

# Inner Development Goals: Background, method and the IDG framework

1 **Being** — Relationship to Self

2 **Thinking** — Cognitive Skills

3 **Relating** — Caring for Others and the World

4 **Collaborating** — Social Skills

5 **Acting** — Driving Change



# Introduction<sup>1</sup>

**1**  
Very many people have contributed in various ways to this report. The main author of the text is Thomas Jordan, but important concrete comments suggestions, additions and corrections have been contributed by Jonathan Reams, Kristian Stååne, Stefanie Greca, Jan Artem Henriksson, Tomas Björkman and Theo Dawson.

This is an account of the first phase of the Inner Development Goals (IDG) project. It explains the background and the method of the project, and presents the 23 skills and qualities we have identified. If your interest is mainly the skills and qualities, feel free to skip to the section detailing these (however, do have a look at the points below first). If you are interested in the thinking behind the project, who the initiators are and how we went about in order to develop the IDG framework, read on.

If you skip reading about the background and the method, there are still a few things that you should know about the nature of the project:

- The IDG framework of skills and qualities relate to what is needed in order to successfully work with complex societal issues, in particular those identified in UN's Agenda 2030 and the 17 Sustainable Development Goals. Some similar frameworks have a broader scope, such as skills and qualities that are important for general well-being or for empowering individuals to lead satisfying lives.
- The IDG initiative is, so far, a low-budget project. There were no resources available, in the first phase, for conducting a thorough literature review or research. The core activities have been designing and distributing two surveys and using the responses to develop a list of key skills and qualities.
- Very many people (more than a thousand) have been actively involved in providing suggestions, reviewing and commenting during the process. The IDG framework therefore has a broad base and is not closely linked to a particular theoretical framework.
- We have extensively talked about the relationship between individual and collective skills and qualities. It is obvious that capacities often are properties of systems rather than individuals, and we think that the present version of the IDG framework can be used as a starting point for exploring both individual and collective skills and qualities and how culture, organizations and institutions can support the development needed.
- In its present form, the IDG framework is probably biased by the fact that the majority of the respondents were from Western societies and many belonged to groups already interested in the science and practice of leadership development or global sustainability issues. We are keenly aware of this and hope to redress this bias in future work.

## Background 1: The general framing

The starting point for this initiative was a belief that there is a blind spot in our efforts to create a sustainable global society. We have accumulated much knowledge about environmental problems, climate change, poverty, public health, various social ills, etc. In UN's Agenda 2030 goals and targets have been formulated for 17 critically important areas relating to sustainability. We know a lot about conditions and causes, and there is also a lot of knowledge and ideas about what could and ought to be done. We have a vision of what needs to happen, but progress along this vision has been disappointing.

The initiators of the IDG project (see below) were motivated by a belief that what has been largely missing is a keen insight into what abilities, qualities or skills we need to foster among those individuals, groups and organizations that play crucial roles in working to fulfill the visions. The argument is that we talk far more about what ought to be done to resolve the problems out in the world, than we talk about how to build skillfulness among the actors who are in a position to make the visions happen.

When facing challenging tasks, there is a need for a range of cognitive and emotional skills and other qualities that go beyond what most people normally learn in schools and higher education. We believe that significant knowledge and insight has accumulated over the years about what these skills and qualities are and how they evolve, in several research fields, such as adult learning and development and in the study of strategic leadership regarding complex issues, such as sustainability studies.

The purpose of the Inner Development Goals project is to draw attention to the need to support development of abilities, skills and other inner qualities for people and organizations involved in efforts to contribute to a more sustainable global society. By having a framework that is easy to grasp and that describes those skills and qualities, we hope to mobilize a broader engagement and effort among organizations, companies and institutions to significantly increase the investments in efforts to develop crucial skills and qualities.

**In other words the Inner Development Goals project works to identify, popularize and support the development of relevant abilities, skills and qualities for inner growth, through consciously supportive organizations, companies and institutions, to better address the global challenges.**

The aim of the *first* phase of this endeavor has been (and still is) limited to making an inventory of what such crucial abilities, qualities and skills

## Inner Development Goals:

Background, method and the IDG framework

are perceived to be and create a framework that clearly articulates these in ways we can reach a high level of agreement about.

We wanted to draw on different types of knowledge, experience and insight in order to have a comprehensive basis for the inventory. In particular we wanted to consult both practitioners involved in actually working with sustainability issues, as well as researchers with many years of experience in researching and theorizing about adult skills and maturity, with specific reference to management of complex tasks. Practitioners – such as sustainability managers in companies, governmental organizations and NGOs, HR managers, activists, leadership development trainers and consultants – can be expected to have a lot of experience with the challenges encountered in working with complex sustainability issues, but are not necessarily able to describe in detail what the needed skills are and how they can be scaffolded<sup>2</sup>. Researchers in adult development and leadership (for example) can be expected to have well-grounded ways of unpacking in detail a broad range of skills and qualities, and the patterns in how these develop. But on the other hand, researchers may have limited insights into what real-life challenges and dilemmas practitioners encounter, and what particular skills and qualities are helpful in navigating a complex context.

In appendix 1 you will find a table outlining the «program theory» of the IDG project.

### ***Related frameworks***

During the course of the IDG project we have found and received suggestions from others of a number of more or less similar initiatives to formulate frameworks describing important skills and qualities. These frameworks have evolved in different contexts, for different purposes, with different theoretical bases, and with different methodologies. Some of them (e.g. Wamsler et al., 2020, 2021; Wamsler & Restoy, 2020; Wiek, Withycombe & Redman, 2011; Center for Vaeredygtighed, 2021; Rimanoczy, 2020; and Dawson, 2020-2021) also explore the skills needed in order to manage sustainability issues more effectively. We have not been in a position to make a systematical review and comparison of these frameworks, but it is obvious that to a considerable extent they identify the same or very similar skills and qualities. For a list of publications of some of the most relevant initiatives to identify and describe key skills and qualities that we are aware of, see appendix 2.

**2**  
The notion of «scaffolding» is central to our initiative, it refers to different forms of supporting the development of (and performing) demanding skills (Andersson, 2015; Jordan, 2016; Mascolo, 2005; Wood, Bruner & Ross, 1976).

## Background 2: A brief chronological account of the IDG initiative

In April 2019 a thought leaders gathering was conducted with a group of adult development scholars on the Ekskäret island in the Stockholm archipelago.<sup>3</sup> Together the group wrote the *Growth that Matters Manifesto* that stated the urgent need to work systemically with human growth in adults in order to better meet the accelerating complexity in societal challenges.

3  
Among the more well-know participants were Robert Kegan, Susanne Cook-Greuter, Bonnitta Roy, Aftab Omer, Bence Ganti and Jonathan Reams.

Representatives from academia, like Center for Social Sustainability at Karolinska Institute and Stockholm School of Economics signed the Growth that Matters Manifesto together with a growing number of representatives of the business world and other organizations, that created the coalition that the coming year would co-create and support the IDG initiative.

During 2020 representatives of Ekskäret foundation, 29k and The New Division<sup>4</sup> spoke about their shared concern that there is a need to focus more attention on developing skillfulness among actors working with «wicked issues», in particular those named in the UNs Agenda 2030 as the 17 Sustainable Development Goals (SDGs). The idea for IDG:s was born (first called Inner Global Goals) and was first publicly presented at the MindShift Digital Conference at Stockholm School of Economics during May 2020.

4  
Starting with Erik Fernholm, Jakob Trollbäck and Hannah Boman, later including Tomas Björkman Jan Artem Henriksson, Caroline Stiernstedt Sahlborn, Fredric Lindencrona + academic representatives (Appendix 3).

The initiators thought that the scholarly field of adult development research has accumulated a lot of relevant knowledge that is sorely needed for us to become more successful in working towards a more sustainable world.<sup>5</sup> Many initial exploratory conversations and consultations were held in different constellations, e.g. with renowned «thought leaders» in the field, such as Robert Kegan, Susanne Cook-Greuter, Peter Senge, Otto Scharmer, Amy Edmondson and Jennifer Garvey Berger. Even local researchers and thought leaders like Stefan Einhorn and Walter Osika (from CSS at Karolinska Institute), Emma Stenström and Anders Richtner (from Stockholm School of Economics), Christine Wamsler (Lund University Centre for Sustainability Studies) and Fredric Lindecrona (Stockholms Stad and MindShift Sweden) supported the IDG initiative early on. For a longer list if people and organizations involved, please see appendix 3.

5  
See for example Berger, 2011; Commons, 2008; Cook-Greuter, 1999; 2013; Dawson, 2004; Fischer, 1980; Kegan, 1994; King & Kitchener, 1994; Loevinger, 1976; Torbert et al., 2004;.

During autumn 2020 the initiative changed the name to *Inner Development Goals* a more formal project group took form that coordinated a gradual process of formulating a key survey question in order to collect as much (relevant) input as possible on which skills and qualities are most important in order to work more effectively towards the SDGs.

## Inner Development Goals:

Background, method and the IDG framework

The initiators established contacts with a range of companies, researchers and other actors with a keen interest in the vision of the IDG project. Several meetings were held with founders, CEOs, HR managers, sustainability managers, and other strategically positioned people in the private and public sector, and another series of meetings were held with researchers and leaders in leading Swedish academic institutions: The Stockholm School of Economics, the Center for Social Sustainability at Karolinska Institutet, the Lund University Centre for Sustainability Studies and Stockholm University.

A series of five consultative meetings were held during 2020 within a network comprising about 80 managers, researchers and organizational consultants discussing the initiative, and in particular the survey design.

Two surveys were made, the first one was launched publicly 1 March 2021, the second one on 19 April. The surveys will be described further in the next section.

A draft of the IDG framework was presented and discussed at a workshop on 28 April with about 150 participants, in 12 May at the MindShift conference at SSE with about 1.500 participants and at the Integral European Conference, also on May 29th, with about 150 participants.

Feedback was gathered at each of the discussions digitally (through the How-space platform or google docs when smaller gatherings), which was used to further revise formulations and category names. A communications group was formed with participants who are specialized in mass communication for further revision of the form and language of the IDG framework in a series of four meetings.

Appendix 3 accounts for the different constellations of people who have been most actively involved in the project.

## The surveys

Our initial idea was to use 2 surveys, each with one main question, after collecting some biographical information on the respondents. We wanted to collect input from a large number of respondents, in particular people with a professional relationship to sustainability issues, on what skills and qualities they regard as important in order to work more successfully towards the SDGs. The main question in the first survey was eventually (after deliberation in different fora) formulated in this way:

*What abilities, qualities or skills do you believe are essential to develop, individually and collectively, in order to get*

*us significantly closer to fulfilling the UN Sustainable Development Goals?*

*In the following text boxes, please write 3-7 abilities, qualities or skills and add, if you want, a brief comment on why you feel these abilities, qualities or skills are essential.*

We wanted to use the responses in the first survey to compile a manageable list of key skills and qualities, in order to invite people in a second survey to rank the most important skills and qualities, arriving at a framework of 7-10 items. However, we ended up making a different decision, which meant that the second survey performed a somewhat different function than initially intended (see further below).

### ***Participants in the first survey***

The text and questions in the first survey are presented in appendix 4. 861 persons gave full responses to the first survey. More women (ca. 62%) than men filled out the survey. A large majority of the respondents were between 30 and 69 years old. About half of the respondents were Swedish, an additional 30% were European, while about 12% were from USA, Canada, Australia or New Zealand. Only 6% (50 individuals) were from Latin America, Africa or developing countries in Asia. Very few respondents were from Russia, China and Japan.

We aimed at collecting views from categories of people we had reason to believe would have more insight into the challenges of working towards the SDGs than the general population. In the table below, we present the number of respondents according to professional roles.<sup>6</sup>

<sup>6</sup> A mistake in the survey design meant that respondents could only choose one role. Several respondents remarked on this, since they span more than one role.

*Table 1.* Roles of respondents to survey 1.

| <b>Professional role</b>                       |            |
|--|------------|
| Organizational consultant/coach                | 147        |
| Manager (except HR and sustainability manager) | 141        |
| Leadership development professional            | 115        |
| Employee                                       | 112        |
| HR Manager                                     | 66         |
| Researcher                                     | 50         |
| Social entrepreneur                            | 47         |
| Sustainability manager                         | 43         |
| Other  | 124        |
| Blank  | 16         |
|  | <b>861</b> |

7

The alternative responses were «Not at all familiar», «Somewhat familiar», «Very familiar» and «Very familiar and working towards the SDGs is part of your job».

Finally, we also asked how familiar the respondent is with the SDGs. About 22% actively work towards the SDGs, whereas 21% selected the alternative «Very familiar»<sup>7</sup>.

### ***Analysis of responses to the first survey***

Two scholars, Thomas Jordan and Maria Booth, independently coded the responses to the main open question. Many responses from different respondents used identical or very similar wording, but we also created some codes for responses that used different words for skills or qualities we found could be subsumed under the same coding.

Thomas Jordan's coding initially yielded 36 codes, while Maria Booth's resulted in 22 codes, some of which had subcategories. We compared our codes and concluded that our codes were very similar, with few differences. However, over 30 categories are too many from a purely pedagogical point of view, so we went through a process, involving the steering group, to merge codes with closely related content. This is a tricky endeavour, because more granularity may represent variation in skills and qualities in a more accurate way, but then becoming more difficult to communicate and grasp.

### ***Exclusions***

There were some items in the survey responses that we decided to exclude for various reasons, even though they were listed by several respondents. Decisions about inclusion and exclusion are a matter of judgment – different people may make different judgments. The two most important exclusions were the following:

*Knowledge.* Several respondents pointed to the importance of having relevant knowledge about the factual issues involved in working towards the SDGs: being familiar with the SDG framework, having insights into causes and conditions regarding (for example) ecology and sustainability, but also in terms of methodological and technical skills in using different methods for analysis. While this is obviously very important, we excluded factual knowledge from the framework because we want the framework to focus on non-technical skills and qualities needed for working effectively with complex societal issues, such as the SDGs, rather than concrete technical expertise.

*Frugality.* Quite a few respondents, using different phrasings, pointed to the virtue of avoiding over-consumption and being content with a simple life-style. We recognize the importance of consumption patterns for the Agenda 2030 goals in general perspective, but we want the framework to focus on skills and qualities that are crucial for transformational work, and we do not see frugality as really fitting into that conception.



### ***Developing the IDG framework***

After consolidating some items, we had a draft version with 22 skills and qualities. The items were grouped into 4 main categories: *Cognitive skills; Values, attitudes and identifications; Relationship to self; and Social skills*. A brief, one-sentence, description of each skill/quality was drafted by Thomas Jordan. This draft was then presented and discussed in several fora during April and the beginning of May 2021: the steering group, the reference group of researchers and at a series of workshops with invited participants from the MindShift network. The draft was also circulated among a number of researchers and other experts in the fields of adult development and leadership development. Much feedback and many suggestions were given, and led to revising both the naming of skills/qualities, the grouping and the descriptions.

### ***The second survey: ranking skills and qualities***

In the second survey (see appendix 5), respondents were invited to review the list of 22 skills/qualities and rank the 10 items they deemed most important. When we closed the survey, we had received 813 valid responses, with a similar biographical profile as in the first survey. Our initial idea was to use the results of the second survey to select 7-10 key skills/qualities and design a framework based on these. However, the question of whether to keep the 22 skills/qualities or making a selection among them was discussed in several fora, and it was eventually decided to retain all the 22 and even add a 23rd item, *sense-making*. This addition was made after suggestions from several people, and it was also mentioned several times in the survey responses.

Here is an alphabetical list of the 23 skills and qualities. Further elaboration will be made further down.

|  |                                     |
|--|-------------------------------------|
| Appreciation                                   | Inner compass                       |
| Co-creation skills                             | Integrity and Authenticity          |
| Communication skills                           | Long-term orientation and visioning |
| Complexity awareness                           | Mobilization skills                 |
| Connectedness                                  | Openness and Learning mindset       |
| Critical thinking                              | Optimism                            |
| Courage  | Perseverance                        |
| Creativity                                     | Perspective skills                  |
| Empathy and Compassion                         | Presence                            |
| Humility                                       | Self-awareness                      |
| Inclusive mindset and Intercultural competence | Sense-making                        |
|  | Trust                               |

*Figure 1. Alphabetical list of the 23 skills and qualities*

The responses to the ranking question can be computed in a number of different ways, as well as be reported by different biographical categories (see appendix 6). The weighted top ten list for all the 813 respondents turned out this way:<sup>8</sup>

**8**  
A category was assigned 10 points if in the first place, 9 points if in the second place, etc. Then points are summed up and ranked, yielding this table.

1. Co-creation skills
2. Complexity awareness
3. Communication skills
4. Connectedness
5. Empathy and Compassion
6. Courage
7. Self-awareness
8. Appreciation
9. Openness and Learning mindset
10. Inner compass

### ***Organizing the 23 skills and qualities into a smaller number of categories***

In order to have a more pedagogical framework, we had extensive discussions in different settings about how to organize the 23 skills and qualities 4 or 5 main categories. There was a certain cognitive tension involved in how to group the items and how to name the main categories, between on the one hand the wish for logical stringency in how the skills and qualities are grouped and terminological accuracy (a scholarly perspective), on the other hand the wish for having a structure and vocabulary that makes sense to practitioners (a mass communication perspective). There is no «correct» way to group the skills and qualities, as they are interdependent and overlapping in significant ways. Still, in order to have a framework that is as easy as possible to grasp and work with, a framework with a limited number of main categories was deemed useful.

**9**  
My preunderstanding is anchored in adult development theories.

I, Thomas Jordan (the main author of this report), prefer a framework that I feel make the most sense from a theoretical point of view.<sup>9</sup> I think that some of the items we came up with can be thought of as skills: abilities that can be learned and trained. Other items do not fit into the conception of skills, but are better understood as personality traits or virtues (some of which can be nurtured and refined), values or qualities that are functions of a person's level of ego development. From this point of view my preferred systematization of the 23 skills and qualities would be to use 5 main categories: *Cognition; Stances: Attitudes and values; Identifications, Relationship to Self; and Social skills.*

*Cognition* refers not only to thinking in the traditional sense, but also to sense-making and creativity, cognitive processes that to a large extent occur below the threshold of awareness.

*Stance: Attitudes and values* comprises the basic stance with which an individual (or a collective) relates to the world (people, issues, events, life in general). Most of these have a significant emotional component in the form of durable feeling dispositions.

*Identifications* is the category referring to core identity, what a person feels he or she fundamentally is.

*Relationship to Self* is different from identifications by referring to psychological skills that can be developed by training.

*Social skills* is a category comprising skills in the more traditional sense, here relating to various aspects of working with other people in productive ways.

It is obvious that this division into categories is somewhat artificial: skills and qualities are intimately intertwined and some could be part of more than one category. However, with these considerations in mind, the organization of the 23 skills and qualities would look like this:

*Table 2:* First overview draft of main categories

| <b>Cognition</b>                    | <b>Stances</b>                | <b>Identifications</b> | <b>Relationship to Self</b> | <b>Social skills</b>                           |
|-------------------------------------|-------------------------------|------------------------|-----------------------------|--|
| Cognitive thinking                  | Appreciation                  | Connectedness          | Integrity and Authenticity  | Communication skills                           |
| Complexity awareness                | Empathy and Compassion        | Inner compass          |                             | Self-awareness                                 |
| Perspective skills                  | Courage                       |                        | Presence                    | Inclusive mindset and Intercultural competence |
| Sense-making                        | Optimism                      |                        |                             |  |
| Creativity                          | Perseverance                  |                        |                             |  |
| Long-term orientation and visioning | Openness and Learning mindset |                        |                             | Trust  |
|                                     |                               |                        |                             | Mobilization skills                            |

### ***Adapting the IDG framework for easy communication***

The IDG project is, however, not primarily a scholarly endeavour, but aims at being suitable for mass communication. The initial draft of 23 skills and qualities divided into 5 main categories was discussed in a rather large number of fora, where the main ambition was to develop a framework and a languaging that makes sense and works well for communication with practitioners: managers, officials, politicians, change agents, etc. In this process, theoretical precision may have to

give way for the ambition to reach high levels of face validity in a broad audience. The outcome of this process is presented below. This is not to be regarded as a final and fixed framework. We will continue to deliberate which skills and qualities are important and how they can be named and described to work well as a broadly accessible framework.

*Table 3: Overview of the Inner Development Goals framework*

| <b>Being –</b><br>Relationship to Self | <b>Thinking –</b><br>Cognitive Skills | <b>Relating –</b><br>Caring for Others and the World | <b>Collaborating –</b><br>Social Skills        | <b>Acting –</b><br>Driving Change |
|--|---------------------------------------|--|--|-----------------------------------|
| Inner compass                          | Critical thinking                     | Appreciation   | Communication skills                           | Courage                           |
| Integrity and Authenticity             | Complexity awareness                  | Connectedness  |  | Co-creation skills                |
|  |                                       | Humility   | Optimism                                       |                                   |
| Openness and Learning mindset          | Perspective skills                    | Empathy and Compassion                               | Inclusive mindset and Intercultural competence |                                   |
|  | Sense-making                          |  |  |                                   |
| Self-awareness                         | Long-term orientation and visioning   |  | Trust  |                                   |
| Presence                               |                                       |  |  |                                   |
|  |                                       |  |  |                                   |
|  |                                       |  |  |                                   |

## The Inner Development Goals framework

In this section, the Inner Development Goals framework is presented, and the 23 skills and qualities are described in a somewhat more elaborated form. The «names» of the skills and qualities and the one-sentence descriptions of their meaning have been discussed and revised in a large number of iterations, involving both practitioners and researchers. However, the elaborations below of each skill/quality have not been subjected to the same scrutiny, but have been added by the present author and reflect my own knowledge basis and interpretations. These expanded descriptions should therefore be regarded as work-in-progress, a starting point for more thorough reflection, revisions and refinement.

We are very much aware that the different skills and qualities included in the IDG framework are often overlapping and interdependent. Some are more fundamental and prerequisites for others. It is a worthwhile and important task to carry out research and theory development of how the web of skills and qualities works. However, since this is a very complex field of knowledge, there will certainly be quite different theoretical frameworks, using different concepts and principles for creating models. We want to avoid advocating a particular theoretical framework and keep the IDG framework as open as possible in the hope that people with different preferences regarding theoretical models will be able to see the IDG framework as a useful pedagogical framework.

It is also worth pointing out that the skills and qualities described below to a considerable extent refer to individuals, rather than collectives. We believe that the framework is highly relevant to explore collective skills and qualities (and how they can be supported) as well, but we have not been in a position to do this in a serious way at this stage of the initiative.

# 1

## Being — Relationship to Self

**Cultivating our inner life and developing and deepening our relationship to our thoughts, feelings and body help us be present, intentional and non-reactive when we face complexity.**

### Inner compass

*Having a deeply felt sense of responsibility and commitment to values and purposes relating to the good of the whole.*

Having an «inner compass» is not a skill, but is rather a consequence of having a broad scope of awareness that also has led to a motivation to care for and contribute to the welfare of something much larger than oneself. This larger whole can be constructed in different ways: humanity, the global ecosystem, or particular large-scale issues, such as climate change, environmental problems, public health, human rights, etc.<sup>10</sup> The concept of an inner compass is related to how people make priorities when making decisions and acting. A stable inner compass anchored in values relating to a larger whole means that concerns for the well-being of the larger whole are factored in in various situations.

Quite a few concepts that were listed by survey respondents can be related to Inner compass, e.g. *being grounded in ethical values, passion for the whole, caring about others, solidarity and sense of purpose.*

Having an inner compass firmly anchored in a commitment to contribute to the good of the whole is intimately related to other IDGs, such as *Connectedness, Long-term orientation and visioning, and Perseverance.*

### Integrity and Authenticity

*A commitment and ability to act with sincerity, honesty and integrity.*

This item is partly about values one has identified with and is committed to practicing, but it is also strongly related to personal maturity. In order to be capable of acting with sincerity, honesty and integrity, a person has to be keenly aware of his or her inner processes (reactions, emotions, identifications, see the item *Self-awareness* below) as well as having a robust self-sense that is not easily threatened and thereby giving the person an ability to be appropriately vulnerable.

10

The philosopher Ken Wilber (1995) made the useful distinction between socio-centric and world-centric perspectives, the first type characterized by concern for one's own in-group, while the second type is characterized by concern for universal values and principles.

### Openness and Learning mindset

*Having a basic mindset of curiosity and a willingness to be vulnerable and embrace change and grow.*

A capacity to be open to learning, reevaluation and be curious about alternative ways of perceiving and interpreting various issues requires a self that has a considerable measure of robustness. If one's sense of self-regard is dependent on identification with a certain self-image or if one's sense of safety is linked to a need to defend a certain set of beliefs and values, there is probably a need for having psychological defense mechanisms that might inhibit the capacity for remaining open and curious when encountering unfamiliar or diverging views or events.

Openness and a learning mindset is therefore not to be regarded solely as a skill that can be trained, but is intimately linked to adult development processes involving the whole self. Openness is also one of the personality traits included in the Big Five framework.

In the survey some respondents listed qualities that can be linked with the capacity for openness, such as tolerance for *ambiguity/uncertainty/discomfort*, *having a growth mindset* and *willingness to let go* (of existing patterns).

Openness and Learning mindset is strongly related to *Critical thinking*, *Complexity awareness*, *Perspective skills*, *Humility*, *Creativity* and *Communication skills*.

### Self-awareness

*Ability to be in reflective contact with own thoughts, feelings and desires; having a realistic self-image and ability to regulate oneself.*

What goes on inside a person has a considerable impact on that person's potential for being effective when engaging with complex issues, especially in interaction with people with diverse perspectives and interests. Challenging situations evoke emotional and cognitive reactions. If a person is not capable of monitoring these reactions, the capacity for handling them in constructive ways is limited, and the person may act out emotions, defensive reactions and hasty judgments without really noticing that this is happening. Self-awareness involves being aware of emotional, cognitive, motivational and other internal psychological processes as they happen (or shortly afterwards). Being in touch with and understanding one's own inner processes often leads to greater self-acceptance, less need to cling to an idealized self-image and therefore less need for psychological defense mechanisms. A well-developed capacity for self-awareness makes it possible to actively manage the relationship between internal (spontaneous) processes and the expectations and needs coupled to a particular role or function the person has.

Several formulations relating to the self were mentioned by survey respondents: *self-reflection, self-care, self-acceptance, self-leadership, and personal integration of mind, body, soul.*

Self-awareness is closely linked to *Presence, Humility, Integrity and Authenticity, Openness and Learning mindset.*

### Presence

*Ability to be in the here and now, without judgement and in a state of open-ended presence.*

This capacity is strongly linked to *Openness and Learning mindset*, but emphasizes the quality of making oneself fully available in encounters with other people, in an accepting, mindful, sensitive and non-judgmental way. This quality can partly be regarded as a skill that can be trained by practicing mindfulness exercises. But arguably a well-developed capacity for presence is also dependent on being relatively free from preoccupation with projecting and defending a particular self-image or a psychological need for upholding the stability of a certain worldview that provides a sense of safety. See also the discussion of *Humility* below. Presence is also related to *Self-awareness*.

## 2

## Thinking — Cognitive Skills

**Developing our cognitive skills by taking different perspectives, evaluating information and making sense of the world as an interconnected whole is essential for wise decision-making.**

### Critical thinking

*Skills in critically reviewing the validity of views, evidence and plans.*

«Critical thinking» is a concept that has been given different meanings. It is strongly related to «reflective judgment» or «skills of argument», constructs that have been extensively researched (see in particular King & Kitchener, 1994; and Kuhn, 1991. See also Dawson, 2020-2021, who describes the micro-skills involved in great detail). One way of describing critical thinking skills is to focus on the habits of asking probing questions in relation to statements, validity claims, views and opinions, questions such as:

- Are there robust reasons to believe that the claims made are valid?
- What other facts could be relevant to a balanced interpretation?
- What consequences have to be true if the claims are true?
- What other views or interpretations are possibly valid in relation to this issue?
- What arguments do people with different views refer to, and what credibility do those arguments have?

- Could there be circumstances that have not so far been considered that could mean that the argument proposed is not fully valid?

A related concept mentioned by survey respondents were variations of the theme «evidence-based practice», i.e. a concern for using practices that have been shown to be effective, rather than just doing what comes to mind. Critical thinking is strongly related to and partially overlapping with *Perspective skills*.

### Complexity awareness

*Understanding of and skills in working with complex and systemic conditions and casualties.*

Complexity awareness is first and foremost a keen awareness that certain issues might be complex, and perhaps complex in ways that one is not yet aware of. Complexity might be related to underlying and diverse causes, conditions and circumstances that influence a particular issue. Complexity might also be related to mutual interdependencies between different factors, that cannot be properly understood by uni-directional uni-factorial causal relationships. A very significant and often mentioned aspect of complexity awareness is systems thinking: the propensity to look for patterns of wholes, how elements of systems interact in complex ways, leading to system dynamics and emergent properties of systems. There are many types of systems: ecological, social, cultural, economic, legal, organizational, cognitive, etc. Systems thinking goes beyond thinking in terms of unidirectional and even multivariate cause-and-effect relationships to consider dynamics that cannot be understood without considering systemic patterns and relationships.

Related concepts that were listed in the survey were *holistic view, strategic thinking, dialectical thinking, polarity thinking* and *ability to synthesize*. Awareness of complexity is a first step, actual skills in analyzing, synthesizing and developing and enacting strategies for managing complex issues are of course of central importance.

Complexity awareness is an important condition for having a genuine openness and learning mindset, because there is always an expectation that there are circumstances one is not yet aware of. Complexity awareness is strongly related to *Critical thinking, Sense-making* and *Perspective skills*.

### Perspective skills

*Skills in seeking, understanding and actively making use of insights from contrasting perspectives.*

This can be regarded as a family of skills, ranging from rather basic to very sophisticated (and quite rare) skills. A basic perspective skill is



simply to be aware that your view of the world and its issues and events is a view: an interpretation based on a limited and selective set of data and complemented by assumptions and judgments not backed up by proven facts. More sophisticated skills involve a keen awareness of the durable, complex and systemic patterns of perspectives, both one's own and those of others. This entails an awareness that one's own perspective necessarily is incomplete and has blind spots, which in turn generally leads to an inquiring orientation. A person with well-developed perspective skills is generally open and curious, and may actively seek out and try to understand perspectives that are very different from one's own and make use of several perspectives in order to make sense of issues and processes. Theo Dawson (2020-2021) has described a large number of concrete micro-skills contributing to skillfulness in working productively with multiple perspectives.

Perspective skills are related to *Openness and Learning mindset, Sense-making, Complexity awareness, Critical thinking and Inclusive mindset and Intercultural competence.*

### Sense-making

*Skills in seeing patterns, structuring the unknown and being able to consciously create stories*

All human beings are continually engaged in making sense of their experiences, in order to be able to function. So in order to regard sense-making as a key skill, we need to focus on the more developed forms of sense-making. These involve actively looking for patterns relevant for the tasks individuals or groups are facing, trying to make sense of those patterns by looking for additional pieces of information, test different possible interpretations, engage in dialogue with other people and thereby arrive at more well-founded understandings. Sense-making has considerable overlap with other parts of the IDG framework, such as *Critical thinking, Complexity awareness and Perspective skills.*

### Long-term orientation and visioning

*Long-term orientation and ability to formulate and sustain commitment to visions relating to the larger context*

Obviously complex global issues, such as those described in the SDGs of Agenda 2030, involve long-term change processes, regarding climate, environmental problems, socio-economic structures, the world order, etc. Problems caused or conditioned by properties and dynamics of very complex systems can seldom be fixed quickly, but require sustained efforts over long periods involving a multitude of different measures and strategies. Actors with strategic roles in relation to such issues must have a very long time horizon, in terms of apprehending patterns of long-term processes that generate problems, formulating visions and designing and engaging with actions in order to influence

the development of complex systems. A long-term orientation is strongly related to and dependent on *Complexity awareness* and *Perseverance*.

## 3

### Relating — Caring for Others and the World

**Appreciating, caring for and feeling connected to others, such as neighbors, future generations or the biosphere, helps us create more just and sustainable systems and societies for everyone.**

#### Appreciation

*Relating to others and to the world with a basic sense of appreciation, gratitude and joy.*

Appreciation is not a skill in a traditional sense, but a mode of relating to people and the social, material and natural worlds that can be strengthened by effort. A basic appreciative attitude is helpful in building connection to and trust between people, and thus conducive to creative and collaborative work performance. Several survey respondents mentioned the importance of valuing and appreciating nature, as a basis for feeling commitment to protect the natural environment from harm. There are reasons to believe that there is a link between later stages in adult development and the propensity and capacity to be anchored in an appreciative attitude (Cook-Greuter, 1999). The less someone is concerned with defending an ego conception and be absorbed with very pre-defined projects and ideas, the easier it is to appreciate positive qualities in various situations one finds oneself in.

Gratitude and joy were also mentioned relatively frequently in the survey responses. These are qualities that probably have subtle effects in inspiring other people, shifting attention from depressing realities to that which is worthy of gratitude and appreciation, thereby mobilizing energy for creative engagement.

Appreciation is related to *Humility, Openness and Learning mindset* and *Presence*, and can be an important factor for *Mobilization skills*.

#### Connectedness

*Having a keen sense of being connected with and/or being a part of a larger whole, such as a community, humanity or global ecosystem.*

This is one of the items in the IDG framework that is most profoundly intertwined with felt identity. It involves feeling connected to and being a part of a much larger whole. This sense of connectedness more or less automatically leads to a sense of caring for the well-being of the larger whole. Connectedness is therefore strongly linked to commitment

to engage in activities that contribute to positive outcomes for the «larger whole». Connectedness is certainly not a specific skill resulting from training. There are probably rather different ways of feeling this kind of connection, from the more pure and immediate feelings of being at one with everything else, that can be induced by psychedelic substances, to more cognitively based forms of connectedness related to holistic/systemic meaning-making, based on knowledge about the interconnectedness of all living things and the physical environment.

Connectedness is linked by many other skills and qualities in the IDG framework, both those that enable the feeling of connectedness to arise, and those that follow from the sense of connectedness: *Sense-making, Complexity awareness, Inner compass, Appreciation, Empathy and Compassion, Humility and Inclusive mindset.*

### **Humility**

*Being able to act in accordance with the needs of the situation, without concern for one's own importance.*

Humility here means the capacity to act without concern for looking good in the eyes of others or of oneself. The stance of humility is here understood to be a consequence of not being (overly) identified with a certain self-image and a need to be confirmed in that self-image by others. This may be a consequence of a realistic and accepting awareness of one's own limitations and other personality properties. Being more or less without a need to uphold a certain ego image means that when one acts, one can fully focus on the needs of the situation, rather than being preoccupied with projecting a certain image of oneself, e.g. as an expert. This makes it easier to be open, sensitive and respectful in relation to others.

Humility is related to *Openness and Learning mindset, Self-awareness, Connectedness, Empathy and Compassion, Presence and Inclusive mindset and Intercultural competence.*

### **Empathy and Compassion**

*Ability to relate to others, oneself and nature with kindness, empathy and compassion and the intention to address related suffering.*

We have chosen to use both empathy and compassion as concepts with somewhat different connotations. There are different conceptualizations in the literature, and it might be wise to keep the definitions rather open. Empathy is here understood to be the capacity to relatively accurately understand and feel into what other people feel, whereas compassion adds the quality of wanting to relate to other people with benevolence. Empathy and compassion are, of course, important components in emotional intelligence (see e.g. Eklund & Meranius, 2021).

Related concepts that were mentioned in the survey were *benevolence*, *agreeableness* and *love*.

## 4

## Collaborating – Social Skills

**To make progress on shared concerns, we need to develop our abilities to include, hold space and communicate with stakeholders with different values, skills and competencies.**

### Communication skills

*Ability to really listen to others, to foster genuine dialogue, to advocate own views skillfully, to manage conflicts constructively and to adapt communication to diverse groups.*

Communication skills can be described in terms of certain concrete behaviours, such as conveying positive intentions and regard, attentive and active listening, asking open-ended questions and advocating views in constructive ways. However, without a more fundamental grounding in values and psychological maturity, just practicing certain behaviours may not lead to genuine contact, trust, safe spaces and fruitful dialogue. Communication skills are strongly related to several other IDGs, such as *Presence*, *Humility*, *Perspective awareness*, *Openness and Learning mindset* and *Inclusive mindset and Intercultural competence*. Awareness of other people's potentially very different patterns of meaning-making, due to different enculturation, professional training, political worldview and previous life experiences, is necessary in order to realize the need to adapt communication behaviours to varying contexts.

In the survey some respondents pointed to *conflict management skills* and *story-telling skills* as important. We chose to include these skills in the communication skills category. Obviously there is a very comprehensive literature on communication, conflict management and story-telling, so large that it is difficult to select representative resources. Some classic references regarding communication are Rosenberg, 1999; Fisher & Ury, 1981; and Bohm, 2004.

### Co-creation skills

*Skills and motivation to build, develop and facilitate collaborative relationships with diverse stake-holders, characterized by psychological safety and genuine co-creation.*

The choice of the term «co-creation skills» was made after extensive conversations in different constellations. In the first survey, «collaboration» was mentioned very often, but we eventually opted for «co-creation», because the term emphasises the creative and

generative aspect of collaboration. Obviously co-creation skills cover a large number of sub-skills and overlap with several other skills and qualities in the IDG framework, such as *Trust*, *Communication skills*, *Inclusive mindset and Intercultural competence*, *Mobilization skills*, *Openness and Learning mindset* and *Perspective skills* (for a detailed analysis of collaboration micro-skills, see Dawson 2020-2021). The focus here is skills in creating favourable conditions for and facilitating productive collaboration and co-creation. Sub-skills include skills in creating an open climate characterized by trust and psychological safety; leading meetings in ways that structure the work process through shared focus, encourage creativity and openness to diverse input; and deconstruct power dynamics that hinder open and creative collaboration.

We chose not to separately list *change management skills*, which was mentioned several times in the survey, but the concept certainly merits specific attention when designing competence development programs.

Again, there is a very large literature relevant to co-creation, not least regarding facilitation and methods for managing complex issues.

### **Inclusive mindset and Intercultural competence**

*Willingness and competence to embrace diversity and include people and collectives with different views and backgrounds.*

In this item we combined attitudes and skills. Being actively interested in seeking out, consider and involve individuals and groups with diverse backgrounds, identities and views is one facet. More specifically, working in international contexts means that differences in culturally conditioned norms, values, attitudes, expectations, behavioural patterns, etc. play significant roles for successful collaboration. Intercultural competence requires awareness of the possibility of intercultural differences, to some extent knowledge about common dimensions of differences (e.g. regarding power distance, gender roles, high- or low-context communication, decision-making practices<sup>11</sup>) and communication skills.

A specific aspect of an inclusive mindset mentioned in the survey was willingness to listen to and adapt to local knowledge. Another facet of an inclusive mindset is willingness to share power.

### **Trust**

*Ability to show trust and to create and maintain trusting relationships.*

We included trust in the framework even though trust often is understood as an outcome, rather than a skill or a basic attitude. Naïve trust can be very problematic, not least when working with highly contested issues. However, there are skills involved in the trust

<sup>11</sup>

See e.g. Hofstede, Hofstede and Minkov, 2005.

dimension: approaching other people with an ambition to create as much trust as possible, considering the circumstances; acting in ways that inspire trust (by being transparent, conveying benevolence, being reliable, etc.) and continually deal with events with consideration for building and maintaining trust. However, skillfulness in getting other people to trust oneself can be used for both good and destructive purposes, so skills in creating trust need to be linked to other skills and qualities, such as empathy, compassion and benevolence.

Trust is linked with *Integrity and Authenticity, Communication skills* and *Co-creation skills*.

### **Mobilization skills**

*Skills in inspiring and mobilizing others to engage in shared purposes.*

Mobilization skills are, of course, overlapping with *co-creation skills*, but deserve a separate listing because mobilization includes reaching out broadly to different groups of people, evoking their interest and offering productive ways for people to become actively involved in various kinds of work towards fulfilling the SDGs. As with several other skills and qualities, mobilization skills can be used for constructive or destructive purposes, and therefore need to be guided by a benevolent *Inner compass*.

Many of the skills and qualities in the IDG framework contribute to skills in mobilizing people to meaningful engagement, e.g. *Communication skills* (not least story-telling), *Co-creation skills, Trust, Inclusive mindset and Intercultural competence*.

## **5**

### **Acting — Driving Change**

**Qualities such as courage and optimism help us acquire true agency, break old patterns, generate original ideas and act with persistence in uncertain times.**

#### **Courage**

*Ability to stand up for values, make decisions, take decisive action and, if need be, challenge and disrupt existing structures and views.*

Courage is yet another IDG that cannot easily be regarded as a skill, but which is still a quality that can be nurtured and developed through a range of strategies. We have here subsumed a couple of related qualities: the courage to advocate convictions, the capacity to go from ideas to actually making decisions, and the propensity to engage in decisive actions in order to achieve tangible results. Courage also entails the willingness to challenge and disrupt deeply ingrained

patterns, views and practices in order to open up possibilities for creativity and change. Courage alone is, of course, not necessarily a positive capability, but needs to be guided by benevolence, complexity awareness and commitment to the good of the whole.

### **Creativity**

*Ability to generate and develop original ideas, innovate and being willing to disrupt conventional patterns.*

Creativity is not a skill in the more narrow sense, nor is it a cognitive capacity that anyone can develop to a high level by specific exercises. However, there are reasons to believe that creativity is linked to adult development processes. A common distinction in the adult development field is to differentiate between preconventional, conventional and postconventional patterns of meaning-making (see e.g. Cook-Greuter, 1999). Conventional meaning-making is associated with taking prevailing norms and practices as given, rather than inquiring into alternative possibilities, whereas postconventional meaning-making involves independent envisioning of what is desirable and how it can be realized. A strongly developed *Complexity awareness* includes the habit of exploring and seeking understanding of causal relationships and possibilities for alternative scenarios. People with strong complexity awareness tend not to take existing conditions and patterns for granted, but often imagine how things could be like if done differently. Other IDG items related to creativity are *Openness and Learning mindset*, *Perspective skills*, and, when seeing creativity as a collective phenomenon, *Co-creation skills* and other social skills.

### **Optimism**

*Ability to sustain and communicate a sense of hope, positive attitude and confidence in the possibility of meaningful change.*

Optimism may be regarded as a personality trait, but here the emphasis is on the capacity to inspire hope in others (and oneself) that it is possible to achieve meaningful results by focusing on what is doable. One aspect of this is skills in supporting people in directing their attention, in this case in the direction of possibilities rather than having an exclusive focus on depressing realities. Of course optimism is not per definition something that is always functional in relation to achieving concrete results when grappling with very complex challenges, it has to be realistic.

Optimism is closely related to *Appreciation*.

### **Perseverance**

*Ability to sustain engagement and remain determined and patient even when efforts take a long time to bear fruit.*

**Inner Development Goals:**

Background, method and the IDG framework

Perseverance may also be understood as a personality trait or virtue, although it is likely that the capacity for sustaining engagement can be strengthened by conscious focusing on the possibilities to achieve long-term positive outcomes. As such, perseverance is related to *Long-term orientation and visioning*. Perseverance is yet another quality that can be constructive or destructive depending on the nature of the ambitions a person or group pursue, so it needs to be linked to other qualities and skills.

We included some related concepts mentioned in the survey in this category: *patience, resilience, determination and decisiveness*.



## Concluding comments

### *The nature of the IDG framework*

As has been pointed out above, the intended function of the IDG framework is primarily pedagogical. We hope that the creation of the framework can attract attention, engagement and stimulate further development. We are well aware that there are deeper patterns regarding how skills and qualities relate to each other, how they can be unpacked into sub-skills and how they can be more precisely described and understood. Some skills and qualities are more fundamental and prerequisites for others. There are also theoretical frameworks that describe human development as a holistic process, where the self and its skills is understood as a «structured whole» (see e.g. ego development frameworks, Loevinger, 1976; Kegan, 1994; and Cook-Greuter, 1999; 2013). However, a more penetrating and elaborated analysis of this is beyond the scope of this report, and also requires making use of more specific theoretical frameworks (of which there are many with different properties and biases). So we hope that the IDG framework will be perceived as open-ended and versatile, and that it can lend itself to development and adaptations in different directions.

Another aspect of the IDG framework that has been mentioned above is to what extent we approach skills and qualities using individuals as the main unit of analysis, or if we think of skills and qualities as properties of collectives, such as groups, organizations, communities, processes or methods. In the present (provisional) formulation, the collective aspect of skills and qualities has not been given the role it certainly would deserve, and we hope that more attention will be devoted to exploring this dimension further on.

### *The SDGs and the IDGs*

In real life, skills and qualities develop in specific contexts. This goes both ways: what skills and qualities are relevant and important varies depending on role, tasks and situational conditions, while skills and qualities develop in response to the particular tasks and demands an individual or a collective are facing. People and organizations working actively towards fulfilling the SDGs have very different roles and conditions, so of course the profiles of which of the 23 skills and qualities are important to focus on varies depending on the specific case. We have limited systematical knowledge about the matching patterns between skills and qualities on the one hand, and tasks, roles and specific conditions on the other hand.

**Inner Development Goals:**

Background, method and the IDG framework

***Phase two of Inner Development Goals***

The purpose of the first phase of the IDG initiative was to identify and describe what skills and qualities we need more of in order to work more successfully toward the Sustainable Development Goals. We believe and hope that the resulting framework can be useful in various ways as it stands. The far bigger and more challenging task is to explore what can be done in order to support the development of key skills and qualities.

The IDG initiative will now proceed to study what evidence, practices and tools already exist regarding validated practices for supporting skill development as well as adult development in a more fundamental sense. This is a daunting task, requiring comprehensive efforts. The level of ambition we can aspire to will to a significant extent be dependent on the financial resources that can be mobilized.

## References

- Andersson, P. (2015). Scaffolding of task complexity awareness and its impact on actions and learning. *ALAR: Action Learning and Action Research Journal*, 21(1), 124-147.
- Berger, J. G. (2011). *Changing on the job: Developing leaders for a complex world*. Stanford University Press.
- Bohm, D. (2004). *On dialogue*, Routledge.
- Center for Vaeredygtighed (red.) (2021). *Væredygtighed – Indersiden af Bæredygtighed*, Dafolo.
- Commons, M. L. (2008) «Introduction to the Model of Hierarchical Complexity and Its Relationship to Postformal Action,» *World Futures*, 64:5, p. 305-320.
- Cook-Greuter, S. R. (1999). *Postautonomous ego development: A study of its nature and measurement*. Thesis presented to the Faculty of the Graduate School of Education of Harvard University.
- Cook-Greuter, S. R. (2013). *Nine levels of increasing embrace in ego development: A full-spectrum theory of vertical growth and meaning making*, www.cook-greuter.com.
- Dawson, T. L. (2004) «Assessing intellectual development: Three approaches, one sequence,» *Journal of Adult Development*, 11, 71-85.
- Dawson, T. (2020-2021). VUCA unpacked [a series of blog texts], downloaded 6 July 2021 from <https://theo-dawson.medium.com/vuca-unpacked-1-introduction-57cf72ac368b>
- Eklund, J. H., & Meranius, M. S. (2021). Toward a consensus on the nature of empathy: A review of reviews. *Patient Education and Counseling*. 104(2), 300-307.
- Fischer, K. W. (1980) «A theory of cognitive development: The control and construction of hierarchies of skills,» *Psychological Review*, vol 87:6, p. 477-531.
- Fisher, R. & Ury, W. (1981). *Getting to yes. Negotiating agreement without giving in*, Boston: Houghton Mifflin Co.
- Hofstede, G., Hofstede, G. J., & Minkov, M. (2005). *Cultures and organizations: Software of the mind*. New York: Mcgraw-Hill.
- Jordan, T. (2016). Deliberative Methods for Complex Issues: A typology of functions that may need scaffolding. *Group Facilitation: A Research & Applications Journal*, 13.
- Kegan, R. (1994). *In over our heads. The mental demands of modern life*, Cambridge, MS: Harvard University Press.
- King, P. M. & K. S. Kitchener (1994). *Developing reflective judgment: Understanding and promoting intellectual growth and critical thinking in adolescents and adults*, Jossey Bass.
- Loevinger, J. (1976). *Ego development*, San Francisco: Jossey-Bass Publishers.
- Kuhn, D. (1991). *The skills of argument*, Cambridge University Press.
- Loevinger, J. (1976). *Ego Development*, San Francisco: Jossey-Bass Publishers.

## Inner Development Goals:

Background, method and the IDG framework

- Mascolo, M. F. (2005). Change processes in development: The concept of coactive scaffolding. *New Ideas in Psychology*, 23(3), 185-196.
- Rimanoczy, I. (2020). *The Sustainability Mindset Principles: A Guide to Develop a Mindset for a Better World*. Routledge.
- Rosenberg, M. (1999). *Nonviolent Communication: A Language of Compassion*, Encinitas, CA: PuddleDancer Press.
- Torbert W. R. and Associates (2004). *Action inquiry: The secret of timely and transforming leadership*. San Francisco CA: Berrett-Koehler.
- Wamsler, C., Schöpke, N., Fraude, C., Stasiak, D., Bruhn, T., Lawrence, M., Schroeder, H. & Mundaca, L. (2020). Enabling new mindsets and transformative skills for negotiating and activating climate action: Lessons from UNFCCC conferences of the parties. *Environmental Science & Policy*, 112, 227-235.
- Wamsler, C. & Restoy, F., (2020). «Emotional Intelligence and the Sustainable Development Goals: Supporting peaceful, just and inclusive societies», in: Leal Filho, W. et al. (2020), *Encyclopedia of the UN Sustainable Development Goals*, Springer.
- Wamsler, C., Osberg, G., Osika, W., Hendersson, H., & Mundaca, L. (2021). *Linking internal and external transformation for sustainability and climate action: Towards a new research and policy agenda*, *Global Environmental Change, Volume 71*, <https://www.sciencedirect.com/science/article/pii/S0959378021001527>
- Wiek, A., Withycombe, L., & Redman, C. L. (2011). Key competencies in sustainability: a reference framework for academic program development. *Sustainability science*, 6(2), 203-218.
- Wilber, K. (1995). *Sex, ecology, spirituality. The spirit of evolution*, Boston and London: Shambala Publications.
- Wood, D., Bruner, J. S. & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17, 89-100.

## **List of appendices**

1. The program theory of the IDG project
2. Related frameworks describing key skills
3. Constellations of people actively involved in the IDG project
4. Survey 1: form
5. Survey 2: form
6. Top ten lists

## Appendix 1: The program theory of the IDG project, as conceived by Thomas Jordan

| Problem formulation  | Theories of change   | Activities   | Desired outcomes   |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>There is a large number of urgent global issues, well captured in UNs agenda 2030, that we need to manage better, and we are not doing well enough.</li> <li>There is a blind spot in our efforts to manage global sustainability goals: how we can develop the maturity and capabilities needed by us as individuals and collectives to work effectively.</li> </ul> | <ul style="list-style-type: none"> <li>If we can find ways to clearly communicate the nature of the capabilities we need more of, based on knowledge developed by researchers and theorists in the adult development field, <b>then</b> the chances are better that companies, authorities and other organizations will become committed, devote more resources and develop strategies for developing these capabilities.</li> <li>If we ask HR managers, coaches, strategic leaders, researchers and "ordinary" employees to name what they perceive as key individual and collective capabilities we need in order to reach the SDGs, <b>then</b> we have good chances to identify important capabilities and describe them in ways that make sense to practitioners.</li> <li>If a number of very well-known and respected international researchers and theorists support a framework describing key individual and collective capabilities, <b>then</b> decision-makers will be more likely to recognize the importance of devoting resources and efforts to develop the capabilities we need.</li> </ul> | <ul style="list-style-type: none"> <li>Survey to HR managers and leadership development specialists in order to learn what they see as key capabilities that need to be developed.</li> <li>Survey to leaders in strategic roles in order to learn what capabilities and conditions they perceive as crucial in order to increase our collective effectiveness.</li> <li>Survey to researchers in order to learn what key capabilities they regard as important, and how they can be described.</li> <li>Survey to "ordinary" employees involved in some way with work to reach the SDGs, in order to learn what they need in order to be able to contribute more effectively.</li> <li>Coding of survey responses and selection of a broad set of candidates for key capabilities.</li> <li>Deliberation among researchers about what capabilities to select, and how to describe them to people outside the scholarly community.</li> <li>Processing the language and graphical presentation by mass communication specialists.</li> <li>Consultation with HR managers, leadership development specialists and strategic leaders in order to arrive at a well crafted platform.</li> </ul> | <p><b>Project output</b></p> <ul style="list-style-type: none"> <li>A concise and well crafted framework that describes key skills and qualities we need in order to reach the SDGs.</li> <li>Alignment of engaged actors to mobilize awareness and commitment among key stakeholders to devote resources and develop strategies for development of capabilities.</li> </ul> <p><b>Long-term outcomes</b></p> <ul style="list-style-type: none"> <li>Significant increase in human work significantly more effectively towards fulfilling the SDGs.</li> </ul> |

## Appendix 2: References for similar frameworks describing key skills

- Center for Contemplative Science and Compassion-Based Ethics. (2019a). *The SEE Learning Companion: Social, Emotional, and Ethical Learning: Educating the Heart and Mind*. Atlanta, GA: Emory University.
- Center for Vaeredygtighed (red.) (2021). *Væredygtighed – Indersiden af Bæredygtighed*, Dafolo.
- Chima, A., & Gutman, R. (2020). What it takes to lead through an era of exponential change. Digital article, *Harvard Business Review*, October 29.
- Dawson, T. (2020-2021). VUCA unpacked [a series of blog texts], downloaded 6 July 2021 from <https://theo-dawson.medium.com/vuca-unpacked-1-introduction-57cf72ac368b>
- Niemiec, R. M. (2017). *Character Strengths Interventions: A Field Guide for Practitioners*, Hogrefe Publishing.
- Niemiec, R. M., & McGrath, R. E. (2019). *The power of character strengths: Appreciate and ignite your positive personality*. VIA Institute on Character.
- Rant, M. B. (2020). Sustainable development goals (SDGs), leadership, and Sadhguru: SELF-TRANSFORMATION becoming the aim of leadership development. *The International Journal of Management Education*, 18(3), 100426.
- Rimanoczy, I. (2020). *The Sustainability Mindset Principles: A Guide to Develop a Mindset for a Better World*. Routledge.
- Rychen, D. S., & Salganik, L. H. (Eds.). (2003). *Key competencies for a successful life and well-functioning society*. Hogrefe Publishing.
- Wamsler, C., Schöpke, N., Fraude, C., Stasiak, D., Bruhn, T., Lawrence, M., Schroeder, H. & Mundaca, L. (2020). Enabling new mindsets and transformative skills for negotiating and activating climate action: Lessons from UNFCCC conferences of the parties. *Environmental Science & Policy*, 112, 227-235.
- Wamsler, C. & Restoy, F., (2020). «Emotional Intelligence and the Sustainable Development Goals: Supporting peaceful, just and inclusive societies», in: Leal Filho, W. et al. (2020), *Encyclopedia of the UN Sustainable Development Goals*, Springer.
- Wamsler, C., Osberg, G., Osika, W., Hendersson, H., & Mundaca, L. (2021). *Linking internal and external transformation for sustainability and climate action: Towards a new research and policy agenda, Global Environmental Change, Volume 71*, <https://www.sciencedirect.com/science/article/pii/S0959378021001527>.
- Wiek, A., Withycombe, L., & Redman, C. L. (2011). Key competencies in sustainability: a reference framework for academic program development. *Sustainability science*, 6(2), 203-218.

## Appendix 3: People involved

The **IDG project initiators** is a partnership among the organizations Ekskäret Foundation (ekskaret.se), 29k (29k.org) and the sustainability consultancy The New Division (thenewdivision.world).

The **project (working) team** included:

**Jan Artem Henriksson**, project leader  
**Thomas Jordan**, method leader  
**Maria Booth**, analyst  
**Caroline Stiernstedt Sahlborn**, Ekskäret foundation  
**Tomas Björkman**, Ekskäret foundation  
**Erik Fernholm**, 29k  
**Maria Modigh**, 29k  
**Hannah Boman**, The New Division  
**Jakob Trollbäck**, The New Division  
**Fredrik Lindencrona**, MindShift Sverige & Region Stockholm  
**Kristian Ståle**, Malmö University

**The steering group comprised:**

**Caroline Stiernstedt Sahlborn**, Chair, Ekskäret Foundation  
**Erik Fernholm**, Founder and CEO, 29k  
**Jakob Trollbäck**, Founder, The New Division  
**Jan Artem Henriksson**, Founder SelfLeaders and Relate  
**Tomas Björkman**, Founder, Ekskäret Foundation

**Official academic partners and key representatives:**

**Emma Stenström and Anders Richtner**, Stockholm School of Economics  
**Stefan Einhorn and Walter Osika**, Center for Social Sustainability at Karolinska Institute  
**Christine Wamsler**, Lund University Centrum for Sustainability Studies, LUCSUS  
**Pehr Granqvist**, Stockholm University

**Additional reference group of researchers or experts:**

The persons listed below have contributed significantly along the process of developing the IDG framework. Their listing here does of course no imply that each person approves of every detail in the framework.

**Amy C. Edmondson**, Ph.D., Harvard Business School  
**Christine Wamsler**, Professor at LUCSUS, Lund University Centre of Sustainability Studies, LUCSUS



**David Ershammar**, Process Consultant, Omtänk utveckling AB  
**Emma Stenström**, PhD, Associate Professor, Stockholm  
School of Economics  
**Fredrik Lindencrona**, PhD and Head of R&D at Region of Stockholm  
**Fredrik Livheim**, PhD, psychologist, Karolinska Institutet,  
Stockholm, Sweden  
**Jennifer Garvey Berger**, Ph.D., Harvard University  
**Jesper Hök**, Process consultant, Gro  
**Jonathan Reams**, Associate Professor, Norwegian University of  
Science and Technology, Trondheim  
**Marie Österberg**, SBU – AGENCY FOR HEALTH  
TECHNOLOGY ASSESSMENT  
**Niklas Huss** – Founder of Mindshift Sverige  
**Otto Scharmer**, Senior Lecturer, MIT Sloan School of Management  
**Pehr Granqvist**, Stockholm university  
**Peter Senge**, Senior Lecturer, MIT Sloan School of Management  
**Robert Kegan**, Ph.D., Harvard University  
**Sebastiaan Meijer**, Professor, Royal Institute of Technology  
**Sofia Tranæus**, Professor SBU, AGENCY FOR HEALTH  
TECHNOLOGY ASSESSMENT  
**Stefan Einhorn**, Professor, Center for Social Sustainability at  
Karolinska Institute  
**Stefanie Greca**, Head of Research and Communication, CADRA  
**Theo Dawson**, PhD, Founder and Executive Director, Lectica, Inc.  
**Walter Osika**, Director Center for Social Sustainability at  
Karolinska Institute

Except for this group above 20 experienced coaches and trainers helped on a voluntary basis during the MindShift -Growth that Matters Digital Conference on May 12th 2021, to facilitate dialogue and gather input from more than 1500 participants on the formulation and framing of the Inner Development Goals.

### **Collaborating partners – primary contact person and organization**

**Celia Sanchez Valladares**, Ashoka  
**Egbert Schram**, Hofstede Insight  
**Fredrik Lindecrona**, Region of Stockholm and Mindshift Sweden  
**Per Winblad**, Motivation.se  
**Rainer von Leoprechting**, CADRA – Cognitive Adult Development Research and Application project, financed by Erasmus +  
**Thomas Legrand**, UNDP - CoFSA (Conscious Food Systems Alliance)

**Financing** has been composed of pro-bono work from participating partners and organizations and donations from: Ericsson - Selina Millström, Spotify - Katarina Berg, Tanent & Partner - Torbjörn Eriksson, Houdini - Eva Karlsson, OX2 - Bitu Yazdani, IKEA - Tina Molund,

**Inner Development Goals:**

Background, method and  
the IDG framework

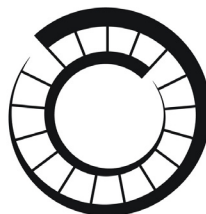
Close – Niklas Grewin and Midroc - LiseLotte J. Bate.

For an updated list of partners and sponsors please check:

[www.innerdevelopmentgoals.org](http://www.innerdevelopmentgoals.org)

The project capital was initially placed within the Ekskäret Foundation, through the subsidiary “Ekskäret Commons AB”, but is for now (August 2021) placed under its own AB fully owned by Ekskäret Foundation named Growth that Matters AB and will when it has grown stronger be transferred to its own foundation without any commercial profit interest and with the purpose of developing and making the Inner Development Goals framework accessible for all.

## Appendix 4: Survey 1 form



**INNER DEVELOPMENT GOALS**  
Transformational Skills for Sustainable Development

### Inner Development Goals – Survey

When the UN presented the Sustainable Development Goals in 2015, we were given a comprehensive plan for building a more sustainable world. The 17 goals cover a wide range of issues that involve people with different needs, values and convictions. It is important to understand how we as individuals, organizations and societies can become more effective in the work towards sustainability, due to the complexity of our challenges. This is why we are developing the Inner Development Goals - a framework of the human capabilities, qualities and transformative skills that are needed to successfully build a better world. We need your thoughts and insights in this effort.

If you want more information about the background and purpose of this initiative as well as about data handling (GDPR) please click [this link](#).

This brief survey has three sections:

1. A few questions on **biographical information** about you. These data will allow us to look for patterns among the respondents, e.g. if certain types of skills, qualities or abilities are more frequently mentioned among certain categories of respondents;
2. The **main survey question** (one single, but crucial, question)
3. **Concluding information** and invitation to provide contact information for a second survey round.

## Biographical details

### Please tell us about which role or roles you have

- Manager (except HR and sustainability manager)
- HR manager
- Sustainability manager
- Leadership development professional
- Employee
- Social entrepreneur
- Organizational consultant/coach
- Researcher (if yes, please name your field of research in the textbox below)
- Other (if yes, please describe your role in the textbox below)

Comment

---

### Which sector are you working in?

- Private sector
- Public sector
- Non-governmental organization (NGO)

Comment

---

### What is your age?

- 29
- 30-49
- 50-69
- 70 -

### What is your gender?

- Female
- Male
- Non-binary / Third gender
- Prefer not to say

**What is the country that you primarily grew up in (or the culture that had the biggest influence on you) before the age of 15?**

[Drop-down list with countries]

Other (please specify)

---

**How familiar are you with the UN's Sustainable Development Goals and Agenda 2030?**

- Not at all familiar
- Somewhat familiar
- Very familiar
- Very familiar and working towards the SDGs is part of your job

**Main survey question**

What abilities, qualities or skills do you believe are essential to develop, individually and collectively, in order to get us significantly closer to fulfilling the UN Sustainable Development Goals?

In the following text boxes, please write 3-7 abilities, qualities or skills and add, if you want, a brief comment on why you feel these abilities, qualities or skills are essential. (Please write only one ability, quality or skill per text box.)

1.

Comment:

2.

Comment:

3.

Comment:

4.

Comment:

5.

Comment:

6.

Comment:

7.

Comment:

**Inner Development Goals:**

Background, method and the IDG framework

Thank you so much for contributing to our quest to identify key Inner Development Goals.

In a second survey round, we will ask participants to rank the most important inner development goals from a list of abilities, qualities and skills derived from this survey.

If you are willing to participate in the second round of this survey, please provide your contact information. (Your contact info will not be used for any other purpose and will not be shared outside this project.)

Name

Email Address

Join us at **MindShift - 12th of May 2021!** On the 12th of May you are invited to join MindShift - a digital conference with world-leading scientists (from Harvard, MIT, SSE & KI) and practitioners in the field of human development.

You will be able to try out and apply the first draft of the «Inner Development Goals» - a co-created blueprint for human capabilities, qualities and skills that are vital for a sustainable future. More info about MindShift conference here: <http://mindshift.ekskaret.se/>

## Appendix 5: Survey 2 form

### Inner Development Goals – Survey 2

When the UN presented the Sustainable Development Goals in 2015, we were given a comprehensive plan for building a more sustainable world. The 17 goals cover a wide range of issues that involve people with different needs, values and convictions. It is important to understand how we as individuals, organizations and societies can become more effective in the work towards sustainability, due to the complexity of our challenges. This is why we are developing the Inner Development Goals - a framework of the human capabilities, qualities and transformative skills that are needed to successfully build a better world. We need your thoughts and insights in this effort.

If you want more information about the background and purpose of this initiative as well as about data handling (GDPR) please click [this link](#).

This brief survey has three sections:

1. A few questions on **biographical information** about you. These data will allow us to look for patterns among the respondents, e.g. if certain types of skills, qualities or abilities are more frequently mentioned among certain categories of respondents;
2. The **main survey question**: You will be asked to select and rank the skills or qualities you find most important to develop further in order for us to work more effectively towards UN's Sustainable Development Goals.
3. **Concluding information**

## Biographical details

### Please tell us about which role or roles you have

- Manager (except HR and sustainability manager)
- HR manager
- Sustainability manager
- Leadership development professional
- Employee
- Social entrepreneur
- Organizational consultant/coach
- Researcher (if yes, please name your field of research in the textbox below)
- Other (if yes, please describe your role in the textbox below)

Comment

---

### Which sector are you working in?

- Private sector
- Public sector
- Non-governmental organization (NGO)

Comment

---

### What is your age?

- 29
- 30-49
- 50-69
- 70 -

### What is your gender?

- Female
- Male
- Non-binary / Third gender
- Prefer not to say



**What is the country that you primarily grew up in (or the culture that had the biggest influence on you) before the age of 15?**

[Drop-down list with countries]

Other (please specify)

---

**How familiar are you with the UN's Sustainable Development Goals and Agenda 2030?**

- Not at all familiar
- Somewhat familiar
- Very familiar
- Very familiar and working towards the SDGs is part of your job

## Main survey question

Here is a list of important skills/qualities for working effectively towards the SDGs suggested by respondents to the first IDG survey. Please select, according to your view, the ten most important items, and rank them from most to less important. You do this by drag-and-drop: select the items you want to include by clicking and holding on the symbol farthest to the left of the item text and drag it upwards to the position you want it to have among the first ten.

**Appreciation:** Relating to others and to the world with a basic sense of appreciation, gratitude and joy.

**Co-creation skills:** Skills and motivation to build, develop and facilitate collaborative relationships with diverse stakeholders, characterized by psychological safety and genuine co-creation.

**Communication skills:** Ability to really listen to others, to foster genuine dialogue, to advocate own views skillfully, to manage conflicts constructively and to adapt communication to diverse groups.

**Complexity awareness:** Understanding of and skills in working with complex and systemic conditions and causalities.

**Connectedness:** Having a keen sense of being connected with and/or being a part of a larger whole, such as a community, the humanity or the natural environment.

**Courage:** Ability to stand up for fundamental values, make decisions, take decisive action and, if need be, challenge and disrupt existing structures and views.

**Creativity:** Ability to generate and develop original ideas, innovate and being willing to disrupt conventional patterns.

**Critical thinking:** Skills in critically reviewing the validity of views, evidence and plans.

**Empathy and Compassion:** Ability to relate to others, oneself and nature with kindness, empathy and compassion and the intention to address related suffering.

**Humility:** Being able to act in accordance with the needs of the situation without concern for one's own importance.

**Inclusive mindset and Intercultural competence:** Willingness and competence to embrace diversity and include people and collectives with different views and backgrounds.

**Inner compass:** Having a deeply felt sense of responsibility and commitment to values and purposes relating to the good of the whole.

**Integrity and Authenticity:** A commitment and ability to act with sincerity, honesty and integrity.

**Long-term orientation and visioning:** Long-term orientation and ability to formulate and sustain commitment to visions relating to the larger context.

**Mobilization skills:** Skills in inspiring and mobilizing others to engage in shared purposes.

**Openness and Learning mindset:** Having a basic mindset of curiosity and willingness to be vulnerable, embrace change and grow.

**Optimism:** Ability to sustain and communicate a sense of hope, positive attitude and confidence in the possibility of meaningful change.

**Perseverance:** Ability to sustain engagement and remain determined and patient even when efforts take a long time to bear fruit.

**Perspective skills:** Skills in seeking, understanding and actively making use of insights from contrasting perspectives.

**Presence:** Ability to be in the here and now, without judgement and in a state of open-ended presence.

**Self-awareness:** Ability to be in reflective contact with own thoughts, feelings and desires; having a realistic self-image and ability to regulate oneself.

**Trust:** Ability to trust and create and maintain trusting relationships.

Is there any capability that you feel is missing and should be added? Or do you have any other comments regarding the ranking above?

If you have ranked fewer than 10 skills/qualities above, please tell us how many you have chosen.

**Inner Development Goals:**

Background, method and the IDG framework

Thank you so much for contributing to our quest to identify key Inner Development Goals (IDG)! We will process the survey results and present a first draft of the IDG framework at the online MindShift conference on 12 May 2021.

**Join us at MindShift - 12th of May 2021!**

You are invited to join MindShift - a digital conference focused on human development with 10-14 parallel tracks with world-leading scientists from Harvard, Karolinska Institute, MIT and Stockholm School of Economics together with practitioners and senior leaders from public and private sectors.

You will be able to try out and apply the first draft of the «Inner Development Goals» - a co-created framework for human capabilities, qualities and skills that are vital for a sustainable future. More info about the MindShift conference here:

<http://mindshift.ekskaret.se/>

## Appendix 6: Top ten lists from survey 2

In the following tables we present three different ways of calculating the «top ten» skills and qualities selected by respondents to survey 2. The first table shows the skills and qualities included by respondents in their top ten selections, according to how frequent they were at all included. The second table shows the top ten items in terms of how often they were ranked first by respondents. The third table uses a weighted method of calculation, where items ranked in first place get 10 points, items in the second place get 9 points, etc. The ranked list is based on how many points each items got.

We also break down responses according to biographical data:

- All respondents
- Female and male respondents
- Swedish respondents vs respondents from all other countries
- Age of respondents: <50 vs >50 years old.
- Roles: researchers, HR managers and sustainability managers
- Respondents who claimed to be very familiar with the SDGs

The tables have been prepared by Maria Booth.

| Included in top-10 |                       |                       |                       |                                 |                               |                                   |                            |  |                                      |                                    |                                   |
|--------------------|-----------------------|-----------------------|-----------------------|---------------------------------|-------------------------------|-----------------------------------|----------------------------|--|--------------------------------------|------------------------------------|-----------------------------------|
|                    | All (813)             | Female (512)          | Men (286)             | Sweden (371)                    | All other nationalities (442) | <50 (422)                         | >50 (387)                  | Researchers (80)   | HR-managers (47)                     | Sustainability managers (37)       | Very familiar... (177)            |
| 1                  | -Co-creation skills   | -Co-creation skills   | -Complexity awareness | -Communication skills           | -Complexity awareness         | -Communication skills             | -Co-creation skills        | -Complexity awareness<br>-Connectedness                  | -Communication skills<br>-Courage    | -Complexity awareness              | -Complexity awareness             |
| 2                  | -Communication skills | -Communication skills | -Co-creation skills   | -Co-creation skills             | -Co-creation skills           | -Co-creation skills               | -Complexity awareness      | -  | -                                    | -Co-creation skills<br>-Creativity | -Co-creation skills               |
| 3                  | -Complexity awareness | -Courage              | -Communication skills | -Courage                        | -Connectedness                | -Courage                          | -Communication skills      | -Co-creation skills<br>-Communication skills<br>-Empathy | -Co-creation skills                  | -                                  | -Communication skills             |
| 4                  | -Courage              | -Complexity awareness | -Connectedness        | -Complexity awareness           | -Communication skills         | -Complexity awareness<br>-Empathy | -Courage                   | -  | -Complexity awareness                | -Creativity                        | -Courage                          |
| 5                  | -Connectedness        | -Empathy              | -Empathy              | -Empathy                        | -Courage                      | -                                 | -Connectedness             | -  | -Creativity                          | -Connectedness                     | -Connectedness                    |
| 6                  | -Empathy              | -Connectedness        | -Courage              | -Connectedness                  | -Empathy                      | -Connectedness                    | -Empathy                   | -Critical thinking                                       | -Inclusive mindset                   | -Communication skills              | -Empathy                          |
| 7                  | -Creativity           | -Creativity           | -Creativity           | -Creativity                     | -Inclusive mindset            | -Openness                         | -Creativity                | -Openness  | -Empathy<br>-Openness                | -Empathy<br>-Long-term orientation | -Creativity<br>-Inclusive mindset |
| 8                  | -Openness             | -Openness             | -Openness             | -Openness                       | -Openness                     | -Creativity                       | -Appreciation<br>-Openness | -Courage   | -                                    | -                                  | -                                 |
| 9                  | -Appreciation         | -Inclusive mindset    | -Appreciation         | -Inner compass<br>-Appreciation | -Appreciation                 | -Inclusive mindset                | -                          | -Creativity  | -Critical thinking<br>-Connectedness | -Critical thinking                 | -Critical thinking                |
| 10                 | -Inclusive mindset    | -Self-awareness       | -Critical thinking    | -                               | -Self awareness               | -Self awareness                   | -Inner compass             | -Inner compass   | -                                    | -Inner compass                     | -Openness                         |

| Ranked 1st |                       |                                   |   |   |                                      |                                 |   |   |  |   |  |
|------------|-----------------------|-----------------------------------|---|---|--------------------------------------|---------------------------------|---|---|--|---|--|
|            | All (813)             | Female (512)                      | Men (286)                               | Sweden (371)                            | All other nationalities (442)        | <50 (422)                       | >50 (387)   | Researchers (80)                                      | HR-managers (47)   | Sustainability managers (37)                              | Very familiar... (177)                       |
| 1          | -Self Awareness       | -Self Awareness                   | -Self awareness                         | -Co-creation skills                     | -Self awareness                      | -Self awareness                 | -Self awareness   | -Connectedness  | -Co-creation skills<br>-Self awareness                                   | -Complexity awareness                                     | -Connectedness                               |
| 2          | -Co-creation skills   | -Co-creation skills               | -Connectedness<br>-Complexity awareness | -Empathy                                | -Appreciation                        | -Connectedness                  | -Complexity awareness                                     | -Complexity awareness                                 | -  | -Appreciation<br>-Connectedness<br>-Long-term orientation | -Co-creation skills<br>-Complexity awareness |
| 3          | -Complexity awareness | -Complexity awareness<br>-Empathy | -                                       | -Self awareness                         | -Complexity awareness                | -Co-creation skills             | -Appreciation<br>-Co-creation skills                      | -Openness<br>-Self awareness                          | -Communication skills  | -   | -  |
| 4          | -Connectedness        | -                                 | -Co-creation skills                     | -Connectedness                          | -Connectedness                       | -Empathy                        | -   | -   | -Empathy<br>-Trust   | -   | -Self awareness                              |
| 5          | -Empathy              | -Connectedness<br>-Inner compass  | -Appreciation                           | -Complexity awareness<br>-Inner compass | -Co-creation skills                  | -Complexity awareness           | -Communication skills<br>-Connectedness<br>-Inner compass | -Co-creation skills                                   | -  | -Co-creation skills<br>-Communication skills<br>-Empathy  | -Empathy                                     |
| 6          | -Appreciation         | -                                 | -Communication skills                   | -                                       | - Presence                           | -Appreciation                   | -   | -Inner compass<br>-Presence                           | -Complexity awareness<br>-Courage<br>-Long-term orientation<br>-Openness | -   | -Inner compass                               |
| 7          | -Inner compass        | -Appreciation                     | -Empathy                                | -Communication skills                   | -Empathy<br>-Inner compass<br>-Trust | -Inner compass                  | -   | -   | -  | -   | -Communication skills                        |
| 8          | -Communication skills | -Communication skills             | -Presence<br>-Trust                     | -Appreciation                           | -                                    | -Communication skills<br>-Trust | -Empathy  | -Critical thinking<br>-Empathy<br>-Perspective skills | -  | -Inner compass  | -Appreciation<br>-Courage                    |
| 9          | -Trust                | -Trust                            | -                                       | -Trust                                  | -                                    | -                               | -Presence   | -   | -  | -Openness   | -  |
| 10         | -Presence             | -Openness                         | -Courage                                | -Courage<br>-Openness                   | -Communication skills                | -Openness                       | -Trust  | -   | -  | -Perseverance   | -Long-term orientation                       |

| Weighted (1=10, 2=9.etc) |                       |                       |                       |                       |                               |                       |                       |                       |                                  |                              |                        |
|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|-----------------------|-----------------------|----------------------------------|------------------------------|------------------------|
|                          | All (813)             | Female (512)          | Men (286)             | Sweden (371)          | All other nationalities (442) | <50 (422)             | >50 (387)             | Researchers (80)      | HR-managers (47)                 | Sustainability managers (37) | Very familiar... (177) |
| 1                        | -Co-creation skills   | -Co-creation skills   | -Complexity           | -Co-creation skills   | -Complexity awareness         | -Co-creation skills   | -Co-creation skills   | -Connectedness        | -Communication skills            | -Complexity awareness        | -Complexity awareness  |
| 2                        | -Complexity awareness | -Communication skills | -Co-creation skills   | -Communication skills | -Co-creation skills           | -Complexity awareness | -Complexity awareness | -Complexity awareness | -Co-creation skills              | -Co-creation skills          | -Co-creation skills    |
| 3                        | -Communication skills | -Complexity awareness | -Connectedness        | -Complexity awareness | -Connectedness                | -Communication skills | -Communication skills | -Empathy              | -Courage                         | -Courage                     | -Connectedness         |
| 4                        | -Connectedness        | -Connectedness        | -Communication skills | -Courage              | -Communication skills         | -Empathy              | -Connectedness        | -Co-creation skills   | -Complexity awareness            | -Connectedness               | -Communication skills  |
| 5                        | -Empathy              | -Empathy              | -Empathy              | -Empathy              | -Empathy                      | -Connectedness        | -Courage              | -Communication skills | -Empathy                         | -Long term orientation       | -Empathy               |
| 6                        | -Courage              | -Courage              | -Courage              | -Connectedness        | -Self awareness               | -Courage              | -Empathy              | -Self awareness       | -Creativity                      | -Communication skills        | -Courage               |
| 7                        | -Self awareness       | -Self awareness       | -Appreciation         | -Openness             | -Courage                      | -Self awareness       | -Appreciation         | -Critical thinking    | -Openness                        | -Empathy                     | -Self awareness        |
| 8                        | -Appreciation         | -Openness             | -Self-awareness       | -Inner compass        | -Appreciation                 | -Openness             | -Self awareness       | -Openness             | -Connectedness                   | -Creativity                  | -Inclusive mindset     |
| 9                        | -Openness             | -Appreciation         | -Openness             | -Self awareness       | -Openness                     | -Appreciation         | -Inner compass        | -Courage              | -Appreciation -Inclusive mindset | -Appreciation -Openness      | -Inner compass         |
| 10                       | -Inner compass        | -Inner compass        | -Inner compass        | -Creativity           | -Inclusive mindset            | -Inner compass        | -Openness             | -Inner compass        | -                                | -                            | -Appreciation          |



## Founding Partners

EKSKÄRET



## Academic Partners



## Collaborating Partners



TENANT & PARTNER



cadra



