential learning was chosen as a scientific foundation to design an evidence-based learning intervention. The design process

started with the development of a prototype, which allows for hands-on learning with fewer resources and testing key hypotheses before building the actual MVP (Olsen 2015). Also, prototyping allows for rapid iterations and ensures adaptation to the evolving needs and experiences of the target audience from the start of the project. This allows to not only validate the proof of concept but to also test the overall feasibility at an early stage (Fayard 2018). The prototyping process therefore helps to refine the product-market fit and the subsequent launch of an MVP that incorporates real user feedback.

### **2.3.2 Prototype Objectives**

In the pursuit of designing the prototype, the overarching aim is to achieve product-market fit. The market in this case refers to the target audience of young talents, who identify themselves as changemakers and are seeking personal and career development with a deep commitment to creating a purposeful life for themselves and the world around them. This target audience was chosen in the previous academic semester based on the observed gap within higher education regarding inner capacity building and the aspiration of the team members to empower “responsible leaders of tomorrow”.

To achieve product-market fit with the prototype, the intervention needs to deliver the promised value and must cater to the actual needs of the user. Based on this, two more specific objectives were defined: 1) Build a learning experience for young talents, based on the internal-external transformation model, that fosters the development of their inner capacities. 2) Design an intervention that meets the unserved needs and is promoted among young talents.

Following these objectives allows to test first product features and their ability to deliver on the promised value of enhancing inner transformation within individuals. Additionally, the prototype allows to test assumptions about the unserved needs of the users, young talents, and their perceived value of the product.

## **2.4 Prototype Design**

In designing a prototype for the learning experience, the team employed the learning experience canvas introduced in chapter 4.2.3 as a comprehensive framework. For the initial development stage, the insights from informal interviews with young talents were combined with the scientific framework of internal-external transformation (chapter 4.2) and the skills outlined in the IDGs. Together, they resulted in the initial prototype, known as the 8-week-long *Impact Talent Journey*, which is outlined below. The full overview of the LX canvas can be found in the Appendix (Appendix 2).

### **2.4.1 Learning Objectives and Content**

Aiming to create a well-rounded curriculum, the learning content of the prototype is based on the internal-external transformation model, primarily focusing on the skill-building aspect in the first step of product development. Using this model as a foundation ensures that an evidence-based service is developed that benefits from the wealth of existing knowledge and insight into existing research. Brought together with insights from interviews, a desired learning outcome, which also indicates the key benefit of the product, was defined: "At the end of the program, young talents will be equipped with the inner skills they need to create a future that is both, personally fulfilling and meaningful to the world around them." Based on the observed underserved needs of young talents, the three transformational capacities of purpose, awareness, and agency (see chapter 4.2) were selected for the prototype and the following learning objectives were defined: 1) Empowered clarity: a deep sense of clarity about one's purpose, values, and future direction (purpose dimension). 2) Sustainable resilience: greater self-confidence in overcoming challenges, equipped with a toolbox of self-awareness and stress management techniques (awareness dimension). 3) Authentic presence: A newfound ability to authentically share one's story and find a sense of agency (agency dimension).

## 2.4.2 Learning Features

Based on the learning objectives and insights that emerged from the use of the LX Canvas, the overall flow of the intervention was developed as an eight-week-long journey (Appendix 3). As one key product feature, face-to-face workshops were chosen as the main activities for two reasons: 1) Having face-to-face interactions allows participants to build trust, empathy, and a shared sense of purpose. This enhances the collective learning experience. 2) It provides a dedicated space for focused learning where distractions are minimised and an immersive environment for active participation is created (Rogers 2022). This allows participants to delve into inner development without external interruptions, fostering a deep and concentrated exploration of personal growth and transformation. Each workshop targets one of the selected transformative capacities built on the concept of experiential learning by incorporating four key elements into all sessions: knowledge transfer, individual application of tools, and group sharing and personal reflection (Kolb and Kolb 2006). Another feature is the so-called “Learn and Grow“ phase after each workshop to integrate the newly learned tools and thus strengthen their respective capacities. To support this process, participants receive a workbook with further reflection questions and tasks around the respective topic (Appendix 4). To enhance self-reflection, which is known to be a key element for long-term learning that leads to new actions, thoughts, and behaviours (Pöllänen et al. 2023), a weekly anonymous journal is included as a third feature. Additionally, the journey is complemented by an opening and closing event to strengthen the sense of community and consolidate all individual learnings in the end. To ensure a valuable user experience, the learning environment is carefully created as a safe space for learning, individual reflection and collaboration which are important for developing transformational skills and initiating associated change (Wamsler 2020). All workshops were co-facilitated by a CEBRA team member and a respective expert to ensure the quality of content and personal guidance.

## **2.5 Prototype Testing**

After the design of the prototype, the next step is to test it and learn from real user feedback. Following entrepreneurial thinking, the strategic decision was made to test the prototype with Nova SBE's master's students, more specifically aspiring change makers starting their first or second job shortly after graduation. This choice offers the possibility of entering strategic partnerships with potential future customers and gaining first experience with students before moving into the corporate world and working with actual clients. In addition, testing the prototype at Nova SBE is in line with the intrinsic motivation of the team to create a positive impact at the university. The testing phase includes a comprehensive evaluation of the impact achieved and participant satisfaction, which is presented in the next chapter.

## **2.6 Primary Research: Prototype Assessment**

### **2.6.1 Research Hypotheses**

For this reason, primary research was conducted and structured around two primary hypotheses that were derived from the objectives in chapter 4.3.2 and are further referred to as H1 and H2.

**H1:** A structured learning experience based on the inner-outer transformation model and experiential learning is effective in enhancing inner capacities.

**H2:** The designed learning experience creates value for the user and is subsequently promoted by the user.

### **2.6.2 Methodology and Operationalisation**

**H1:** To assess the impact of the intervention on participants' transformative capacities (H1), a quantitative approach in form of an online survey is used. A Microsoft Forms questionnaire is distributed both before (pre-intervention) and after (post-intervention) the program to observe their behavioural change. Well-established scales from psychometric instruments were

carefully selected to ensure precise operationalisation. The three key transformational capacities targeted by the program were assessed through more specific concepts aligned with the model introduced. These variables can be named as 1) sense of purpose, 2) self-awareness, 3) resilience, and 4) vocational agency. Additionally, the survey included three intermediate factors outlined in the internal-external transformation model, namely 5) self-efficacy, 6) authenticity, and 7) personal well-being. Also, the capacity of 8) mindful attention was assessed. To ensure the reliability of the survey, each skill was systematically tested with a minimum of three items from each chosen scale. The selection process prioritised items which were closely aligned with the content of the program (see Appendix 5). The full questionnaire can be found in Appendix 6.

**H2:** To assess the perceived value and user promotion, post-workshop online surveys were applied that employed a hybrid approach, integrating both qualitative and quantitative elements to comprehensively assess participants' perceptions of the program. The qualitative component explores participants' favourite program elements and areas for improvement through open-ended questions that allow for the free expression of opinions and more nuanced implications. At the same time, quantitative data is collected through structured questions, including a Likert scale as well as the Net Promoter Score (NPS). While the Likert scale provides a quantifiable measure of satisfaction (1= not at all satisfied to 5= very satisfied), the NPS is a widely accepted measure that provides a standardised metric to assess the likelihood that participants will recommend the program to others (Salesforce 2023). This dual approach aims to capture nuanced qualitative insights alongside quantifiable metrics, enriching the assessment of value creation and user promotion of the designed learning experience.

### **2.6.3 Sampling**

In this research, a non-probability purposive sampling method was utilised to select participants for the prototype learning journey and to test certain features of the future intervention. The

sampling method intentionally left the sample uncontrolled, mirroring the venture's outreach strategy, which focused on young talents motivated enough to apply for the program. The exhaustive application questions further ensured a high level of motivation and interest among participants. The application period opened on September 1st, spanning 10 days, to form a cohort of 20-25 students to foster a trusting atmosphere and facilitate meaningful connections. This objective was successfully met, with 25 students applying, and 22 students being selected based on their level of motivation and genuine interest in the program's goals. The summary of the demographics of the sample can be found below.

**Table 1. Sample Demographics Summary**

Gender			Master's Program		Age	
Non-Binary	Male	Female	Master's in Management	Impact Entrepreneurship	Range	Average
1	7	14	8	14	20 - 28	24,5

**2.7 Results**

**2.7.1 Data Analysis**

**H1:** Only participants who provided complete sets of pre- and post-assessment data were included in the analysis to ensure a comprehensive examination of the impact of the learning program on the targeted skills. Due to the rather low return rate of participation in the surveys, the first hypothesis was tested using data collected from a sample size of 10 participants, each of whom fully completed both pre-and post-assessment surveys. The statistical analysis used a one-tailed paired t-test to assess the significance of increases in participants' scores before and after the program, with a p-value threshold of 0.1. The decision to use a p-value of 0.1 recognises the small sample size and aims to be more moderate in assessing statistical significance.

**H2:** For the second hypothesis, the analysis was based on descriptive statistics with a focus on the average values, the sample means, of each conducted survey to provide a clear overview of participants' satisfaction and perceived value. Participation in the workshops was based on individual student choice rather than mandatory compliance. This resulted in an inconsistent number of participants and therefore an inconsistent sample size for the data analysis.

### **2.7.2 Results and Interpretation**

**H1:** Descriptive statistics, including pre-and post-program means and outliers, provided an initial insight into the impact of the program, with the full statistical analysis available in Appendix 7 and 8 due to the size of the study. The descriptive statistics showed that the means for almost all measured capacities and intermediate factors changed in the expected direction, providing a first indication of the program's impact. Results of the t-test then showed a statistically significant increase in five out of eight variables, showing that e.g., participants experienced a greater 1) *sense of purpose* in life after completing the program. Significant changes were also observed in participants 4) *vocational agency* highlighting the impact of the program on their professional identity and perceived ability to influence outcomes positively. Additionally, the results showed a significant improvement in the intermediary factors of 5) *self-efficacy* and 7) *personal well-being*. Furthermore, the t-test analysis revealed a statistically significant increase in 8) *mindful attention*, reflecting an increased ability to focus and be present in the moment.

However, it is crucial to acknowledge that not all skills exhibited statistically significant increases. The transformative capacities of self-awareness and resilience as well as the intermediary factor of decreased dissonance (measured with the authenticity scale) only showed increased means without reaching significance. This nuanced observation prompts a critical reflection on the program's impact. Concluding, Hypothesis 1 can only be partly verified and

highlights the need for ongoing refinement and targeted interventions to address the specific dimensions that require further attention.

**H2:** The statistical analysis revealed slightly varying but overall high levels of user satisfaction and NPS scores across all three workshops and for the overall journey. In particular, the Art of Storytelling workshop stood out with the highest satisfaction rating, suggesting that participants found this session particularly engaging and useful. The more detailed statistics can be found in Appendix 9 whilst the average values are outlined below for each session:

**Table 2. Summary of Satisfaction and NPS**

<b>KPI</b>	<b>How To Design Your Life</b>	<b>Resilience &amp; Self-Awareness</b>	<b>The Art of Storytelling</b>	<b>Full Impact Talent Journey</b>
<b>Satisfaction w/ the experience*</b>	4,32	4,54	4,73	4,2
<b>NPS **</b>	55	69	67	73

\*1= not satisfied at all, 5= extremely satisfied  
 \*\* ranging from -100 to +100

The significantly high NPS for the Full Impact Talent Journey workshop, despite a slightly lower average satisfaction score, suggests that participants were not only very satisfied with the overall experience but would also enthusiastically recommend it. This level of advocacy, as indicated by the NPS, signifies a high likelihood of positive word-of-mouth and potential success in attracting and retaining future participants. The high satisfaction scores and participants' expressed likelihood to recommend the program are all consistent with H2, indicating that the learning experience not only delivers value but also encourages participants to advocate for it. Based on this analysis, hypothesis (H2) can be verified. These findings underline the effectiveness of the intervention in creating a positive and recommendable experience for its users which has valuable implications for the future process of product development and the objective of achieving product-market fit.

### **2.7.3 Summary and Limitations**

In conclusion, the primary research evaluated the prototype learning journey by focusing on two primary hypotheses derived from the objectives. Hypothesis 1, which stated that a structured learning experience based on the chosen framework would enhance inner capacities, was partly supported by statistically significant increases in key areas such as the meaning of life, self-efficacy, and personal well-being. It is important to note, however, that not all capacities showed significant increases, prompting a critical reflection on the impact of the program. Hypothesis 2, that the designed learning experience creates value and is promoted by the user, was robustly supported. These findings validate the overall effectiveness of the intervention while highlighting the need for continued refinement and targeted interventions for specific skill dimensions. However, it is crucial to acknowledge several limitations inherent in this study. The small sample size raises valid concerns about the generalisability of the findings to a larger population. Furthermore, the lack of a control group presents a challenge in attributing observed changes exclusively to the learning program, as external factors may have influenced the results. The fluctuating number of participants introduces variability, necessitating a cautious approach to drawing detailed conclusions from the data. These limitations underscore the exploratory and preliminary nature of the study, emphasising the need for cautious extrapolation of results to broader contexts. Additionally, to assess the enduring impact of the program further steps must be taken to measure participants' long-term personal and professional development comprehensively. Importantly, the review of the literature highlights the complexity of assuming that inner development interventions will automatically lead to outer transformation (Wamsler et al. 2021). The research has not included an evaluation of the effect on sustainability assessment metrics as outlined in chapter 4.2, a significant aspect that needs attention in future investigations.

## **2.8 Conclusion**

In the process of designing and testing an evidence-based intervention, important theories from the field were analysed and integrated into the prototype development. The primary research not only assessed its effectiveness, as discussed in the preceding chapters but also unveiled valuable practical insights that were not touched upon due to the scope of the paper. The positive feasibility of executing an inner development program was reinforced, and the experience served as a dynamic learning opportunity for the team in the area of event management, collaboration with experts, and sustaining participant motivation throughout the learning journey. The overall success of the project in combining theoretical frameworks with practical application, the positive feedback from participants and support from experts positions it as a promising venture with the potential for continued future growth and impact. Furthermore, these findings serve as valuable insights for achieving product-market fit, providing the basis for further refinement as CEBRA works towards the development of a MVP. In a next step, the findings from all three research areas need to be brought together to reassess the initial product approach and create a well-rounded intervention that serves all unserved needs holistically.

## **3 Product Market-Fit (Group Part)**

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### **3.1 Tying it Together**

Delving deeper into the problem space and solution as well as going into the field to test the potential product, provided insights that enabled a well-informed product-market fit to be developed. The next step, the consolidation of individual findings, allows CEBRA to refine the initial assumptions made at the beginning of the project. This step is also critical in guiding the

development of a product that will resonate effectively with the target audience, enabling CEBRA to design an impactful intervention and thus launch a successful venture.

Based on the findings of the three individual papers, it is clear that there is a market need for empowering individuals to accelerate corporate sustainability. At the same time, the various findings also revealed that an iteration of CEBRA's initial product proposition is required to do this effectively. Delving deeper into the different process stages of the PMF in this chapter (e.g. target customer, underserved needs, value proposition, feature set and UX) helps to guide the company towards creating something that customers really want, which is fundamental to achieving long-term success in terms of impact and profit.

### **3.2 Target Customer**

The findings gathered in the individual research chapters of the thesis allowed for a better understanding of the market, including a detailed identification of CEBRA's target audience. The study contradicted the initial assumptions about young business graduates as the initial target audience and pointed to more detailed segment, buyer and user definitions, which are presented below.

Segment: An analysis of the automotive industry, chosen among other high-polluting industries, conducted in chapter 2 has confirmed that market leaders acknowledge the need for a sustainable transformation, yet lack the guidance and support to navigate internal bottlenecks. There is therefore both a business and impact opportunity existing in that segment, that can be exploited. This opportunity is confirmed by insights from changemakers outlined in chapter 3 who suggest that for scaling faster it is worth focusing on companies that already have sustainability commitments integrated into their strategy but struggle to meet them efficiently. By targeting the high-polluting industries with the greatest CO<sub>2</sub> emissions, CEBRA can strive to achieve the biggest impact, while innovations created by employees (with CEBRA's help) can tie into companies' ambitious sustainable commitments and help to reach them.

Target buyer: The analysis of changemakers has also identified internal buyers of this solution more specifically. What is unusual for B2B solutions is that the buyer cannot be described by their job position and should rather be seen through their motivation.

The conducted studies suggest that CEBRA target buyers in this segment can be described as *future changemakers*. They should be highly driven employees with a high level of awareness of social issues. They should have decision-making power or enough authority to initialise a purchasing process. These individuals do not necessarily define themselves as changemakers or intrapreneurs, but their sensibilities should be able to develop them into one. By targeting these individuals, CEBRA aim to educate them and develop their capacity to drive a sustainable innovation agenda in their organisations, acting as co-facilitators for CEBRA programs. These buyers would therefore be partially users of the service of CEBRA – as facilitators.

Target user: It is important to also take a detailed look at the second group of CEBRA users, those participating in the program. As highlighted by pilots run with students, those could be employees who desire to create a meaningful career with a strong interest in personal and professional development. Like facilitators, participants are driven individuals who are purpose-driven and strive to create meaningful careers. The difference between them is seniority and authority but could also be a lack of awareness of specific social issues. What incentivises them to join the program is their interest to tackle the problem or the personal and professional development opportunity.

### **3.3 Underserved Needs**

With CEBRA's customer defined, the next step is to synthesise the individual research findings into a holistic picture of the underserved needs within the market. Validated and clarified target customer problems allow the design of a set of responsive values that significantly increase CEBRA's chances of achieving product-market fit.

The first underserved need to emerge from the primary data, together with secondary sources of bottlenecks, was that companies face challenges with cost, change management and core sustainability implementation on an organisational level.

Additionally, the jobs to be done identified in chapter 3 that respond to those bottlenecks, reflect the underserved needs of CEBRA buyers more specifically. Based on the research, these are:

- Developing the inner capacity to solve internal bottlenecks successfully
- Educating stakeholders to change their perspectives and decision factors
- Defining social or sustainable problems to act on (systemic problem definition)
- Building a business case for sustainable innovation
- Designing a sustainable innovation program which benefits businesses and participants alike (enabling internal innovation capacities)
- Running the sustainable innovation program
- Implementing the outcomes into the organisation.

Stakeholder research and building awareness of the business's negative impact on the environment amongst decision-makers were also identified as important, but not crucial.

Those unserved needs are different to the users' needs identified in chapter 4, which are mostly related to creating a meaningful career, engaging in personal development, and creating a fulfilling life. Participants also feel a need to: better deal with stress, have more space to reflect, have a safe community to share with and feel equipped to handle future challenges.

Looking back at the initial solution of primarily targeting the unserved need for inner development, the primary and secondary research has validated the nurturing of these inner capabilities as an important aspect of facilitating change. Nevertheless, insights from interviews with intrapreneurs and the Blue Ocean Strategy analysis revealed that the journey of implementing change within an organisation involves more than the enhancement of these inner strengths. It is imperative not only to equip and empower changemakers by developing their

'internal capacities', but also to accompany these changemakers on their journey, facilitating and creating spaces within their organisations where innovation and change can flourish. The transformation sought is not one-dimensional; it requires the harmonious integration of inner and outer metamorphosis.

This understanding clearly shows that the original concept of primarily providing programs for inner development is not serving the market needs sufficiently and thus a refined approach that effectively meets these needs more holistically is needed. For this reason, the product value proposition was iterated accordingly in the next step.

### **3.4 Product Value Proposition**

At this stage, various significant customer needs have been identified, providing potential areas for consideration in developing the product. The subsequent task involves a selection process to determine which needs the product will deliberately address. This critical step in the Lean Product Process is centred on refining the value proposition of the product. It entails precisely specifying the customer needs CEBRA's product aims to address and articulating how it distinguishes itself as superior and distinct from existing alternatives (Olsen 2015).

As the term implies, the unserved needs outlined before, are not yet satisfied by the market due to a lack of holistic integration of nurturing inner capacities and enabling changemakers to apply their strengths in practical innovation programs that address organisational bottlenecks.

CEBRA aims to close exactly this gap by addressing both the inner capacity building of employees as well as the integration of sustainable innovation into the company's business model. With this approach a novel form of value is created - value that goes beyond what is traditionally offered by learning & development programs or sustainability consulting services alone.

To deliver this value, CEBRA aims to design an innovation development program, empowering employees to become changemakers and transform their organisations towards

sustainability. This product aims to bring together the benefits of both, traditional sustainability consulting, internal innovation processes and inner development upskilling programs for teams in a unique way. This innovative approach ensures that organisations not only receive strategic guidance but also that necessary structures and spaces are developed within the organisation to successfully implement the desired change and capture the value of sustainable transformation. CEBRA's work is therefore based on empowerment through collaborative problem-solving. With this philosophy CEBRA empowers organisations by working directly with their employees and ensuring that solutions are not imposed but co-created, leveraging the expertise within the organisation. Therefore, the overall value proposition of CEBRA is the following: *Holistic transformation consulting - empowering employees to drive the desired transformation from within.* It is an iteration of the buyer value proposition concluded in Chapter 3, as it considers findings from all the studies in this paper and is refined to reflect both buyer and user needs. Based on this strategic focus and building upon the most relevant unserved needs, the following must have benefits of the future product can be defined more specifically for the buyer and for the user:

**Buyer benefits:**

- Improve employee engagement and upskilling (develop inner capacities for transformation?)
- Develop innovation capacities within the organisation
- Build capacities for change implementation within the organisation

**User benefits:**

- Feel empowered through inner capacity building
- Build and experience a meaningful career
- Be part of a community of changemakers

### **3.5 Product Features**

The following features of the CEBRA solution have been defined in order to respond in an integrated way to the needs of both the purchaser and the user, and to build on the benefits defined in chapter 5.4. User feedback and practical learnings from the Impact Talent Journey were also incorporated. The CEBRA service will have two pillars that together create the potential for holistic, sustainable business transformation.

#### **1) Consulting**

##### *a) Business case building (and strategic alignment)*

- i) Individual consulting on integrating sustainable programs into existing financial goals (or KPIs)
- ii) Frameworks for connecting sustainable programs to existing strategy
- iii) Internal solution pitch and finding sponsors

##### *b) Project scope*

- i) Customised project scope template for aligning stakeholders' expectations

##### *c) Mentoring*

- i) Individual sessions or mastermind communities for sharing experiences

#### **2) Innovation Hub**

##### *a) Communication*

- i) Communication guidelines and process for announcing and running the program
- ii) Argumentation templates for recruiting participants

##### *b) Design Thinking process management (from problem to solution)*

- i) Timelines, process structure and templates

##### *c) Facilitation*

- i) Facilitating sessions and physical meetings with participants
- ii) Fostering community by ice-breaking activities

- iii) Workshops with relevant problem – or solution-specific experts
- d) *Inner capacity building*
  - i) Workshops with experts on inner development
- e) *Implementation*
  - i) Storytelling workshops with experts
  - ii) Pitch practice for internal pitching

In essence, the consulting features build the organisational capacity to benefit from the innovation program, creating the basis for integrating sustainable solutions into the organisation's business model (i.e. sustainable transformation). The innovation hub, in turn, serves the organisation to solve current business problems in a sustainable way and provides users with an opportunity for personal growth and inner capacity building.

### **3.6 MVP Design**

With clarified product features, the next step in the process is to define the minimum functionality that is aligned with the target customer's preferences, thereby defining the feature set for the MVP. In this phase, the selection of features revolves around offering enough value for customers to perceive the distinctive advantages of the product whilst navigating the challenges of limited resources (Olsen 2015). Because the proposed product has many interrelated features that together create value, most of them need to be developed as a first prototype for the MVP. The MVP feature set is derived from the exhaustive feature definition in chapter 5.5 and shown below, along with the prototyping idea.

1a) *Business case building and strategic alignment*: Collaboration with sustainability consultant, no frameworks but in-person consulting providing fundamental guidance on the two areas of developing innovation capacities and preparing the organisation for successful change implementation.

1b) *Project Scope*: Design project management template, outlining the most important milestones, stakeholders and resources for the overall project.

2b) *Design Thinking Project Management*: Co-creation of frameworks and templates with an experienced designer, a physical guide summarising key frameworks and tools for sustainable innovation processes, encompassing steps from problem definition to implementing the solution.

2c) *Innovation Hub Facilitation*: In-house facilitation (draw from experience of Impact Talent Journey), run small-scale collaborative workshop: In-person sessions fostering cross-functional co-creation, building innovation capacities and guiding innovation process.

2d) *Inner Capacity Building*: CEBRA in-house designed workshop series based on the learnings from Impact Talent Journey, enhancing self-awareness and mental resilience, contributing to individual well-being and internal capacity-building.

With this feature set, the next steps in the product development are clear. After the prototype of each feature has been developed for the cases in which this is possible, the aim is to test them before launching a first MVP to the corporate world. This rapid prototyping, as it was already done with the Impact Talent Journey, allows to iterate and refine the product based on user feedback. Thereby the functionality and value of the features are further improved, and hands-on experience is gained. As soon as all MVP features are proven to deliver on the promised value, the full MVP can be tested with first pilot clients from the intended target group. This step requires to take a closer look at the UX design of the product. For now, the learnings from the Impact Talent Journey regarding communication tools and learning environment are incorporated for the first guidance of user experience design. However, developing internal innovation capabilities within a customer's organisation will require CEBRA to integrate the solution into existing processes, organisational structure and user characteristics. The user experience will then be heavily influenced by the existing culture of the organisation.

## 4 Conclusion

The aim of this thesis was to explore and delineate the role of individual empowerment in accelerating corporate sustainability. Through extensive analysis and research, ranging from defining the bottlenecks in sustainable transformation, to identifying the market gap, to designing an inner development intervention, this study has illuminated the complex dynamics at play in fostering sustainable practices within organisations. As a result of the groundwork that was conducted to develop a market-ready product, the following key findings were identified: the specific challenges associated with sustainable transformation, the strategic positioning and value proposition of CEBRA's concept, and the successful development and evaluation of the Impact Talent Journey, which underlined the feasibility and effectiveness of the approach. Although all three individual papers had limitations, so that the findings cannot be generalised, they have nevertheless made a significant contribution to the creation of CEBRA by highlighting the existing gap in the market. Concluding, they collectively underscore the potential of individual-centric strategies in catalysing organisational change towards sustainability. The findings are not only consistent with the existing literature on corporate sustainability, but also offer new insights into the power of individual agency and the impact of bottom-up approaches in driving organisational change. Furthermore, addressing the product-market fit bridges the gap between theoretical frameworks and practical applications, particularly in the context of CEBRA's role in fostering sustainability from within. The unserved needs defined in chapter 5.3 reflect the necessity for new solutions to achieve the desired outcome of sustainable transformation, which can be done through collaboration and changing the approach of consultancy to co-creation. By combining traditional sustainability consulting, internal innovation processes, and inner development upskilling programs, CEBRA ensures organisations receive strategic guidance and develop the necessary structures for successful change implementation. The overall value proposition lies in holistic transformation

consulting, empowering employees to lead desired transformations from within. By bringing the various ideas together, CEBRA was able to recognise the complexity and design a product for organisations that want to make a positive impact and for individuals with a genuine interest and passion for sustainable change. Further, from a practical standpoint, organisations can build on these findings to design and implement more effective sustainability programs that leverage the power of individual agency and empowerment. These steps could significantly contribute to the broader goal of accelerating sustainable transformation in the corporate world.

#### **4.1 Future Steps**

The next step of this venture would be to test the MVP by conducting pilots with the intended target group to ensure that the product is in line with the preferences and wishes of the corporate world. This step is crucial to launch a well-informed service on the market. Another additional aspect to take into consideration for further development of the product is to seek external expertise from individuals where the team lacks competencies. This could enrich the performance and identify gaps with the current product that the team is unable to pinpoint. The third step would be to measure the impact of the program through the skills assessment that has been created throughout the CEBRA journey, focusing on defining specific KPIs and determining whether the program is delivering on the promise of long-term impact, thereby increasing credibility. To go to market successfully, an important future step is to reach out to users and buyers who are within the target group and to attract and educate individuals about the product. The ideal strategy would be to focus on educational marketing strategies (e.g., educational posts on LinkedIn) to reach a larger audience and leverage the professional environment. Looking ahead, CEBRA is well positioned to navigate these crucial next phases with commitment and dedication, aspiring to ensure the program's future success to make a significant contribution to the sustainable transformation journey within organisations.

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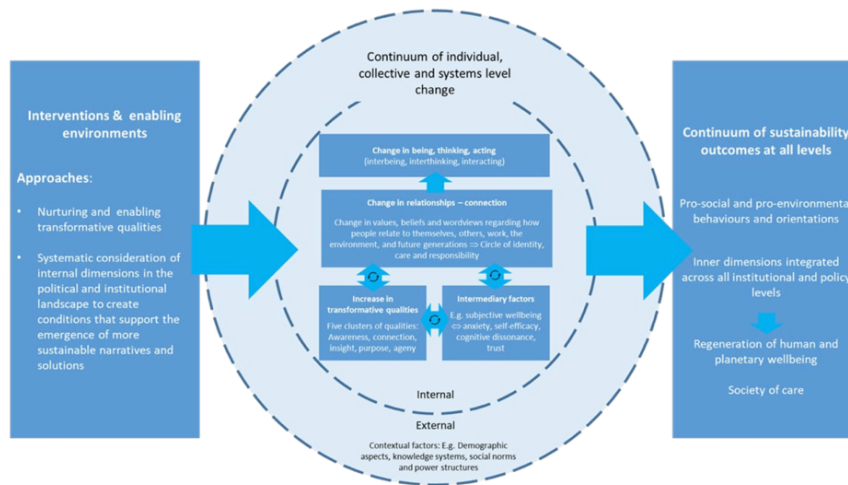
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# Appendix

## Appendix 1. Inner-Outer Transformation Model presented by Wamsler et al. 2021



**Transformative Capacities:** At the beginning of a change process, the so-called transformative capacities that enable an increase in pro-environmental and social behaviour in the long run, must be looked at. These are known to shape individuals' learning processes, decision-making, and everyday choices which are crucial in enabling the shift required for a more sustainable future. The model categorizes these capacities into five interrelated clusters: awareness, connection, insight, purpose, and agency (Wamsler et al. 2021). These clusters encompass more detailed concepts, which serve as guidelines to which capacities to enhance to enable internal-external transformation. Additionally, mindfulness is an overarching concept with multiple links to intermediary factors like subjective well-being or climate anxiety, as well as associated inner states (Wamsler et al. 2021).

**Intermediary Outcomes:** Intermediary factors are the consequences of building these transformative capacities and have a more direct impact on external changes directed towards climate protection and sustainability. These factors include subjective well-being and health, self-efficacy, cognitive dissonance, and social identity and trust (Wamsler et al. 2021).

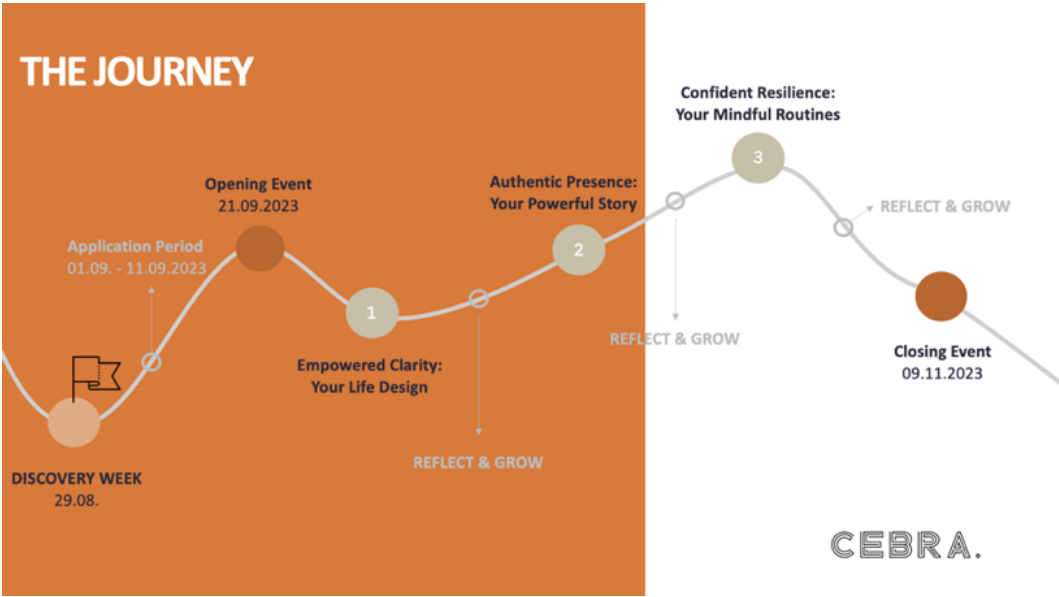
**Inner States:** In the next step, the inner states, consisting of values, beliefs, emotions, and paradigms, are influenced by the transformative capacities and intermediary outcomes

(Wamsler et al. 2021). These inner states, in turn, influence the three dimensions of agency at both the individual and organizational level: interbeing, interthinking, and interacting (Walsh et al. 2020).

<p><b>LEARNING OUTCOME</b></p> <p>At the end of the program, young talents will be equipped with the inner skills they need to create a future that is both, personally fulfilling and meaningful to the world around them.</p>	<p><b>LEARNING OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>Empowered clarity: a deep sense of clarity about one's purpose, values, and future direction (purpose dimension)</li> <li>Sustainable resilience: greater self-confidence in overcoming challenges, equipped with a toolbox of self-awareness and stress management techniques to sustainably manage one's resources (awareness dimension)</li> <li>Authentic presence: A newfound ability to authentically share one's story, connect with others, and confidently showcase oneself to the world (agency dimension)</li> </ol>	<p><b>STRATEGY</b></p> <p>Insights: Focus on the most relevant capacities of the target group for the pilot (3/5 capacities) - respect the limited resources for now</p> <p>Workshops have to be enriched with phrases in which participants can reflect, integrate and experience for themselves afterwards</p> <p>Based on needs of target group, place the personal benefits in the centre of communication and strategy of the program -&gt; The everything together into a journey that feels like a personal development program</p> <p>Create a skill assessment to measure the impact of the program</p> <p>Get experts on board who are willing to contribute pro-bono (existing network)</p> <p>Develop a well-rounded workbook for students to dive deeper (individual learning)</p> <p>Create safe spaces for learning and sharing (build on Marten's experience)</p> <p>Creatively adding value without big budget (free tools to create good user experience in communication and design)</p> <p>clear communication and language to build a personal connection and branding around CEBRA</p>	<p><b>ENVIRONMENT</b></p> <table border="0"> <tr> <td><b>Physical</b></td> <td>Welcoming, light spaces</td> <td><b>Virtual</b></td> <td>No virtual spaces as of now, focus on in-person features</td> </tr> <tr> <td><b>Social</b></td> <td>Inclusive, safe space, different social atmosphere to „business context“</td> <td><b>Cultural</b></td> <td>Inclusive environment</td> </tr> </table>	<b>Physical</b>	Welcoming, light spaces	<b>Virtual</b>	No virtual spaces as of now, focus on in-person features	<b>Social</b>	Inclusive, safe space, different social atmosphere to „business context“	<b>Cultural</b>	Inclusive environment	<p><b>PEOPLE</b></p> <p>User: Young talents, individuals who identify as Impact Talents with an aspiration of creating a purposeful life for themselves and the world around them</p> <p>Buyer: wants to know / measure the progress (impact)</p>	<p><b>CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>- around 20-30 years old</li> <li>- seeking personal and career development</li> <li>- aspiration for creating a purposeful life for themselves and the world around them</li> <li>- feelings of disorientation</li> <li>- high pressure and stress expression</li> <li>- want to know and feel the progress they made</li> </ul>	<p><b>CONSTRAINTS</b></p> <ul style="list-style-type: none"> <li>- No budget for external experts</li> <li>- Limited network</li> <li>- Beginner in creating learning journeys</li> <li>- no corporate client yet</li> </ul>	<p><b>RESOURCES</b></p> <p>What we need:</p> <ul style="list-style-type: none"> <li>- External Speaker / Workshop hosts</li> <li>- Online design tools to design workbook</li> <li>- Budget for workshop catering (small scale)</li> <li>- Space / Location</li> </ul>
<b>Physical</b>	Welcoming, light spaces	<b>Virtual</b>	No virtual spaces as of now, focus on in-person features												
<b>Social</b>	Inclusive, safe space, different social atmosphere to „business context“	<b>Cultural</b>	Inclusive environment												
<p><b>ACTIVITIES</b></p> <p>Product Features:</p> <ul style="list-style-type: none"> <li>- 3x in-person workshops (1 workshop for each capacity)</li> <li>- opening &amp; closing session (inclusive &amp; safe space)</li> <li>- workbook for personal reflection</li> <li>- impact skill assessment</li> <li>- meditation practice</li> <li>- weekly journal task</li> </ul>		<p><b>PROCESS</b></p> <ul style="list-style-type: none"> <li>- 8-week long journey (encompasses 5 sessions) + pre and post skill assessment</li> <li>- allows space for diving into each capacity and to have learn &amp; grow period</li> <li>- group can grow together</li> <li>- link workshops to each other to build on one another</li> </ul>		<p>Co-Creating the journey w/ experts:</p> <ul style="list-style-type: none"> <li>+ experts facilitating workshops adds credibility</li> <li>+ Marten as CEBRA Team member is always present to create sense of community (familiar face)</li> </ul> <p>Community Building:</p> <ul style="list-style-type: none"> <li>+ process of creating a community by communicating from CEBRA with target audience in a personal way (be there all along the journey to give feeling of safety)</li> </ul>											



**Appendix 3. CEBRA Participant Journey**



CEBRA.

# COURSE WORKBOOK

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IMPACT TALENT JOURNEY

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# WEL COME

## TO YOUR IMPACT TALENT JOURNEY

Hey there,  
while you are reading these lines you might be as excited as we are to get started. First of all: thank you for your openness and trust to embark on this journey with us. We truly believe that the world needs young talents like you, eager to make a difference in the world and curious to get to know themselves better at the same time. And by the way, this is exactly what companies are looking for as well - so, personal & career development truly go hand in hand in this case. This workbook will be your guide throughout your journey. And with every step we take together, you will receive a new chapter. This first one is really just there to slowly get you started. It includes the most important dates and explains the key principles of this program. If you have any questions, feel free to reach out to us at any time. We are here to support you in both, your struggles & in your growth.

Your CEBRA Team,  
Elin, Milosz & Marielen



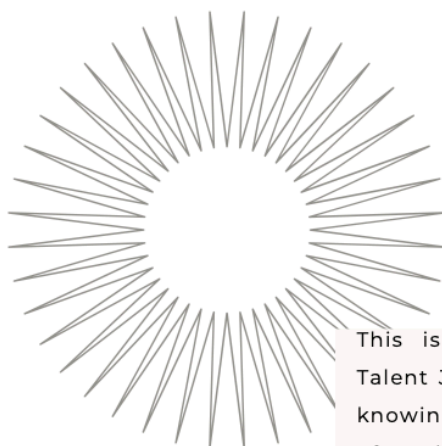
# PROGRAM TIMELINE



# WORKSHOP SESSIONS



All three workshops serve one goal: to equip you with tools that either give you new insights, allow you to dive deeper into self-discovery or simply allow you to master new skills. So the idea is, that we will not only share knowledge with you in these sessions, but already start applying it together. Which leads us to the next part..



## REFLECT & GROW

This is the ESSENCE of the Impact Talent Journey. We are all very good at knowing, but let me ask you this: How often do we truly apply what we know? It's in those moments when we turn what we know into what we do that we unlock our full potential. Let us tell you a little more on how you will do that throughout the whole journey.



# REFLECT & GROW

## HERE IS HOW WE WILL MAKE IT HAPPEN

### PREPARATION

Before each workshop session and introduction to a new topic, you'll receive a task to complete individually. This task will serve as your preparation, allowing you to dive into the topic and get ready to engage fully.

### INTEGRATION

But that's not all – after each session, we'll provide you with a task designed to help you integrate what you've learned and to actually go one step further in your personal development.

### REFLECTION

We've also discovered the immense value of journaling and reflection in our recent workshops. So, you'll have a weekly journal to fill out (don't worry; it won't be too time-consuming). Your journal entries will be anonymous and collected each week. This way, we'll help you stay committed to your growth journey because, let's face it, we often work better with deadlines.



# HOW TO GET READY

## STEP ONE

To ensure your personal development journey gets the attention it deserves, take a moment now to **schedule dedicated time** in your calendar for workshop sessions, reflection, and tasks.

## STEP TWO

Please let us know, which communication channel you prefer for our time together. And we would love to know if you are joining the kick-off session next week. **Simply fill out this [survey](#).** (It will only take 30 seconds)

## STEP THREE

**Pause for a moment**, take a deep breath, and extend gratitude to yourself for making the conscious choice to prioritize your own journey and personal growth.



# DO YOU HAVE QUESTIONS?

**FEEL FREE TO REACH OUT  
TO US AT ANY TIME:**

MARIELEN: 54741@novasbe.pt  
CEBRA TEAM: cebraprogramme@gmail.com

We can't wait to meet you in person and get to know you better during our kick-off event next week!

Your CEBRA Team  
Elin, Milosz & Marielen

**JUST IN CASE YOU WANT TO FOLLOW OUR JOURNEY**

INSTAGRAM

LINKEDIN

CEBRA.

**LET'S GO DEEPER**

# LIFE DESIGN

## Orientation and Direction

A physical compass helps you determine your direction in the external world, guiding you on your path. Similarly, an inner compass helps you determine your life's direction and purpose. It provides you with a sense of where you want to go and the values that will guide you along the way. aids decision-making in life by providing a moral and values-based framework. It guides you in choosing the right path when faced with choices, especially in situations where there are no clear external markers. Additionally, it allows you to recognize when your actions or decisions are not in alignment with your values, prompting you to make necessary adjustments in your life's journey.

## INNER COMPASS



### Get Started

To put it shortly: your compass is here to guide you based on **your internal idea** of a meaningful & fulfilling life (not based on expectations from the world around you). To create this compass, we need to get to know ourselves better to understand what a meaningful life is to us, personally. You already started with your life & work view, now we will dive into the world of values. For that, follow the instructions on the next page and then create your compass afterwards. **In the end (page 4)** your compass should include your 5 core values and some scribbles of your key insights from your life & work view + whatever you feel should be in there to give you guidance for the future (could also be a quote that resonates deeply with you). **Stay open minded & creative.** See the compass as a visual, a metaphor that inspires you to create your personal guiding system (don't take it too literally, otherwise it gets confusing). Enjoy!

**LET'S GO DEEPER**

# LIFE DESIGN

## CORE VALUES

When you define your personal values, you discover what's truly important to you. A good way of starting to do this is to look back on your life – to identify when you felt really good, and really confident that you were making good choices.

**Step 1: Identify the times when you were most proud**

Use examples from your career and personal life. Why were you proud? What did you achieve? Did others benefit from it? What other factors contributed to your feelings of pride?

**Step 2: Identify the times when you were most fulfilled and satisfied**

Again, use both work and personal examples. What need or desire was fulfilled? How and why did the experience give your life meaning? What other factors contributed to your feelings of fulfillment?

**Step 3: Go back to your dashboard, and your work & life view**

After your reflection, identify the key insights or beliefs that stood out to you. These could be ideas about work, values, or the meaning of life that resonate with you and can be guidance for the future.

**Step 4: Determine your top values (see next page)**

Based on your findings before: Use the following list of common personal values to help you get started – and aim for about 5 top values.

**Step 5: Reaffirm your values**

Check your top-priority values, and make sure that they fit with your life and your vision for yourself. Do these values make you feel good about yourself? Are you proud of your top three values? Do these values represent things you would support, even if your choice isn't popular, and it puts you in the minority?

When you consider your values in decision making, you can be sure to keep your sense of integrity and what you know is right, and approach future decisions with confidence and clarity. You'll also know that what you're doing is best for your current and future happiness and fulfillment.

Source: <https://brenebrown.com/resources/dare-to-lead-list-of-values/>

**LET'S GO DEEPER**

# LIFE DESIGN

## CORE VALUES

### VALUES

Accountability	Ethics	Kindness	Self-respect
Achievement	Excellence	Knowledge	Serenity
Adaptability	Fairness	Leadership	Service
Adventure	Faith	Learning	Simplicity
Altruism	Family	Legacy	Spirituality
Ambition	Financial stability	Leisure	Sportsmanship
Authenticity	Forgiveness	Love	Stewardship
Balance	Freedom	Loyalty	Success
Beauty	Friendship	Making a difference	Teamwork
Being the best	Fun	Nature	Thrift
Belonging	Future generations	Openness	Time
Career	Generosity	Optimism	Tradition
Caring	Giving back	Order	Travel
Collaboration	Grace	Parenting	Trust
Commitment	Gratitude	Patience	Truth
Community	Growth	Patriotism	Understanding
Compassion	Harmony	Peace	Uniqueness
Competence	Health	Perseverance	Usefulness
Confidence	Home	Personal fulfillment	Vision
Connection	Honesty	Power	Vulnerability
Contentment	Hope	Pride	Wealth
Contribution	Humility	Recognition	Well-being
Cooperation	Humor	Reliability	Wholeheartedness
Courage	Inclusion	Resourcefulness	Wisdom
Creativity	Independence	Respect	<b>Write your own:</b>
Curiosity	Initiative	Responsibility	_____
Dignity	Integrity	Risk-taking	_____
Diversity	Intuition	Safety	_____
Environment	Job security	Security	_____
Efficiency	Joy	Self-discipline	_____
Equality	Justice	Self-expression	_____

Source: <https://brenebrown.com/resources/dare-to-lead-list-of-values/>

***LET'S GO DEEPER***

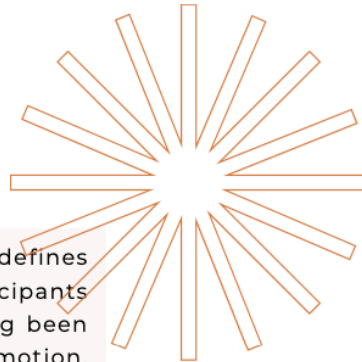
# LIFE DESIGN

YOUR PERSONAL COMPASS




Write everything in here, to create your own compass

# WHAT IS RESILIENCE



Neuroscientist Richard Davidson defines resilience by how quickly participants could return to baseline after having been exposed to a stressor or negative emotion. This means, resilience can be seen as the ability to change your internal states. It is a trait that can be developed by cultivating different practices and resources on a physical, emotional and social level. What does resilience feel like to you?

# WHY SELF AWARENESS?



The process of behaviour change always starts with self awareness. In reality we are changing all the time according to environment and situation - but most of the changes are reactions. Here we are talking about intentionally choosing new actions, about the ability to shift our physiology and neurophysiology and to anchor new habits. All of these traits are significantly strengthened by one key practice: mindfulness.

## TAKING A CLOSER LOOK AT

# BREATHING



SOURCE: AWARIS WE-SILENCE WORKBOOK



### WHY IS THE BREATH SO IMPORTANT?

As we practice mindfulness over time, **we learn to first notice and then regulate our inner states.** In mindfulness practice, we usually work with the breath. Given how essential breathing is, it's surprising how poorly understood it is. Our breathing crucially impacts many of our physiological processes. It's the first step into deeper physiological regulation. **The lengthening of the outbreath** in relation to the inbreath leads to a switch from sympathetic arousal to parasympathetic recovery in the nervous system. Overall, the rate of breathing is deeply interconnected to our nervous system and our state of mind. So in summary, the breath is a key tool needed to boost individual resilience.

#### How to do it?

Sit comfortably, close your eyes and bring your awareness to your belly. Start to gently deepen your breath, counting until four and then fully exhale, counting to six. Continue for 2-3 minutes.



# TRIGGER - RESPONSE MODEL

## PRACTICING OUR SELF-AWARENESS



### TRIGGER

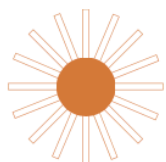
The "stimulus" or "trigger" refers to external events or thoughts (internal voices) that can induce stress, provoke emotions, or lead to a need for a response. Stressors can vary widely, from everyday annoyances to significant life-changing events, and they can be physical, emotional, or psychological in nature.



### THE SPACE BETWEEN

"Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and freedom." —Viktor Frankl\*

This space is not a physical gap but a mental and emotional one. It's a moment of reflection and **self-awareness**, a brief pause before reacting. In this space, we have an opportunity to make a choice.



### RESPONSE

Resilience isn't about avoiding stressors but rather about how one responds to them. When individuals consciously choose responses that are adaptive and constructive individuals can prevent a stressor from becoming a source of prolonged distress. The ability to choose one's response to stressors, as highlighted in the quote, is a core component of resilience.

# TIME TO REFLECT

## TRIGGER

1. What are some common situations or triggers that lead to stress or negative emotions in your life?
2. What emotions or physical sensations do you notice when you're under stress? How do they affect your behavior?

## PAUSE

1. What habits (mindfulness practices) can you include in your every day life that help you to pause more easily?
2. In which moments do you want to "catch yourself" from now on to be able to make new choices?
3. Which reminders can you set up for yourself?

## RESPONSE

**Take a moment to think about your "baseline":**  
What is that baseline for you that you want to "jump back to"? What would it feel like to be more resilient? What would be different?

**Take one of the stressors reflect:**

Which healthy habits do you have to cope with it? Which unhealthy ones? What new responses would you like to cultivate?



## 5 MINUTE DAILY

# MEDITATION

Welcome to your little experiment of meditating for 10 days for five minutes (or longer if you prefer). This practice helps you to cultivate concentration and self-awareness and makes you more familiar with working with your breath. All of that is increasing your resilience at the same time. Shall we try it out? In order to start new habits, preparation and intention is key. So simply read through the steps below and start tomorrow (Friday, 13th of October). Have fun!

01

Find a time throughout your day that allows you to take 5 minutes to close your eyes & meditate. Usually the mornings or lunch breaks work quite well - **put to into your calendar** and try it out for yourself.

02

Prepare a **habit tracking list** for the next 10 days that you place next to your bed (or you have it on your phone. On the bottom of the page (or online notes), write down something like: "I am committed to actually try this out and meditate every day for five minutes for the next ten days."

03

Let us know if you would like to receive a **recorded meditation** that you can use on a daily basis. If not, simply find a comfortable position, set a timer for 5 minutes, close your eyes, place your focus on your nostrils and use this point as your primary object of awareness. Sense the air flowing in and out, always returning to the breath in case your attention drifted away.



# *THE ART OF* STORYTELLING

## CHECK: SPEAKING WITH PRESENCE

- Did I take a deep breath?
- Where are my water levels?  
(French press image)
- Am I connected with my excitement?
- Are my feet firmly grounded?
- Did I let my voice drop to my belly?

## REMEMBER: GENERAL INSIGHTS

- Practice Spacious Listening
- Follow your frustration and your curiosity
- Put your story out there and see what happens
- Use the power of silence
- What is the story I am telling myself? (Understand the power of your own words)

## NEXT STEP: YOUR WORK STORY

This is the story that is best to always have in your pocket. Start creating or refining your own story by revisiting your work history from a story perspective. How can you help your audience feel that you care about the problem you're trying to solve / the job you are aiming for?

- Start by looking at your WHY and then connect your past experiences and where you wish to go to that why in a compelling way.
- Use the key building blocks on the next page: polish your beginning and your ending. What is your inner threshold? Find a way to connect with your enthusiasm.
- Practice your story (e.g. with friends) paying attention to voice, body, gaze and rhythm. Which parts feel good? Which ones need change?

# *THE KEY BUILDING BLOCKS OF* STORYTELLING

## **BEGINNINGS**

A powerful beginning is like a take-off. It tells your listeners they are in safe hands and can relax.

How will you invite your audience in to your story?

## **SENSES**

Sensory language is what makes a story come alive. Our culture is so visually dominant, we need to remember to include other senses.

How can you include other senses into your story? (at least one other than sight)

## **INNER THRESHOLD**

Inner thresholds typically relate to moments of insight or transformation for the teller. These are less obvious than outer thresholds and offer listeners a powerful mirror for their own reflection.

What inner threshold is most important in your story?

## **ENDING**

Don't be afraid to really land your story with a strong ending (1-2 sentences). An ending is what stays with your audience. It helps them to feel the journey has been worthwhile.

What could this ending be for your story?





# THANK YOU

## FOR BEING PART OF THIS JOURNEY

Hey there,  
we want to thank you again for your trust and commitment during the last eight weeks. For us it was a quite the ride, including many learnings combined with a lot of excitement. We truly hope that you were able to get something out of your journey that is meaningful to you. And even if this is a seemingly small thought or insight, stay curious and observe what this might turn into. It honestly feels a little weird to end our time together and we would love to stay in touch as we are just so curious to see all your inspiring paths unfold. And please know, in case any questions are coming up or you feel like having a chat - you can reach out to us at any time.

Wishing you all the best & sending a lot of sunshine

Your CEBRA Team,  
Elin, Milosz & Marielen



# QUESTIONS?

FEEL FREE TO REACH OUT  
TO US AT ANY TIME:

MARIELEN: [54741@novasbe.pt](mailto:54741@novasbe.pt)

CEBRA TEAM: [cebraprogramme@gmail.com](mailto:cebraprogramme@gmail.com)

JUST IN CASE YOU WANT TO  
FOLLOW OUR JOURNEY

[INSTAGRAM](#)

[LINKEDIN](#)

CEBRA.

CEBRA.

Courage is like—it's a habitus, a habit, a virtue: You get it by courageous acts. It's like you learn to swim by swimming. You learn courage by couraging.

-Brené Brown

---

IMPACT TALENT JOURNEY

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## **Appendix 5. Impact Skill Assessment – Scales & Operationalisation**

### **Transformative Capacity 1: Purpose (sense of purpose)**

**Chosen scale:** Multidimensional Meaning in Life Scale (Costin and Vignoles, 2020)

**Reference:** Costin, V. & Vignoles, V.L. (2020). Meaning Is About Mattering: Evaluating Coherence, Purpose, and Existential Mattering as Precursors of Meaning in Life Judgments. *Journal of Personality and Social Psychology*, 118 (4), 864–884.

**Instruction:** Using the scale, please indicate your current feelings by selecting how much you agree or disagree with the following statements:

**Response Format:** Participants respond on a 7-point Likert-type scale ranging from strongly disagree to strongly agree

#### **Items used from “Purpose Scale” for questionnaire:**

I have a good sense of what I am trying to accomplish in life.

I have certain life goals that compel me to keep going.

I don't know what I am trying to accomplish in life.\*

I don't have compelling life goals that keep me going.\*

\*Reverse-coded item

### **Transformative Capacity 2: Awareness (self-awareness, resilience)**

**Chosen scale 1:** Self-Reflection and Insight Scale (Grant et al. 2002)

**Reference:** Grant, A. M., Franklin J., Langford, P. (2002). The Self Reflection and Insight Scale: A new measure of private self-consciousness, *Social Behavior and personality*, 30(8), 821-836.

**Instruction:** Using the scale, please indicate your current feelings by selecting how much you agree or disagree with the following statements:

**Response Format:** Participants respond on a 7-point Likert-type scale ranging from strongly disagree to strongly agree

**Items used for questionnaire:**

I am usually aware of my thoughts

I'm often confused about the way that I really feel about things (R)

Thinking about my thoughts makes me more confused (R)

**Remaining items:**

I usually have a very clear idea about why I've behaved in a certain way

I'm often aware that I'm having a feeling, but I often don't quite know what it is (R)

My behavior often puzzles me (R)

Often I find it difficult to make sense of the way I feel about things (R)

I usually know why I feel the way I do

**Chosen scale 2:** Self-Awareness Outcomes Questionnaire (Sutton, 2016)

**Reference:** Sutton, A. (2016). Measuring the effects of self-awareness: Construction of the self-awareness outcomes questionnaire. *Europe's journal of psychology*, 12(4), 645.

**Instruction:** Please indicate the extent to which you agree or disagree with the below statements.

**Response Format:** Participants respond on a 7-point Likert-type scale ranging from strongly disagree to strongly agree

**Items used for questionnaire:**

I am consistent in different situations or with different people

I have compassion and acceptance for others

I understand myself well

**Remaining items:**

I have a good self-image

I feel on the whole very comfortable with the way I am

I have fun

I interact well with colleagues or peers

I am confident

I stop and think before judging

I understand my emotions

I am objective

**Chosen Scale 3:** 10-item Connor–Davidson Resilience Scale

**Reference:** Connor, K. M., & Davidson, J. R. (2003). Development of a new resilience scale: The Connor-Davidson resilience scale (CD-RISC). *Depression and anxiety, 18*(2), 76–82.

**Instruction:** Please indicate how true or untrue the below statements are based on your recent experience.

**Response format:** Participants respond on a 5-point Likert-type scale ranging from: not true at all (0), rarely true (1), sometimes true (2), often true (3), and true nearly all of the time (4).

**Items used for questionnaire:**

I can deal with whatever comes my way.

I believe I can achieve my goals, even if there are obstacles.

Under pressure, I stay focused and think clearly.

I think of myself as a strong person when dealing with life's challenges and difficulties.

I am able to handle unpleasant or painful feelings like sadness, fear, and anger.

**Remaining items:**

I am able to adapt when changes occur.

I try to see the humorous side of things when I am faced with problems.

Having to cope with stress can make me stronger.

I tend to bounce back after illness, injury or other hardships.

I am not easily discouraged by failure.

### **Transformative Capacity 3: Agency (Vocational agency)**

#### **Chosen Scale 1:** Vocational Identity Status Assessment (VISA)

**Reference:** Porfeli, E. J., Lee, B., Vondracek, F. W., & Weigold, I. K. (2011). A multi-dimensional measure of vocational identity status. *Journal of Adolescence*, 34(5), 853–871.

**Instruction:** Please indicate the extent you agree or disagree with the items below.

**Response Format:** Participants respond on a 5-point Likert-type scale ranging from strongly disagree to strongly agree

#### **Subscale:** Identification with Career Commitment

##### **Items used for questionnaire:**

My career will help me satisfy deeply personal goals.

Becoming a worker in my chosen career will allow me to become the person I dream to be.

I chose a career that will allow me to remain true to my values.

##### **Remaining items:**

My family feels confident that I will enter my chosen career.

My career choice will permit me to have the kind of family life I wish to have.

#### **Subscale:** Career Reconsideration - Career Self-Doubt

##### **Items used for questionnaire:**

Thinking about choosing a career makes me feel uneasy.

When I tell other people about my career plans, I feel like I am being a little dishonest.

I doubt I will find a career that suits me.

**Remaining items:**

People who really know me seem doubtful when I share my career plans with them.

I may not be able to get the job I really want.

**Intermediary Factor 1: Self-efficacy**

**Chosen Scale:** General Self-Efficacy Scale (GSE)

**Reference:** Chen, G., Gully, S. M., & Eden, D. (2001). Validation of a new general self-efficacy scale. *Organizational research methods*, 4(1), 62-83.

**Instruction:** Please indicate the extent to which you agree or disagree with the below statements.

**Response Format:** Participants respond on a 5-point Likert-type scale ranging from strongly disagree to strongly agree

**Items used for questionnaire:**

When facing difficult tasks, I am certain that I will accomplish them.

In general, I think that I can obtain outcomes that are important to me.

I believe I can succeed at most any endeavour to which I set my mind.

Even when things are tough, I can perform quite well.

**Remaining Items:**

I will be able to achieve most of the goals that I have set for myself.

I will be able to successfully overcome many challenges.

I am confident that I can perform effectively on many different tasks.

Compared to other people, I can do most tasks very well.

**Intermediary Factor 2: Cognitive Dissonance**

**Chosen Scale:** Authenticity Scale

**Reference:** Wood, A. M., Linley, P. A., Maltby, J., Baliousis, M., & Joseph, S. (2008). The authentic personality: A theoretical and empirical conceptualization and the development of the Authenticity Scale. *Journal of counseling psychology, 55*(3), 385.

**Instruction:** Please indicate the extent to which the below statements describe you:

**Response Format:** Participants respond on a 7-point Likert-type scale from 1 (does not describe me at all) to 7 (describes me very well)

**Items used for questionnaire:**

“I am strongly influenced by the opinions of others.”

“I always feel I need to do what others expect me to do.”

“Other people influence me greatly.”

“I always stand by what I believe in.”

“I am true to myself in most situations.”

“I live in accordance with my values and beliefs.”

**Remaining items:**

“I think it is better to be yourself, than to be popular.”

“I don’t know how I really feel inside.”

“I usually do what other people tell me to do.”

“I feel as if I don’t know myself very well.”

“I feel out of touch with the ‘real me.’”

“I feel alienated from myself.”

**Intermediary Factor 3: Subjective Wellbeing**

**Chosen Scale:** Flourishing Scale (Diener et. al 2009)

**Reference:** Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D., Oishi, S., & Biswas-Diener, R. (2009). New measures of well-being: Flourishing and positive and negative feelings. *Social Indicators Research*, 39, 247-266.

**Instruction:** Please indicate your agreement with the statements below based on your experience over the past week.

**Response Format:** Participants respond on a 7-point Likert-type scale ranging from strongly disagree to strongly agree

**Items used for questionnaire:**

I lead a purposeful and meaningful life

My social relationships are supportive and rewarding

I am engaged and interested in my daily activities

I actively contribute to the happiness and well-being of others

I am competent and capable in the activities that are important to me

I am optimistic about my future

**Remaining items:**

I am a good person and live a good life

People respect me

**Overarching Concept 1: Mindfulness**

**Chosen Scale:** Mindful Attention Awareness Scale, (Brown & Ryan 2003)

**Reference:** Brown, K.W. & Ryan, R.M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84, 822-848.

**Instruction:** Please indicate how frequently you experience the below in your life in general.

**Response format:** Responses are collected on a 6-point Likert-type scale (1=almost never; 6=almost always). Responses were reverse-scored such that higher values indicate higher mindfulness.

**Items used for questionnaire:**

It seems I am “running on automatic,” without much awareness of what I’m doing

I find myself preoccupied with the future or the past

I find myself doing things without paying attention

**Remaining items:**

I rush through activities without being really attentive to them

I get so focused on the goal I want to achieve that I lose touch with what I’m doing right now to get there

I do jobs or tasks automatically, without being aware of what I'm doing

## Appendix 6. Full Skill Assessment Questionnaire

### Impact Talent Journey


21. Sep. 2023

This survey is all about getting to know you better, just as you are today. It will take you about 5-10 minutes to fill it out. So make yourself comfortable & get started.

\* Erforderlich

#### Hey there!

Your honest answers are the heart of this questionnaire, and they help you understand you and your personality. This survey is all about getting to know you better, just as you are today. It's not about being perfect; it's about being real. As you go through the different sections, please take a moment to be true to yourself. Don't choose the answers that make you feel good; choose the ones that honestly reflect the status quo.

Please remember that all responses are anonymous. If you wish to receive your results, please provide your student number 

## Let's get started

Please indicate the extent to which you agree or disagree with the below statements:

- 1= Strongly disagree
- 2= Disagree
- 3 = Somewhat disagree
- 4 = Neither agree nor disagree
- 5 = Somewhat agree
- 6 = Agree
- 7= Strongly agree

1. I have a good sense of what I am trying to accomplish in life. \*

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Strongly disagree

Strongly agree

2. I have certain life goals that compel me to keep going. \*

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Strongly disagree

Strongly agree

3. I don't know what I am trying to accomplish in life. \*

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Strongly disagree

Strongly agree

4. I don't have compelling life goals that keep me going. \*

1	2	3	4	5	6	7
---	---	---	---	---	---	---

5. I am usually aware of my thoughts. \*

1	2	3	4	5	6	7
---	---	---	---	---	---	---

6. I'm often confused about the way that I really feel about things. \*

1	2	3	4	5	6	7
---	---	---	---	---	---	---

7. Thinking about my thoughts makes me more confused. \*

1	2	3	4	5	6	7
---	---	---	---	---	---	---

8. I am consistent in different situations or with different people. \*

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Strongly disagree

Strongly agree

9. I have compassion and acceptance for others. \*

1	2	3	4	5	6	7
---	---	---	---	---	---	---

10. I understand myself well. \*

1	2	3	4	5	6	7
---	---	---	---	---	---	---

11. Please indicate how true or untrue the below statements are based on your recent experience: \*

	Not true at all	Rarely true	Sometimes true	Often true	True nearly all of the time
I can deal with whatever comes my way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think of myself as a strong person when dealing with life's challenges and difficulties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to handle unpleasant or painful feelings like sadness, fear, and anger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Under pressure, I stay focused and think clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I can achieve my goals, even if there are obstacles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Let's dive a little deeper:

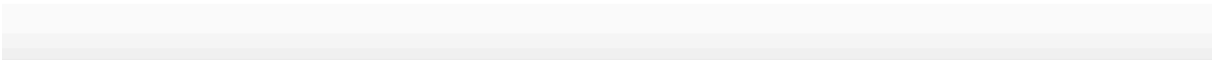
12. Please indicate **how frequently you experience the below in your life in general.**

	Almost never	Rarely	Occasionally	Frequently	Quite Often	Almost always
It seems I am "running on automatic," without much awareness of what I'm doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find myself doing things without paying attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find myself preoccupied with the future or the past.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



13. Please indicate the extent you agree or disagree with the items below:

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
My career will help me satisfy deeply personal goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming a worker in my chosen career will allow me to become the person I dream to be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I choose a career that will allow me to remain true to my values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking about choosing a career makes me feel uneasy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I tell other people about my career plans, I feel like I am being a little dishonest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I doubt I will find a career that suits me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



You are halfway done 

14. Please indicate the extent to which you agree or disagree with the below statements. \*

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly Agree
When facing difficult tasks, I am certain that I will accomplish them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I think that I can obtain outcomes that are important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I can succeed at most any endeavor to which I set my mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even when things are tough, I can perform quite well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Let's move on:

Please **indicate the extent** to which you feel the below statements **describe you**

1= does not describe me at all

7= describes me very well

suggestion:

- 1 = Does not describe me at all
- 2 = Slightly describes me
- 3 = Somewhat describes me
- 4 = Moderately describes me
- 5 = Describes me to some extent
- 6 = Mostly describes me
- 7 = Describes me very well

15. I am strongly influenced by the opinions of others. \*

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Does not describe  
me at all

Describes me very  
well

16. I always feel I need to do what others expect me to do. \*

1	2	3	4	5	6	7
---	---	---	---	---	---	---

17. Other people influence me greatly. \*

1	2	3	4	5	6	7
---	---	---	---	---	---	---

18. I always stand by what I believe in. \*

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Does not describe  
me at all

Describes me very  
well

19. I am true to myself in most situations. \*

1	2	3	4	5	6	7
---	---	---	---	---	---	---

20. I live in accordance with my values and beliefs. \*

1	2	3	4	5	6	7
---	---	---	---	---	---	---

21. I lead a purposeful and meaningful life \*

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Does not describe  
me at all

Describes me very  
well

22. My social relationships are supportive and rewarding \*

1	2	3	4	5	6	7
---	---	---	---	---	---	---

23. I am engaged and interested in my daily activities. \*

1	2	3	4	5	6	7
---	---	---	---	---	---	---

24. I actively contribute to the happiness and well-being of others. \*

1	2	3	4	5	6	7
---	---	---	---	---	---	---

25. I am competent and capable in the activities that are important to me. \*

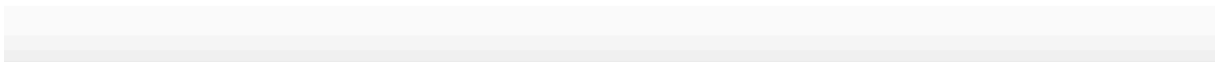
1	2	3	4	5	6	7
---	---	---	---	---	---	---

Does not describe  
me at all

Describes me very  
well

26. I am optimistic about my future. \*

1	2	3	4	5	6	7
---	---	---	---	---	---	---



Last but not least...

27. Which Master's program are you enrolled in? \*

Ihre Antwort auswählen



28. Are you doing a CEMS program? \*

Yes

No

29. Gender \*

Female

Non-binary

Male

Prefer not to say

30. How old are you? (make this a drop down with actual numbers instead of category, much better this way) \*

Ihre Antwort auswählen

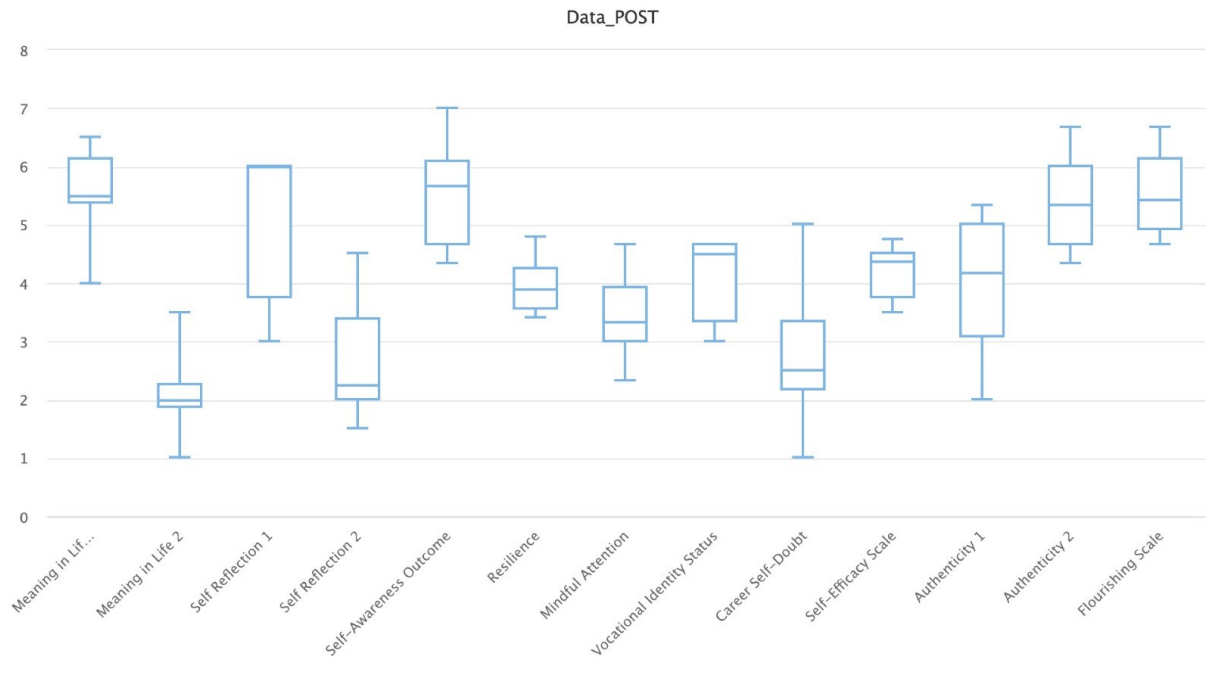
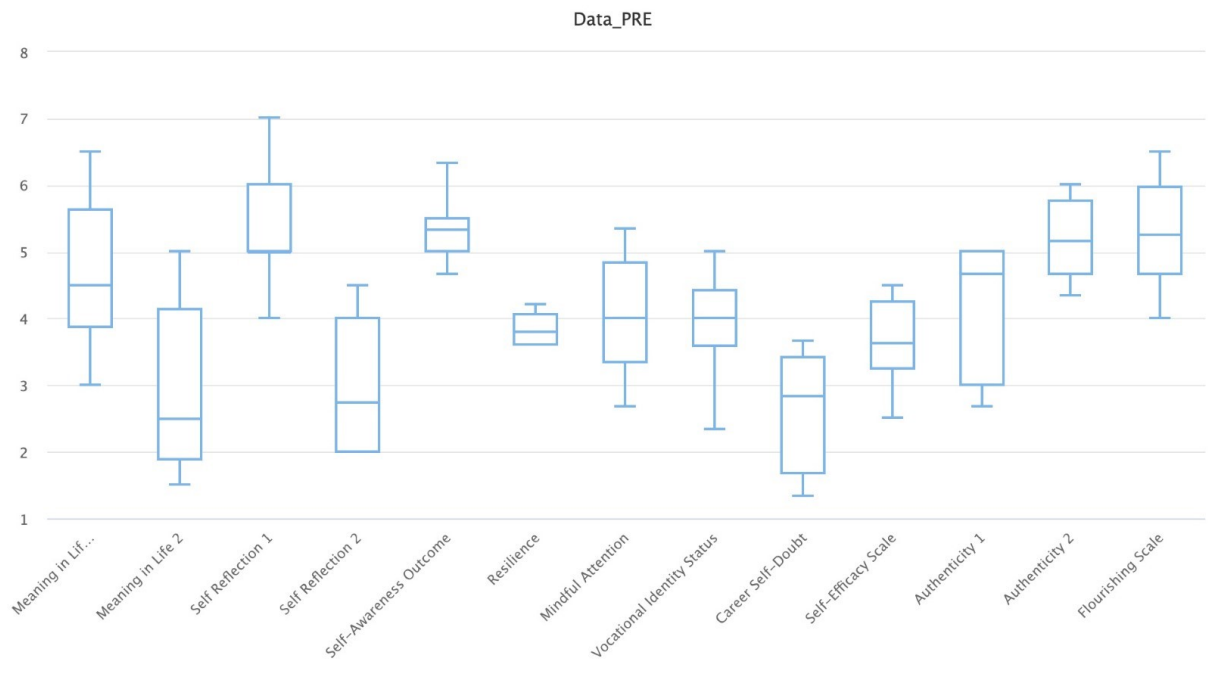


31. If you want to get your program report when it's finished, just drop your student number here. Don't worry, we won't include your student number in the overall data analysis.

---

Dieser Inhalt wurde von Microsoft weder erstellt noch gebilligt. Die von Ihnen übermittelten Daten werden an den Formulareigentümer gesendet.





## Appendix 8. T-Test Results of Statistical Analysis

t-Test: Paired Two Sample for Means			t-Test: Paired Two Sample for Means		
	<i>Meaning in Life 1</i>	<i>POST</i>		<i>Meaning in Life 2</i>	<i>POST</i>
Mean	4,65	5,6	Mean	3	2,1
Variance	1,225	0,544444444	Variance	1,611111111	0,488888889
Observations	10	10	Observations	10	10
Pearson Correlation	0,523809524		Pearson Correlation	0,782473572	
Hypothesized Mean Difference	0		Hypothesized Mean Differenc	0	
df	9		df	9	
t Stat	-3,142511725		t Stat	3,375	
P(T<=t) one-tail	0,005939943		P(T<=t) one-tail	0,004095855	
t Critical one-tail	1,833112933		t Critical one-tail	1,833112933	
P(T<=t) two-tail	0,011879886		P(T<=t) two-tail	0,008191711	
t Critical two-tail	2,262157163		t Critical two-tail	2,262157163	

t-Test: Paired Two Sample for Means			t-Test: Paired Two Sample for Means		
	<i>Self Reflection 1</i>	<i>POST</i>		<i>Self Reflection 2</i>	<i>POST</i>
Mean	5,4	5,1	Mean	2,95	2,7
Variance	0,711111111	1,655555556	Variance	0,858333333	1,122222222
Observations	10	10	Observations	10	10
Pearson Correlation	0,163846384		Pearson Correlation	0,80380077	
Hypothesized Mean Difference	0		Hypothesized Mean Difference	0	
df	9		df	9	
t Stat	0,668964732		t Stat	1,245682198	
P(T<=t) one-tail	0,260153281		P(T<=t) one-tail	0,122166572	
t Critical one-tail	1,833112933		t Critical one-tail	1,833112933	
P(T<=t) two-tail	0,520306563		P(T<=t) two-tail	0,244333144	
t Critical two-tail	2,262157163		t Critical two-tail	2,262157163	

t-Test: Paired Two Sample for Means			t-Test: Paired Two Sample for Means		
	<i>Self-Awareness Outcome</i>	<i>Post</i>		<i>Resilience</i>	<i>Post</i>
Mean	5,333333333	5,5	Mean	3,86	3,94
Variance	0,24691358	0,69753086	Variance	0,053777778	0,213777778
Observations	10	10	Observations	10	10
Pearson Correlation	0,267733853		Pearson Correlation	0,078756857	
Hypothesized Mean Difference	0		Hypothesized Mean Difference	0	
df	9		df	9	
t Stat	-0,620173673		t Stat	-0,505291153	
P(T<=t) one-tail	0,275260766		P(T<=t) one-tail	0,31274792	
t Critical one-tail	1,833112933		t Critical one-tail	1,833112933	
P(T<=t) two-tail	0,550521532		P(T<=t) two-tail	0,625495839	
t Critical two-tail	2,262157163		t Critical two-tail	2,262157163	

t-Test: Paired Two Sample for Means			t-Test: Paired Two Sample for Means		
	<i>Career Commitment</i>	<i>POST</i>		<i>Career Self-Doubt</i>	<i>POST</i>
Mean	3,933333333	4,166666667	Mean	2,633333333	2,666666667
Variance	0,562962963	0,450617284	Variance	0,801234568	1,160493827
Observations	10	10	Observations	10	10
Pearson Correlation	0,7598587		Pearson Correlation	0,716971268	
Hypothesized Mean Differenc	0		Hypothesized Mean Difference	0	
df	9		df	9	
t Stat	-1,481225793		t Stat	-0,138527129	
P(T<=t) one-tail	0,086342545		P(T<=t) one-tail	0,446436929	
t Critical one-tail	1,833112933		t Critical one-tail	1,833112933	
P(T<=t) two-tail	0,17268509		P(T<=t) two-tail	0,892873858	
t Critical two-tail	2,262157163		t Critical two-tail	2,262157163	

t-Test: Paired Two Sample for Means

	<i>Authenticity 1</i>	<i>Post</i>
Mean	4,133333333	3,9
Variance	0,89382716	1,28518519
Observations	10	10
Pearson Correlation	0,39394125	
Hypothesized Mean Difference	0	
df	9	
t Stat	0,638714018	
P(T<=t) one-tail	0,26946065	
t Critical one-tail	1,833112933	
P(T<=t) two-tail	0,538921299	
t Critical two-tail	2,262157163	

t-Test: Paired Two Sample for Means

	<i>Authenticity 2</i>	<i>Post</i>
Mean	5,2	5,333333333
Variance	0,375308642	0,592592593
Observations	10	10
Pearson Correlation	0,785351078	
Hypothesized Mean Difference	0	
df	9	
t Stat	-0,884651737	
P(T<=t) one-tail	0,19968068	
t Critical one-tail	1,833112933	
P(T<=t) two-tail	0,399361359	
t Critical two-tail	2,262157163	

t-Test: Paired Two Sample for Means

	<i>Self-Efficacy Scale</i>	<i>POST</i>
Mean	3,625	4,175
Variance	0,475694444	0,195138889
Observations	10	10
Pearson Correlation	0,581221585	
Hypothesized Mean Differenc	0	
df	9	
t Stat	-3,090733178	
P(T<=t) one-tail	0,006457088	
t Critical one-tail	1,833112933	
P(T<=t) two-tail	0,012914177	
t Critical two-tail	2,262157163	

t-Test: Paired Two Sample for Means

	<i>Flourishing Scale</i>	<i>Post</i>
Mean	5,266666667	5,333333333
Variance	0,680246914	0,511111111
Observations	10	10
Pearson Correlation	0,710826825	
Hypothesized Mean Difference	0	
df	9	
t Stat	-1,41914975	
P(T<=t) one-tail	0,094773502	
t Critical one-tail	1,833112933	
P(T<=t) two-tail	0,189547004	
t Critical two-tail	2,262157163	

t-Test: Paired Two Sample for Means

	<i>Mindful Attention</i>	<i>POST</i>
Mean	4,033333333	3,5
Variance	0,751851852	0,524691358
Observations	10	10
Pearson Correlation	0,304669224	
Hypothesized Mean Difference	0	
df	9	
t Stat	1,783905951	
P(T<=t) one-tail	0,054053599	
t Critical one-tail	1,833112933	
P(T<=t) two-tail	0,108107197	
t Critical two-tail	2,262157163	

## Appendix 9. Details of satisfaction values and NPS\*

\*Extracted from online surveys designed with Microsoft Forms

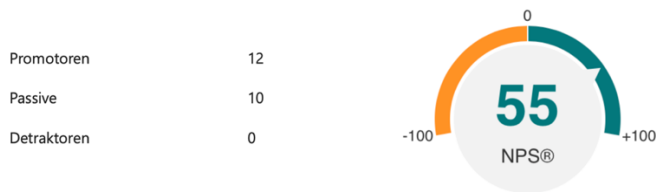
### Workshop 1: Design Your Life

How satisfied were you with the event?

Extremely satisfied	7
Very satisfied	13
Somewhat satisfied	2
Not so satisfied	0
Not at all satisfied	0



How likely are you to recommend this event to a friend or colleague?



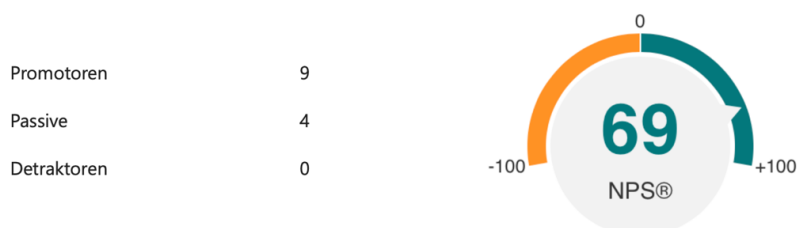
### Workshop 2: Resilience and Self-Awareness

How satisfied are you with the event?

Extremely satisfied	8
Very satisfied	4
Somewhat satisfied	1
Not so satisfied	0
Not at all satisfied	0



How likely are you to recommend this event to a friend or colleague?



### Workshop 3: The Art of Storytelling

How satisfied are you with the event?

Extremely satisfied	6
Very satisfied	5
Somewhat satisfied	0
Not so satisfied	1
Not at all satisfied	0



How likely are you to recommend this event to a friend or colleague?

Promotoren	8
Passive	3
Detraktoren	1

