

**American University Kyiv**

Capstone Project

GLOBAL MANAGEMENT STRATEGIES FOR DEMOCRATIZING  
HIGHER EDUCATION VIA IDG FRAMEWORK IMPLEMENTATION:  
INSIGHTS FROM 57 CASES

ГЛОБАЛЬНІ СТРАТЕГІЇ УПРАВЛІННЯ ДЛЯ ДЕМОКРАТИЗАЦІЇ ВИЩОЇ  
ОСВІТИ ШЛЯХОМ ВПРОВАДЖЕННЯ «IDG FRAMEWORK»:  
ІНСАЙТИ З 57 КЕЙСІВ

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## ABSTRACT

This paper explores the integration of Inner Development Goals (IDGs) within higher education, focusing on the concept of democratization, leadership, and the role of universities in shaping sustainable careers. The study reviews key theories and concepts surrounding the democratization of higher education and investigates how the IDGs framework can contribute to the development of leadership skills and social equity in educational settings. Through a comprehensive literature review, the research identifies the challenges and opportunities in implementing IDGs.

**Research Object:** Global management strategies used in implementing the Inner Development Goals (IDG) Framework within higher education institutions globally. The objective is to document and understand how these strategies contribute to democratizing leadership education, promoting sustainable development, and meeting the complex demands of 21st-century leadership across diverse cultural and institutional contexts through 57 detailed case studies worldwide.

The research methodology emphasizes a qualitative approach, involving the collection and analysis of 57 cases from global higher education institutions, evaluating how IDGs have been adopted and implemented. The findings highlight the significant potential for IDGs for transformative educational experiences that enhance personal development and societal impact. The paper concludes with a reflection on the importance of universities embracing IDGs as a tool for global leadership, sustainability, and community building. It also outlines the necessary steps to overcome barriers to IDG integration and suggests strategies for enhancing educational frameworks to prepare students for the complexities of the modern world.

**Keywords:** *Inner Development Goals (IDGs), Democratization of Higher Education, Leadership Development, Sustainability in Education, Global Management*

## АНОТАЦІЯ

Ця кваліфікаційна робота досліджує інтеграцію Внутрішніх Цілей Розвитку (IDGs) у вищу освіту, зосереджуючи увагу на концепції демократизації освіти, лідерства та ролі університетів у формуванні сталих кар'єр. У дослідженні розглядаються ключові теорії та концепції, пов'язані з демократизацією вищої освіти, та досліджується, як рамки IDGs можуть сприяти розвитку лідерських навичок і соціальної справедливості в освітніх установах. Через всебічний огляд літератури дослідження визначає виклики та можливості впровадження IDGs.

**Об'єкт дослідження:** Глобальні стратегії управління, які застосовуються при впровадженні Рамки Внутрішніх Цілей Розвитку (IDG) у вищих навчальних закладах по всьому світу. Метою є документування та розуміння того, як ці стратегії сприяють демократизації освіти з лідерства, просуванню сталого розвитку та задоволенню складних вимог лідерства XXI століття в різних культурних та інституційних контекстах через 57 детальних кейсів з усього світу.

Методологія дослідження наголошує на якісному підході, що включає збір та аналіз 57 кейсів із глобальних закладів вищої освіти, оцінюючи, як IDGs були прийняті та реалізовані. Результати підкреслюють значний потенціал IDGs для трансформаційних освітніх досвідів, які покращують особистісний розвиток і суспільний вплив. Стаття завершується роздумами про важливість того, щоб університети приймали IDGs як інструмент глобального лідерства, сталого розвитку та побудови спільнот. Вона також визначає необхідні кроки для подолання бар'єрів на шляху інтеграції IDG та пропонує стратегії для удосконалення освітніх рамок, щоб підготувати студентів до складнощів сучасного світу.

**Ключові слова:** *Внутрішні Цілі Розвитку (IDGs), Демократизація Вищої Освіти, Розвиток Лідерства, Сталий Розвиток в Освіті, Глобальне Управління*

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## CHAPTER 1. RESEARCH FRAMEWORK

### 1.1. Background and Context

The landscape of higher education is undergoing a transformative shift, with increasing attention placed on the democratization of leadership education and the integration of sustainability frameworks. This research investigates how the **Inner Development Goals (IDGs)** framework is being implemented within higher education institutions worldwide as a strategy for democratizing leadership education and promoting sustainable development globally.

The IDGs framework, developed to complement the United Nations Sustainable Development Goals (SDGs), focuses on building the internal capacities necessary for effective leadership in the 21st century. This study explores how the IDG framework is being integrated into curricula, leadership programs, and institutional strategies across global contexts, documenting and analyzing **57 case studies** of higher education institutions that have implemented these goals.

### 1.2. Research Problem and Objectives

This research addresses the question: *Which management strategies used to implement the IDG framework within higher education institutions globally, and how do these strategies contribute to democratizing leadership education and promoting sustainable development?*

**Global Management Strategies for Democratizing Higher Education via IDG Framework Implementation: Insights from 57 Cases** aims to explore how management strategies are employed to integrate the IDG framework in higher education globally, with the aim of democratizing leadership education and sustainable leadership development. The study further explores the global diversity of strategies implemented across various educational contexts.

This study is guided by the following research questions, aligned with the study's objectives and the content of the IDG Call for Cases:

1. **In what capacity are higher education institutions integrating the IDG framework?**
  - This question investigates the various roles involved in implementing IDGs within institutions, including *course design, teaching, curriculum development, extracurricular activities, and administrative planning*.
2. **How have higher education institutions integrated IDGs into their educational practices?**
  - The research will explore specific methods, strategies, projects, labs, or activities employed by institutions to integrate IDGs into the institutional framework, from both pedagogical and strategic perspectives.
3. **How does the IDG framework promote sustainable development within educational institutions?**
  - This question examines the contributions of the IDG framework in sustainable leadership development and ensuring that higher education systems equip students to address global challenges.

4. **What impact have IDG initiatives had on students and staff?**
  - The study will analyze the outcomes of IDG integration, such as enhanced student engagement, skills development, increased inner development, and alignment with SDGs.
5. **Which management strategies can case studies or specific examples demonstrate as the impact of IDG integration globally?**
  - By exploring specific cases, this question aims to highlight successful models of IDG integration and their transformative outcomes in higher education settings.

### 1.3. Research Structure

This study is structured to provide a comprehensive exploration of how the IDG framework is integrated into higher education and its role in democratizing leadership education:

- **Chapter 2: Literature Review** - A review of existing literature on the democratization of higher education, leadership development, and the IDG framework, contextualizing the importance of IDGs in addressing the evolving demands of higher education.
- **Chapter 3: Research Methodology** - This chapter outlines the qualitative approach used, including the selection of 57 case studies. It details how global management strategies were analyzed to implement the IDG framework across diverse institutional settings.
- **Chapter 4: Data Analysis and Findings** - Presentation of findings from the 57 case studies, focusing on how IDGs have been integrated into curricula, leadership programs, and institutional strategies. It also explores challenges, opportunities, and impacts observed from IDG implementation.
- **Chapter 5: Recommended Strategies** - This chapter provides practical recommendations for higher education institutions, educators, and policymakers on how to enhance the integration of IDGs into leadership education and institutional practices.
- **Chapter 6: Conclusion** - A summary of the study's key findings, reflecting on the significance of IDG integration for democratizing leadership education and sustainable leadership development.

This study adopts a qualitative, case study approach to explore the global integration of the **IDG framework** within higher education. A global call for case submissions was issued, inviting higher education institutions to contribute detailed examples of how they have implemented IDGs. The research focuses on analyzing **57 diverse case studies** from various institutional types, geographical regions, and cultural contexts, ensuring that the findings represent a wide array of educational settings and global perspectives.

The data is analyzed through **thematic analysis**, which allows for the identification of common themes, patterns, and best practices in the integration of IDGs. This analysis helps to uncover the key strategies used by institutions to implement the framework and the impact these strategies have had on students, faculty, and institutional practices.

The research object focuses on **global management strategies** used to implement the **IDG framework** within higher education institutions worldwide. The study documents and explores how these strategies contribute to democratizing leadership education, promoting sustainable development, and addressing

the complexities of 21st-century leadership. Through **57 detailed case studies**, the research aims to identify effective practices, outcomes, and challenges associated with IDG integration, offering valuable insights for institutions looking to implement similar frameworks.

#### **1.4. Approbation Overview and Further Research**

To ensure the validity and reliability of the findings, this research includes a comprehensive **approbation process**. The following steps were taken:

- **Preliminary Review and Feedback:** The initial findings and methodology were shared with a select group of academic experts in the group of Higher Education Circle at Inner Development Goals, including professors and researchers in the fields of leadership education, global management, and sustainability. Their feedback helped refine the research design, focusing the case selection on institutions that had demonstrated notable success in integrating IDGs.
- **Presentation at Academic Conferences:** The research was presented at six academic conferences, including the **IDG Summit 2024**, where the preliminary findings were discussed with a global audience of educators, policymakers, and researchers. The insights gathered from these discussions helped to further validate the research process and provide additional perspectives on the global application of IDGs.
- **Peer Review Process:** A peer review process is employed for the selected case studies. The peer reviewers, consisting of scholars and experts in higher education and leadership development, evaluated the methodologies, findings, and relevance of each case study before it was included in the final analysis.

Through this robust approbation process, the research ensures that the findings are credible, the recommendations are applicable, and the study contributes valuable knowledge to the ongoing conversation about democratizing leadership education through the integration of IDGs in higher education.

To better understand the strategies for implementing **Inner Development Goals (IDGs)** in higher education globally, this study is complemented by the **IDG Casebook on Implementing IDGs in Higher Education**. The Casebook will document and share transformative practices across 50 case studies from diverse educational contexts, offering practical guidance to educators, administrators, and policymakers.

## **CHAPTER 2. LITERATURE REVIEW ON DEMOCRATIZATION OF HIGHER EDUCATION AND INNER DEVELOPMENT GOALS FRAMEWORK**

### **2.1. Definitions and Concepts of Democratization of Higher Education**

The democratization of higher education refers to the process of making educational opportunities more accessible, equitable, and responsive to the diverse needs of society. This concept emphasizes dismantling barriers that hinder individuals from various socio-economic backgrounds, ethnicities, genders, and geographical locations from accessing higher education (Shtaltovna, 2018a). According to Shtaltovna (2018a), a comprehensive analysis of democratization is essential for developing strategies that enhance educational inclusivity, particularly in contexts like Ukraine where historical and socio-political factors have influenced educational access.

Democracy, both as a regime and a way of life, requires strong ethical-political sensibilities and enabling social preconditions, to which education may significantly contribute (Strand & Papastephanou, 2023). The normative tasks expected from education in promoting democracy are daunting, especially in contemporary contexts characterized by exacerbated adversities and crises (Strand & Papastephanou, 2023). Stone (2019) notes that these are dangerous times for democracy worldwide, a sentiment echoed by other scholars who emphasize the urgent need to rethink the relationship between education and democratization (Culp, Drerup, & Yacek, 2023; Strand, 2015).

Key elements of democratization include accessibility, equity, inclusivity, and participation. Accessibility ensures that higher education is attainable for all individuals, regardless of their socio-economic status or other potential barriers (Shtaltovna, 2018b). Equity involves addressing systemic obstacles that prevent equal participation and success within higher education institutions (Shtaltovna, 2016). Inclusivity focuses on creating educational environments that respect and value diverse perspectives and experiences, focusing on a sense of belonging among all students (Disterheft, 2024). Participation encourages active engagement of students in both the learning process and institutional governance, promoting a more democratic and responsive educational system (Jakubik et al, 2023).

The urgency to rethink democratic education is also driven by contemporary challenges such as growing nationalism, populism, and polarization, which erode trust in democratic institutions and knowledge production systems (Strand & Papastephanou, 2023; Strand, 2015). Education is seen as both a potential remedy and a contributor to these challenges, as it can promote democratic values and practices but also perpetuate inequalities and undermine democratic ideals if not critically examined (Peters & Besley, 2021; Reid, 2020).

It is important to distinguish democratization from related concepts such as liberalization, destandardization, and restructuring. While liberalization involves reducing state control to increase institutional autonomy, destandardization refers to diversifying educational offerings and pathways. Restructuring denotes organizational changes aimed at improving efficiency and effectiveness. However, democratization is broader, focusing on systemic transformation to make higher education more inclusive and participatory (Shtaltovna, 2018b). This broader focus requires an understanding of

the complex interplay between education, democracy, and societal challenges, and calls for educational philosophies that explore under-theorized dimensions of civic education and democratic development (Strand & Papastephanou, 2023).

## **2.2. The Role of Universities in Promoting Equality and Accessibility of Leadership Skills**

Leadership skills are essential for individuals to enact positive change within organizations and societies. Universities, particularly business schools, bear the responsibility of developing not only the academic competencies of students but also their leadership capacities. Jakubik (2021, 2023) asserts that higher education institutions must prepare students to be informed and responsible members of democratic societies. This preparation involves cultivating skills such as critical thinking, ethical decision-making, and strategic planning, which are vital for effective leadership.

Universities contribute to leadership development through several key avenues. Curriculum design is pivotal; integrating courses that focus on leadership theories, ethical considerations, and strategic thinking helps students build a solid foundation in leadership principles (Jakubik et al., 2023). Experiential learning opportunities, such as real-world problem-solving projects, internships, and community engagements, allow students to apply theoretical knowledge in practical settings, enhancing their leadership experience (Nordén, 2024). Moreover, personal development is emphasized by focusing on inner development aspects like self-awareness and emotional intelligence, which are foundational to effective leadership (García-Álvarez et al, 2023).

The role of universities in promoting equality and accessibility of leadership skills is also linked to the need for education to focus on ethical-political sensibilities and virtues necessary for democratic citizenship (Straume, 2014; Strand & Papastephanou, 2023). Educational practices should aim to cultivate commitment to common interests, truthfulness, responsibility, intellectual courage, and a sense of shame (*aidôs*) that tempers hubris and encourages self-limitation (Straume, 2014). Such virtues are essential for navigating the complexities of modern democracies and addressing challenges like inequality and injustice (Reid, 2020).

Key strategies and practices adopted by universities include inclusive pedagogy, which involves teaching methods that cater to diverse learning styles and backgrounds, ensuring that all students have the opportunity to develop leadership skills (Makhachashvili & Shtaltovna, 2021). The use of digital technologies expands access to leadership education, allowing for more flexible and accessible learning environments (Shtaltovna & Muzzu, 2021a). Collaborative learning encourages teamwork and peer-to-peer interactions, building relational skills crucial for leadership (Jakubik et al., 2023). These strategies align with the notion that education should not only be for democracy but also as democracy, embodying democratic principles within educational practices themselves (Culp et al., 2023).

However, there are challenges in aligning educational practices with democratic ideals. The double-edged nature of education means it can both promote and undermine democratic values, depending on how it is implemented (Strand & Papastephanou, 2023). The persistence of systemic barriers, inequalities, and the risk of educational practices perpetuating exclusion highlight the importance of critically examining and rethinking educational approaches to truly promote democratization (Mendel & Szkudlarek, 2023).

### 2.3. Integration of Inner Development Goals (IDGs) in Higher Education

The Inner Development Goals (IDGs) framework, established in 2020, emphasizes cultivating inner capacities and skills to support the United Nations' Sustainable Development Goals (SDGs). Recognizing the intrinsic connection between internal development and external sustainability, the IDGs provide a roadmap structured around five dimensions: *Being, Thinking, Relating, Collaborating, and Acting* (Stâlne & De Franco, 2022). This framework advocates for personal and collective growth, complementing technical skills with essential human qualities.

Recognizing that external sustainability is deeply connected to internal development, the IDGs aim to cultivate transformational qualities needed for effective action and collaboration in tackling complex global issues. Structured around five dimensions, the framework provides a roadmap for both personal and collective growth, complementing technical skills with essential human qualities.

Higher education institutions are integrating the IDGs to develop future leaders who possess a blend of cognitive skills and inner capacities. By promoting adaptability, ethical considerations, and a strong sense of self, universities aim to prepare students for leadership roles in an increasingly complex world (Shtaltovna et al., 2024). Enhancing curricula by incorporating IDG principles promotes self-awareness, critical reflection, and systemic thinking among students (Pöllänen et al, 2023). Supporting transformative learning experiences that lead to deep perspective changes and personal growth is also a key application of the IDGs in higher education (Mezirow, 1991; Cranton, 2016).

The IDG framework is grounded in several human-centered foundational theories and integrated practices:

1. **Adult Development Theory** explores cognitive and emotional maturation in adults, with Kegan (1982) and Loevinger (1976) examining stages of growth and ego development. Mezirow (1991) introduces transformative learning, focusing on perspective shifts, and Basseches (1984) discusses dialectical thinking.
2. **Transformative Learning** emphasizes deep perspective changes; Mezirow (1991), Cranton (2016), Scharmer (2007), and Brookfield (1995) expand on critical reflection and self-awareness in learning.
3. **Systems Thinking** is covered by Senge (1990), Meadows (2008), Ackoff (1981), Juarrero (1999, 2023), and Snowden (2007, 2023), offering holistic solutions to complex systems.
4. **Mindfulness and Self-Awareness** are explored by Kabat-Zinn (1990), Langer (1989), and Siegel (2007), focusing on stress reduction and emotional regulation.
5. **Collective Intelligence** studies how groups innovate through collaboration, with insights from Lévy (1997), Malone (2004), Rheingold (2002), and Page (2007).
6. **Integral Dynamics and Spiral Dynamics** offer developmental frameworks, with contributions from Wilber (2000), Beck and Cowan (1996), Graves (1970), and Cowan and Todorovic (2000, 2008), focus on systemic change, featuring Scharmer and Kaufer (2013) and Fein (2023) on political systems and ethical leadership. **Integral Management** is discussed by Laloux (2014) and Pekar (2016), addressing leadership and organizational change.

Since its inception in 2021 (Stålne & Greca, 2022), the Inner Development Goals (IDG) framework has found applications across various contexts. In educational institutions, schools and universities are integrating the IDGs into their programs to develop future leaders with a blend of cognitive skills (Shtaltovna & al., 2024) and inner capacities. Within organizations and businesses, the framework is being used to build leadership programs, strengthen team dynamics, and encourage innovation. Policy and advocacy groups, including NGOs and governmental bodies, leverage the IDGs to promote policies supporting holistic development. Meanwhile, community initiatives utilize the framework to empower individuals and local communities to engage with and address broader societal and global issues effectively.

The Inner Development Goals (IDGs) framework was established to address the inner capacities necessary to tackle the complex challenges of the Sustainable Development Goals (SDGs). Recognizing that external change is deeply tied to internal growth, the IDGs emphasize personal and collective transformation as key to achieving sustainability and equity. Developed through a collaborative and research-informed process involving diverse stakeholders, the framework draws on established theories and practices to provide practical guidance for individuals, organizations, and societies seeking meaningful, lasting change.

The growing body of literature from 2021 to 2024 highlights a significant trend in the integration of Inner Development Goals (IDGs) within the field of Education and Pedagogy. This body of work reflects an accelerating shift toward embedding IDGs in educational frameworks to facilitate both personal and collective transformation. The research emphasizes the importance of equipping students and educators with the necessary tools for sustainable leadership, resilience, and global citizenship, with a focus on various pedagogical approaches. Through an extensive search in Dimensions and Google Scholar, a total of 220 papers were identified between June and December 2024, with these publications continually expanding.

The collected papers were categorized into four main themes: *Sustainability and Climate Change, Well-Being and Social Frameworks, Education and Pedagogy, and Leadership and Transformation*. In the **Education and Pedagogy** category, the research centers around the role of IDGs in reshaping educational practices, promoting transformative learning experiences, and a deeper understanding of sustainability and ethical leadership. These papers contribute to a broader conversation on how education can be redefined to address both individual growth and the global challenges facing society.

### **Overview of Papers on IDGs in Education and Pedagogy (2021–2024)**

- **Sustainability in Education** is a central theme for Pöllänen, Osika & Wamsler (2023) as well as for Garcia-Alvarez, Rekalde-Rodríguez & Gil-Molina (2023), addressing education for sustainable development and the integration of sustainability principles into curricula. Nordén (2024) offers insights on methodologies for sustainability assessment in teacher education.
- **Transformative Learning and Resilience** emphasizes change and building resilience through education, with key works from Brooks & Brooks (2024), Wamsler et al. (2024) focusing on transformative frameworks for education in times of crisis.
- **Inner Development Goals (IDGs) Framework and Cognitive Skills** explores the integration of IDGs into higher education and skill development, with contributions from Shtaltovna et al. (2024).

- **Inclusive Education and Learning Design** explores strategies for creating equitable and inclusive learning environments, with Rossi (2023), Kumar (2015, 2022), and Engel & Janssen (2024) addressing inclusive pedagogies and the design of transformative learning experiences.
- **Sustainability and Leadership Development** is examined by Merlin et al. (2023), Blankenship-Lai (2024), and Kažys et al. (2024), with a focus on the role of leadership education in promoting sustainable practices and resilience. Shtaltovna (2024) explores the concept of metamodern education and its potential to transform leadership and societal structures, aligning with themes of leadership development, societal change, and the integration of transformative educational frameworks like IDGs.
- **Psychological and Organizational Dimensions** address the psychological factors influencing learning and leadership in education, with contributions from Cheng (2021), Leigh & Rivers (2023), and Benayoune (2024) focusing on behavior, privilege, and competency development in higher education.
- **Future-Oriented Methodologies and Assessment** offer perspectives on future-ready education and sustainability assessments, with works by Nordén (2024), Disterheft (2024), and Wood (2024) on integrating IDGs into higher education and assessing sustainability outcomes.

The integration of IDGs aligns with the need to rethink education's role in democratization. By focusing on inner development, education can cultivate the ethical-political sensibilities and virtues necessary for democratic participation and leadership (Straume, 2014; Strand & Papastephanou, 2023). The IDGs contribute to promoting equality and accessibility by addressing skill gaps, such as enhancing emotional intelligence and resilience—which are essential for leadership but often underrepresented in traditional curricula (World Economic Forum, 2020). Inclusive mindsets encourage empathy and compassion enables leaders to connect with and understand diverse groups, promoting equality and accessibility (Laloux, 2014). Additionally, supporting lifelong learning by promoting a mindset of continuous personal and professional development ensures that future leaders remain adaptable and open to growth (Scharmer, 2007).

However, the integration of inner development and leadership skills requires curricular flexibility and institutional support, which may not always be readily available (Barnett, 2014). Furthermore, there is a need to critically examine the assumptions underlying educational practices to ensure they do not perpetuate existing inequalities or undermine democratic values (Biesta, 2022; Strand & Papastephanou, 2023). By addressing these challenges, higher education institutions can leverage the IDGs to support a new generation of leaders equipped to navigate and address complex global challenges.

## 2.4. Challenges and Opportunities

Despite the strides made towards democratizing higher education, several challenges persist. The digital divide remains a significant barrier; unequal access to technology hinders efforts to make education more accessible, particularly in underrepresented communities (Makhachashvili & Shtaltovna, 2021). Systemic barriers rooted in socio-economic disparities continue to limit access for certain groups, necessitating targeted interventions to address these inequities (Shtaltovna, 2018b). Curricular constraints also pose challenges, as integrating inner development and leadership skills requires curricular flexibility and institutional support (Barnett, 2014).

Moreover, the crisis of democracy itself poses challenges to education. Growing nationalism, populism, and polarization erode trust in democratic institutions and can undermine educational efforts to promote democratic values (Strand & Papastephanou, 2023). Education is a double-edged sword that can either contribute to democratization or perpetuate inequalities and injustices, depending on how it is approached (Reid, 2020). The need to rethink educational practices and philosophies is thus imperative to ensure they align with democratic ideals and effectively address contemporary challenges (Culp et al., 2023; Papastephanou, 2023a).

Conversely, there are substantial opportunities to advance the democratization of higher education. Technological advancements provide innovative tools for expanding access and enhancing learning experiences. Digital platforms can offer flexible learning options and reach a broader audience (Shtaltovna & Muzzu, 2021b). Collaborative networks between universities, organizations, and communities can facilitate resource sharing and the dissemination of best practices, strengthening the collective capacity to promote equality and accessibility (Jakubik et al., 2023). Policy support from governmental initiatives can also play a crucial role by promoting policies that endorse holistic development and the democratization of education (Disterheft, 2024).

Additionally, integrating cultural resources such as art and cinematic experiences into education can enrich democratic education by emotional and empathetic learning (Strand, 2023; Vansieleghem, 2023). Such approaches can challenge instrumental views of education and promote a more holistic understanding of learning that supports democratic values and practices.

The democratization of higher education is a multifaceted endeavor that requires concerted efforts from all stakeholders involved. By understanding the definitions and key concepts of democratization, distinguishing it from related processes, and recognizing the critical role universities play in promoting equality and accessibility of leadership skills, significant progress can be made. The integration of frameworks like the Inner Development Goals into higher education curricula offers a promising avenue for enhancing leadership capacities while promoting inclusivity and sustainability. Despite challenges such as the digital divide and systemic barriers, opportunities abound through technological advancements, collaborative networks, and supportive policies.

Ultimately, rethinking the relationship between education and democratization involves critically examining existing educational philosophies and practices to ensure they align with democratic ideals and effectively address contemporary challenges (Strand & Papastephanou, 2023). By addressing these challenges and leveraging available opportunities, higher education institutions can support a new generation of leaders equipped with the inner capacities and competencies necessary to navigate and address complex global challenges, contributing to a more sustainable and equitable world.

## CHAPTER 3. RESEARCH METHODOLOGY

### 3.1 Research Approach and Design

The primary aim of this study is to document, analyze, and share global cases of implementing the Inner Development Goals (IDG) framework within higher education institutions. Using a qualitative case study approach, this research examines various cases to capture diverse methods, impacts, and integration strategies across different educational settings. Through a global call for cases, educators and administrators worldwide are invited to submit narratives of their IDG implementation practices, thereby enabling a comprehensive analysis of IDG's influence in higher education. The collected cases are mapped to identify patterns and offer insights that inform best practices and further adoption.

### 3.2 Case Collection Process

The case collection process was driven by an open, global invitation for submissions, utilizing multiple outreach channels to maximize participation. The process included the following steps:

#### 3.2.1. Global Call for Cases:

1. **IDG Higher Education Community:** A call was distributed to the global IDG Higher Education community via LinkedIn, which includes over 750 members actively engaged in the study and application of the IDG framework.
2. **IDG LinkedIn Page:** The call was amplified through a post via the IDG LinkedIn page, which has a broad, international reach with 25,000+ subscribers. It gathered 43 comments, and over 120 likes.
3. **Regional Meetings:** Regional online meetings were held by IDG Higher Education Circle (Vivianna Rodriguez Carreon and Yuliya Shtaltovna) to engage and support educators across Europe, India and Australasia, Latin America and the Caribbean, North America, and Africa. These sessions facilitated a timezone-friendly space for sharing local initiatives and discussing case submission.
4. **IDG Summit 2024 – Track ‘Learning to Learn’:** During the IDG Summit held in Stockholm from October 15-19, 2024, the call for cases was further highlighted through the dedicated track ‘Learning to Learn: Developing IDGs in Educational Settings for All,’ encouraging 180+ attendees from all the education domains to connect the Higher Education specialist and to encourage submit their work.

This comprehensive outreach allowed for a broad, diverse pool of submissions, enriching the data with a variety of contexts and approaches to IDG implementation.

#### 3.2.2. Open Submission Criteria

Educators, administrators, and staff members engaged in IDG implementation in courses, disciplines, or extracurricular activities were encouraged to submit cases via a Google Form with expected commitment of no more than 7 minutes to fill in. To maximize inclusivity, there were no strict

formatting requirements for abstracts; submissions could include multimedia presentations of up to 12 slides, showcasing photos, videos, or other relevant materials.

To facilitate the submission process, online support sessions were organized across five continents in August and September 2024. These sessions provided a platform for knowledge exchange, case development assistance, and peer networking for a collaborative environment for participants to refine and submit their cases.

### 3.3 Case Selection and Documentation

A total of 57 case studies were collected through the submission process till 31 of October 2024, with cases representing a diverse range of geographical locations, institutional types, and IDG implementation strategies. To capture a comprehensive understanding of IDG applications in higher education, participants were asked to specify their involvement across various capacities. Based on the 57 responses, the categories of involvement included:

- **Course Design.** Participants involved in designing courses that incorporate IDG principles, either through standalone modules, IDG-integrated syllabi, or experiential learning projects. These cases explore how IDG components are embedded into the structural framework of courses and aligned with learning objectives.
- **Teaching/Lecturing.** Educators implement IDG concepts directly in their teaching practices or lectures, focusing on practical applications of inner development within diverse subject areas. The teaching methodologies varied across disciplines, with educators adapting IDG content for practical, theoretical, and hybrid learning environments.
- **Curriculum Development.** Cases that involve curriculum developers or academic leaders integrating IDG elements at the programmatic or institutional level. These submissions highlight broader institutional initiatives where IDG principles are incorporated into curriculum design processes, aligning IDG values with the institution's mission and educational objectives.
- **Extracurricular Activities.** Submissions that document IDG implementation through extracurricular programs, such as workshops, clubs, mentorship programs, or student-led initiatives. These cases often engage students in hands-on activities and projects that encourage inner growth outside formal classroom settings.
- **Administrative Planning.** Cases where administrators or planners incorporate IDG within strategic or operational frameworks, such as creating IDG-focused goals for departments, developing IDG-inspired assessment tools, or setting up institutional IDG initiatives. These submissions demonstrate how IDG principles can influence institutional decision-making, planning, and resource allocation.

Participants were also invited to provide custom responses if their involvement did not fully align with the predefined categories, ensuring a wide range of perspectives and roles within the cases.

From this pool, selected cases will be invited to provide detailed narratives of 4,000-6,000 words. These narratives will capture the full scope of the implementation process, focusing on challenges, successes, and unique insights into applying IDG principles in an educational setting.

### **3.4 Data Analysis**

The analysis process will employ a thematic analysis approach, focusing on identifying common patterns, themes, and variations across the cases. The steps in this process include:

1. **Coding:** Each case study will be coded for themes such as implementation strategies, barriers, student outcomes, institutional support, and stakeholder engagement.
2. **Pattern Identification:** Through iterative coding, patterns will be identified across the cases, mapping how the IDG framework is applied in different educational contexts.
3. **Comparative Analysis:** A comparative approach will be used to highlight regional differences, identifying unique challenges and adaptations that reflect local educational and cultural contexts.
4. **Synthesis:** Findings will be synthesized to develop a comprehensive understanding of the key factors contributing to the success or challenges of IDG implementation in higher education. This synthesis will inform the recommendations provided in the publication and guide future implementations.

### **3.5 Peer Review and Publication**

Upon completion of the data collection and analysis, selected detailed narratives will be invited to submit their case to a peer review publication and undergo a peer review process to ensure academic rigor and relevance. The reviewed cases will be compiled into an open-access academic publication, contributing to the global body of knowledge on IDG in higher education. This open-access format is intended to maximize accessibility, encouraging widespread adoption of the IDG framework and inspiring further research.

### **3.6 Ethical Considerations**

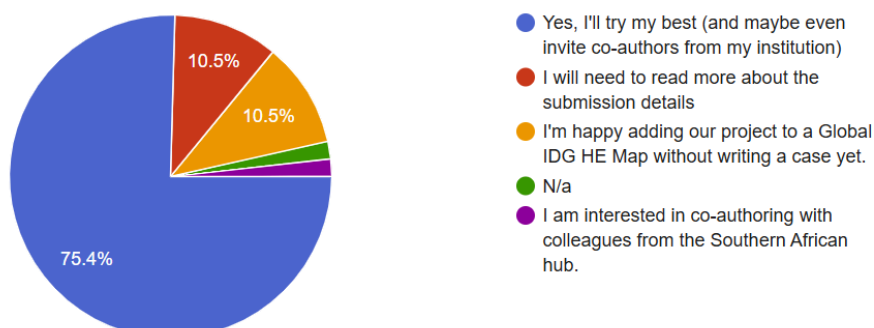
The IDG case study collection and publication process follows ethical guidelines to ensure credibility, transparency, and voluntary participation. Contributors are required to provide accurate affiliation details to maintain the integrity of the *IDG Higher Education Global Casebook*. Participation is voluntary, with informed consent given upon submission, and participants can withdraw their case study at any time prior to publication.

Contributors bear responsibility for any sensitive information included in their submissions, which must align with their institution's ethical policies. If required, participants may anonymize specific details to protect confidentiality. Case selection is conducted transparently, ensuring that only cases who expressed the intent to be published are invited for further development into full narratives.

I will want to write a longer case-study for the IDG Higher Education Global Casebook about my HighEd Institution and will get internal permission to do so.

 [Copy chart](#)

57 responses



### Figure 1. Participants of the Call for Cases expressing their wish to get submit their cases of integrating IDGs in Higher Education

The pie chart shows that a significant majority (75.4%) of 57 respondents are committed to contributing a case study for the IDG Higher Education Global Casebook, with many open to involving co-authors from their institutions. A smaller portion (10.5%) expressed interest in participating but require more information on submission details, while another 10.5% prefer to contribute by adding their project to a global map without writing a full case study. A few respondents indicated interest in co-authoring with colleagues from specific regions, such as the Southern African hub. This reflects strong engagement, with varying levels of intended involvement among participants.

These ethical guidelines, included in the call for cases, assure participants of responsible data management, promoting a trustworthy and collaborative environment for the Casebook publication.

### 3.7 Limitations

This study acknowledges potential limitations, including self-selection bias, as participants who submit cases may represent those most positively inclined toward the IDG framework. Additionally, variations in case quality and reporting detail may influence the depth of analysis. Efforts to mitigate these limitations include providing clear submission guidelines, offering support sessions to assist participants in developing their cases, and conducting thorough thematic analysis to maintain consistency across the cases.

The methodology of this study is designed to capture a wide range of experiences, insights, and outcomes related to the implementation of IDG in higher education. Through a structured yet inclusive process, this study aims to build a global database of IDG practices that supports the academic community, advances knowledge on inner development for a sustainable, holistic approach to education.

## CHAPTER 4. DATA ANALYSIS AND FINDINGS

### 4.1. Selection Criteria for Case Studies

The selection of case studies for this research was guided by specific criteria to ensure a diverse and representative sample of IDG implementations in higher education. The criteria included:

- **Geographical Diversity:** Cases were selected to ensure representation from all five continents, providing insights into the global application of the IDG framework and reflecting cultural and contextual variations in higher education.
- **Institutional Variation:** Both public and private universities of varying sizes were included to capture the differences in resources, governance structures, and implementation approaches.
- **Implementation Capacity:** Cases were chosen to represent a range of implementation stages of the IDG framework. The listed options—*Course Design, Teaching/Lecturing, Curriculum Development, Extracurricular Activities, and Administrative Planning*—represent core functions within higher education where IDG principles might be applied. Each role contributes uniquely to the development and dissemination of IDG competencies among students and staff. Additionally, an "*Other*" option provides respondents the flexibility to indicate capacities not listed, capturing less common or emerging roles in IDG integration as well as insights into the operational touchpoints for IDG implementation, highlighting both mainstream and unique approaches.
- **Impact Scope:** Cases varied in terms of the number of students involved and the reach of IDG programs. This included small-scale initiatives as well as larger programs with extensive institutional integration, offering a view of IDG's impact at different levels.

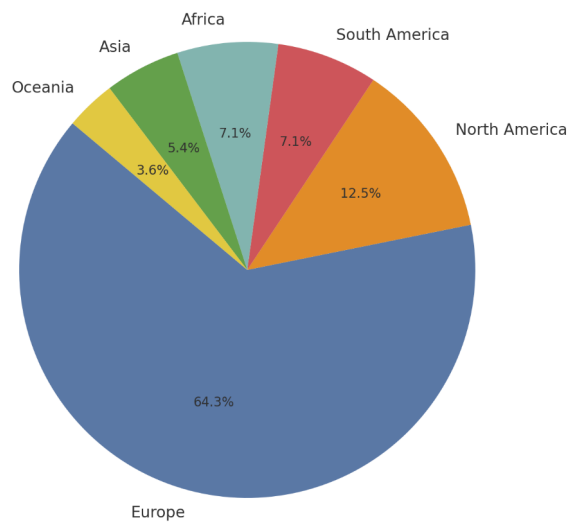
### 4.2 Participants

The participants involved in these 57 cases included a mix of educators, administrators, staff, and students. These stakeholders provided valuable perspectives on the practical application, challenges, and successes of the IDG framework, enriching the data with a range of experiences across roles and responsibilities within higher education institutions.

#### 4.2.1. Regional Breakdown and Democratization of the IDG Idea

The regional breakdown of IDG case study submissions demonstrates the remarkable reach and democratization of the Inner Development Goals (IDG) framework, which, within just three years since its launch in May 2021, has already engaged higher education institutions across all major regions globally. With Europe leading at 64.3% of submissions, this region shows the highest level of engagement. However, significant contributions from North America (12.5%), South America (7.1%), Africa (7.1%), Asia (5.4%), and Oceania (3.6%) illustrate a broad, diverse adoption of IDG principles worldwide.

Regional Breakdown of IDG Case Study Submissions



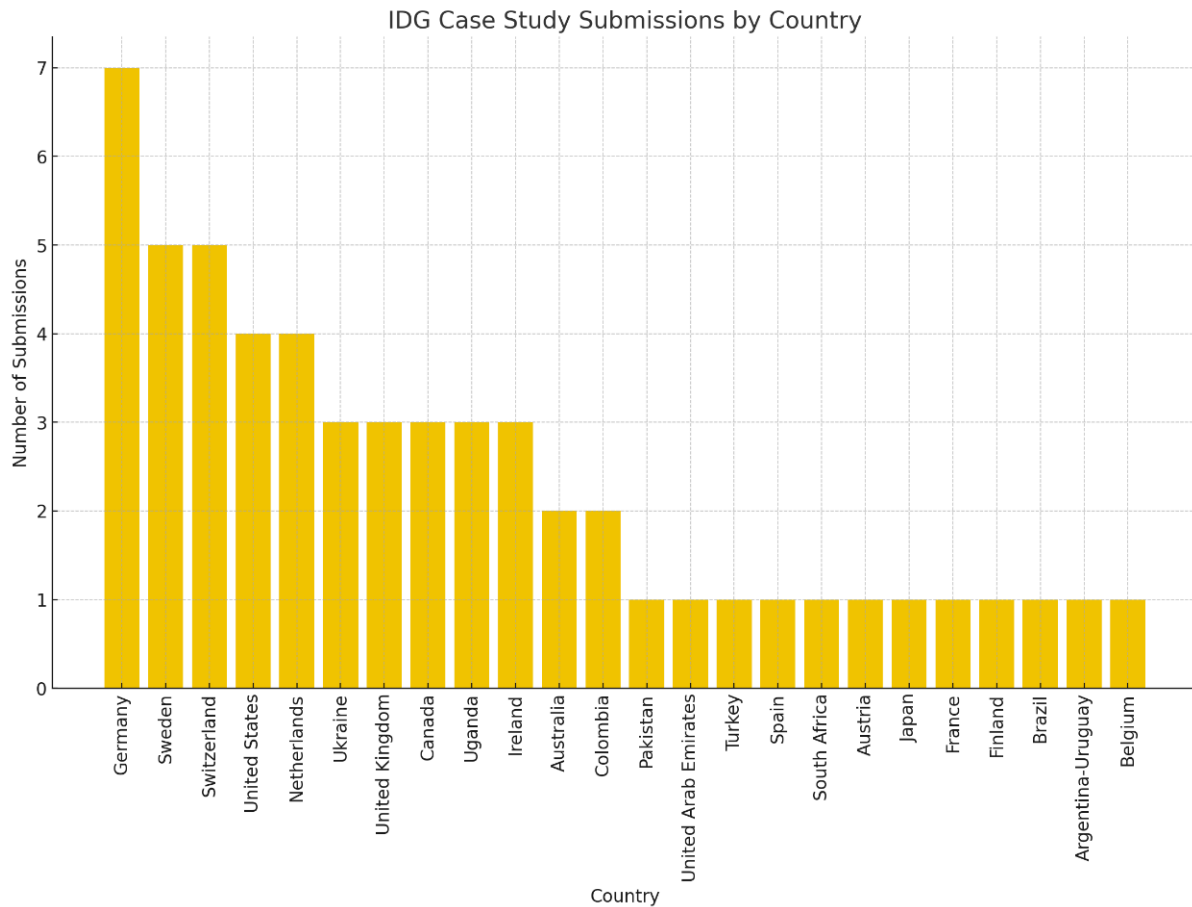
**Figure 2. Regional Breakdown of the IDG Cases Submissions**

This widespread regional involvement indicates that the IDG framework resonates with varied educational, cultural, and socio-economic contexts, establishing its relevance across continents. The upcoming IDG Higher Education Casebook aims to amplify this global reach, providing open-access insights and shared experiences that can inspire further IDG adoption. By showcasing case studies from institutions around the world, this IDG HE Casebook will hopefully accelerate the spread of the IDG framework, supporting a truly global movement for inner development and holistic education in higher education.

#### ***4.2.2. Geographical distributions of the cases***

This overview of 57 IDG case study submissions by country illustrates the global reach of the Inner Development Goals initiative. Germany leads in submissions, reflecting high engagement from its educational institutions, followed by Switzerland, Sweden, and the United States. Other countries across Europe, North America, Asia, Africa, and South America also contribute notably, showcasing diverse regional interests in implementing the IDG framework.

This global participation highlights the rapid adoption and relevance of IDG principles across varied educational and cultural contexts. Such widespread engagement emphasizes the democratization of the IDG idea and sets a strong foundation for further dissemination. The upcoming IDG Casebook aims to build on this foundation by sharing these experiences widely, supporting even greater international adoption and a truly global IDG community in higher education.



**Figure 3. Country distribution of 57 IDG Cases Submitted in response to IDG Call for Cases between July and Oct 30, 2024**

#### ***4.2.3. Analysis and Categorization of Submission Affiliations***

The affiliations of the 57 submissions for IDG case studies represent a diverse range of higher education institutions and service providers from various regions and organizational types. This diversity enriches the study by bringing a broad spectrum of perspectives on implementing the IDG framework in higher education. The affiliations can be categorized as follows:

**1. Traditional Higher Education Institutions (Universities and Colleges)** The majority of the submissions come from traditional higher education institutions, both public and private.

These institutions represent diverse regions and academic cultures, contributing a variety of approaches to integrating IDG:

- *EIA University,*
- *University of Salzburg,*
- *Aalto University,*
- *Karolinska Institutet,*
- *Charles Sturt University,*

- *University of Zaragoza,*
- *ETH Zurich,*
- *Kiel University,*
- *Karlstad University,*
- *University of Calgary,*
- *University of Amsterdam.*

**2. Applied Sciences and Technical Universities.** These institutions focus on applied sciences, technology, and management, offering a practical and skills-oriented approach to education. Their inclusion demonstrates the application of IDG principles in technical and vocational learning environments. Examples include

- *Zurich University of Applied Sciences,*
- *ZHAW Zurich University of Applied Sciences,*
- *Windesheim University of Applied Sciences,*
- *Munster Technological University,*
- *South East Technological University (SETU),*
- *Balochistan University of Information Technology,*
- *Engineering, and Management Sciences.*

**3. Business Schools.** Business schools play a key role in integrating IDG principles, especially in leadership and sustainable development. These submissions highlight the emphasis on embedding inner development competencies within management and business curricula.

- *Rotterdam School of Management,*
- *Erasmus University;*
- *Nyenrode Business University;*
- *Stellenbosch University Business School;*
- *School of Business, Economics, and Law at University of Gothenburg.*

**4. Institutes of Art, Design, and Social Innovation.** These institutions bring creative and innovative approaches to the IDG framework, emphasizing the role of design thinking, social innovation, and arts in inner development.

- *Srishti Manipal Institute of Art, Design & Technology;*
- *Berghs School of Communication;*
- *Social Innovation Academy (SINA).*

**5. NGOs and Community Organizations in Education.** Several submissions come from non-governmental organizations and community centers focused on lifelong learning, community engagement, and cultural development. These organizations contribute unique perspectives on IDG implementation outside traditional academic structures. Examples include

- *Bonn Science Shop,*

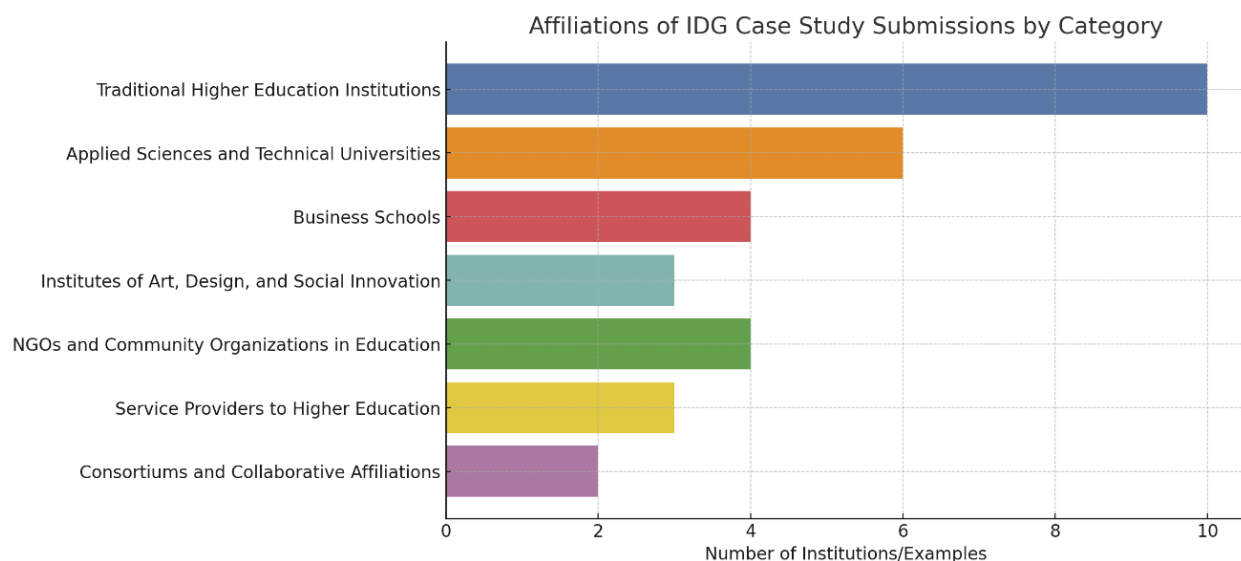
- *Lifelong Learning Centre,*
- *Ngo Vyshche,*
- *Toonda Cultural Community Center.*

**6. Service Providers to Higher Education.** Service providers specializing in consulting, cultural exchange, and educational services are included. These organizations support higher education institutions by offering specialized programs and resources aligned with IDG principles.

- *Brazilian Experience,*
- *CoCreatingFuture UG,*
- *Depicentre Consulting.*

**7. Consortiums and Collaborative Affiliations.** Collaborative submissions from multiple institutions show the potential for regional or international partnerships in promoting IDG, reflecting a network-based approach to case study development. Examples include

- *Claremont Colleges,*
- *University of California, Santa Cruz, University of La Verne, and other Southern California institutions joining in 2025.*



**Figure 4. Types of Affiliations of the IDG Cases submitted in response to IDG Call for Cases between July and Oct 30, 2024**

### 4.3. Implementation capacity

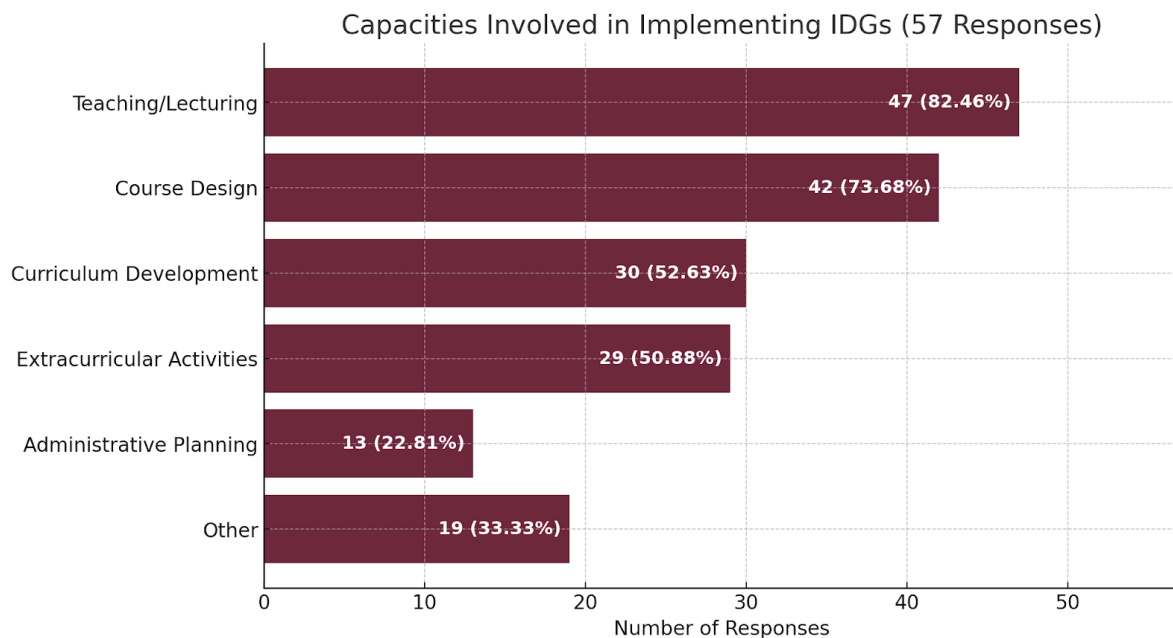
The **Implementation Capacity** analysis for IDG integration focuses on capturing the diverse ways in which higher education professionals engage with the Inner Development Goals (IDG) framework. By selecting roles such as *Course Design, Teaching/Lecturing, Curriculum Development,*

**Extracurricular Activities, and Administrative Planning**, respondents identify core functions where IDG principles can be effectively applied. Each of these roles plays a unique part in embedding IDG competencies—like self-awareness, resilience, and ethical leadership—within academic and extracurricular environments for holistic development among students and staff.

The inclusion of an "**Other**" category allows respondents to indicate less common or emerging roles, thus expanding the scope of the analysis. This flexibility captures a wider range of operational touchpoints for IDG implementation, revealing both mainstream and innovative approaches to promoting inner development goals within the education sector. This diversity of responses, where each participant could choose **all that apply** option, highlights the broad applicability of IDGs across various functions and stages of implementation, enriching the study's understanding of IDG integration in higher education.

This section explores the various capacities in which respondents are involved in implementing the Inner Development Goals (IDGs) within higher education institutions. By analyzing the frequency, proportion, and unique roles in each capacity, we can gain insights into the broad and diverse ways IDG principles are being integrated. Key categories include **Teaching/Lecturing, Course Design, Curriculum Development, Extracurricular Activities, Administrative Planning, and Other**, each playing a unique role in embedding IDG values within institutional contexts.

#### 4.3.1. Frequency of Selection and Core Implementation Roles



**Figure 5. Involvement of the case authors who submitted their cases implementing IDGs in response to IDG Call for Cases between July and Oct 30, 2024**

The data indicates that respondents are involved in multiple capacities for implementing IDGs. Here's the frequency of selection across key roles. The high frequency of involvement in **Teaching/Lecturing**

(82.46%) and **Course Design** (73.68%) suggests that IDG principles are primarily being integrated through direct academic engagement, with educators incorporating IDG values into their lectures, discussions, and course structures. The main Changemakers are the Lecturers and Professors who bring the IDGs into their classrooms.

#### ***4.3.2. Proportion and Significance of Each Capacity***

Each category's proportion of responses highlights its significance in IDG implementation:

- **Teaching/Lecturing (82.46%)**: As the highest proportion, this category underscores the role of educators in driving IDG integration. It reflects a widespread adoption of IDGs in classroom settings, where students engage directly with IDG concepts through instruction by integrating IDGs directly into their teaching practices.
- **Course Design (73.68%)**: Nearly three-quarters of respondents are involved in designing courses with IDG principles, emphasizing an effort to structure courses on IDG-related competencies. Higher Education Institutions are actively creating IDG-focused courses, demonstrating a systematic approach to embedding these competencies within the academic curriculum.
- **Curriculum Development (52.63%)**: With over half of respondents involved, curriculum development indicates a broader institutional commitment to IDG integration. This role reflects a systematic approach to embedding IDGs within educational frameworks, often requiring collaboration across multiple courses or programs. Examples include **The Hague University of Applied Sciences**, **University College Leuven-Limburg**, and **Nyenrode Business University**, where IDGs are incorporated at the curriculum level to support a cohesive, institution-wide IDG integration.
- **Extracurricular Activities (50.88%)**: Half of the respondents are involved in extracurricular activities, extending IDG engagement beyond the classroom and into practical, hands-on settings. This involvement underscores the importance of experiential learning, where students can develop personal growth, teamwork, and ethical decision-making skills. Institutions like **Brazilian Experience**, **Stellenbosch University Business School**, and **EIA University** leverage extracurricular activities for a more immersive IDG experience for students.
- **Administrative Planning (22.81%)**: Although fewer respondents are involved in this category, administrative roles are crucial for establishing a supportive framework for IDG initiatives. This capacity includes strategic planning, resource allocation, and policy development to institutionalize IDG principles. Examples of institutions engaged in administrative planning, providing the necessary support for sustained IDG integration:
  - *Charles Sturt University*
  - *University of Calgary, School of Architecture + Planning + Landscape (SAPL)*
  - *Aalto University*
  - *South East Technological University (SETU)*
  - *Munster Technological University (MTU)*
  - *Lund University*
  - *School of Business, Economics and Law at University of Gothenburg*

- *SINA (Social Innovation Academy)*
- *Claremont Colleges, University of California, Santa Cruz, University of LaVerne, California Polytechnic, and other SoCal Institutions*
- *BA, Uganda*
- *Service Provider*
- *University College Leuven-Limburg*
- *Karlstad University*

#### 4.3.3. Analysis of the "Other" Category for IDG Implementation Capacities

The "Other" category, selected by 33.33% of respondents (19 responses), encompasses unique and specialized roles that go beyond the traditional academic functions listed (e.g., Teaching/Lecturing, Course Design, Curriculum Development, Extracurricular Activities and Administrative Planning). This category provides valuable insight into innovative crafted and context-based approaches for implementing the Inner Development Goals (IDGs) in higher education, highlighting the adaptability of the IDG framework as an open-source framework. These additional roles indicate Early adopters and context-related flexible and evolving approach to IDG integration, accommodating diverse educational, professional, and cultural contexts.

**Table 1. Detailed Breakdown of "Other Implementation" Responses**

Category	Specific Example and Institution
<b>1. RESEARCH AND DEVELOPMENT</b>	<b>Doctoral research supervision</b> specifically focused on IDG topics ( <i>South East Technological University (SETU)</i> ).
	<b>IDG-themed podcast series and synergy network for research management and development</b> , expanding IDG awareness ( <i>Southern New Hampshire University (SNHU)</i> ).
	<b>"Regenerative leadership toolkit" integrating IDGs</b> with energy centers (chakras), incorporated into the leadership curriculum ( <i>The Hague University of Applied Sciences</i> ).
	<b>Master's program on emotional capital and mindful leadership</b> aligned with IDG principles ( <i>University of Montpellier Paul-Valery</i> ).
<b>2. COACHING, MENTORSHIP,</b>	<b>Coaching and mentorship program</b> tailored to IDG skills such as empathy, resilience, and self-awareness ( <i>Stellenbosch University Business School</i> ).
	<b>Mindful leadership training</b> in a public Master's program on emotional capital ( <i>University of Montpellier Paul-Valery</i> ).
<b>3. INTERNATIONAL AND INTERDISCIPLINARY PROJECTS</b>	<b>Interdisciplinary research on organizational communication, design thinking, and entrepreneurial storytelling</b> , aligning with IDG values ( <i>Zurich University of Applied Sciences</i> ).
	<b>IDG-aligned experiential learning through international programs, connecting students with global projects</b> ( <i>Srishti Manipal Institute and Brazilian Experience</i> ).
	<b>Regional student network focused on Sustainable Development Goals (SDGs)</b> using IDG skills for cross-institutional collaboration ( <i>Claremont Colleges and Southern California institutions</i> ).

<b>4. EXPERIENTIAL AND COMMUNITY-BASED LEARNING</b>	<b>Community workshops and camps</b> promoting IDG competencies outside traditional academic settings ( <i>Toonda Cultural Community Center</i> ).
	<b>Long-term cross-cultural internships</b> that help students build practical IDG competencies through experiential learning ( <i>University College Leuven-Limburg</i> ).
	<b>Experiential learning initiative using a regenerative leadership toolkit</b> focusing on self-awareness and leadership ( <i>The Hague University of Applied Sciences</i> ).
<b>5. SUSTAINABLE EDUCATION AND INSTITUTIONAL TRANSFORMATION</b>	<b>Sustainable education transformation movement</b> that integrates IDG principles into <b>institutional policies</b> , promoting sustainability and global responsibility ( <i>Imperial College London</i> ).
	<b>IDG synergy network to facilitate cross-institutional collaboration</b> on IDG-related initiatives ( <i>Southern New Hampshire University (SNHU)</i> ).
	<b>Sustainable education practices and interdisciplinary research</b> to promote IDGs in sustainability-focused projects ( <i>Zurich University of Applied Sciences</i> ).
<b>6. PODCASTING, NETWORKING, AND MEDIA ENGAGEMENT</b>	<b>IDG-focused podcast series and synergy network</b> to expand awareness and engagement beyond the campus ( <i>Southern New Hampshire University (SNHU)</i> ).
<b>7. PROFESSIONAL DEVELOPMENT FOR TEACHERS</b>	<b>IDG-focused training for educators</b> to help them implement and model IDG competencies effectively within their classrooms ( <i>Ngo Vyshe (TO Buue)</i> ).

#### 4.3.4. Summary: Implementation Capacities for IDG Integration in Higher Education

The submissions represent a well-rounded mix of higher education institutions, from traditional universities to applied sciences schools, business schools, and art and social innovation institutes, along with NGOs, community organizations, and service providers. This categorization highlights the variety in institutional types and educational focuses, illustrating the wide-ranging applicability of the IDG framework across different organizational contexts and disciplines.

The analysis of Implementation Capacities highlights the diverse and accessible ways through which higher education institutions are embedding the Inner Development Goals (IDG) framework. By engaging in activities across core academic and extracurricular functions—including **Course Design, Teaching/Lecturing, Curriculum Development, Extracurricular Activities, and Administrative Planning**—educators and staff are democratizing the IDG principles, making them widely available to students and staff. This approach ensures that IDGs are incorporated into both structured and flexible settings, allowing participants to develop essential competencies like self-awareness, resilience, and ethical leadership.

The inclusion of an "Other" category has revealed innovative roles where IDG pioneers apply the framework in unique, context-specific ways. Through roles such as **Research and Development, Coaching, Mentorship, Professional Development, International Projects, Experiential Learning, Sustainable Education, Media Engagement, and Training for Educators**, institutions are expanding IDG access and supporting early adopters in education.

This democratization of IDGs enriches the educational experience, offering holistic learning environments that prepare individuals to apply inner development skills in both personal and professional contexts. Through these efforts, higher education is not only cultivating academic knowledge but also nurturing the personal growth and ethical foundation essential for future leaders.

#### 4.4. Integration scope

Most universities in this study have integrated the Whole IDG Framework, with approximately **65%** of institutions adopting the full spectrum of competencies. This high level of comprehensive adoption indicates a strong commitment to embedding all core IDG values within institutional programs and curricula. However, some universities have chosen to focus specifically on individual IDG dimensions, tailoring their approach to align closely with certain competencies that best suit their unique educational goals or institutional contexts.

**Table 2. Universities focusing on specific IDG dimensions rather than the entire framework:**

Institution	Specific Dimensions Integrated
Charles Sturt University	Being, Relating, Collaborating
University of Salzburg	Being, Thinking, Relating, Collaborating
Cape Breton University	Thinking, Relating, Collaborating
EIA University	Relating, Collaborating
Osnabrück University	Being, Thinking, Relating, Collaborating
SETU	Being, Thinking, Relating, Collaborating
South East Technological University	Being, Thinking, Relating, Collaborating
Berghs School of Communication	Thinking, Relating
ZHAW Zurich University of Applied Sciences	Thinking, Relating, Collaborating, Acting
American University Kyiv	Thinking, Relating, Collaborating, Acting
Sydney University	Thinking, Relating, Collaborating, Acting

Apart from integrating the core IDG dimensions (Being, Thinking, Relating, Collaborating, Acting) and the Whole Framework, several universities have also adopted additional tools, frameworks, and specific implementations aligned with IDG principles.

#### 4.5. IDG.tools

17 institutions of the submissions have incorporated IDG.tools to support structured implementation. Universities such as *Universidad de Buenos Aires, CoCreatingFuture UG, Bonn Science Shop, Kiel University, Osnabrück University, SETU, The Hague University of Applied Sciences, Windesheim University of Applied Sciences, Balochistan University of Information Technology, University of Zaragoza, Lund University, Berghs School of Communication, Ngo Vyshe, Zurich University of Applied Sciences, and University of Amsterdam* have adopted this resource.

Here's a detailed breakdown of these unique approaches, including the number of mentions for each and the universities involved.

1. **Theory U** (1 mention): CoCreatingFuture UG is utilizing Theory U, a methodology focused on systemic change and innovation, which aligns well with IDG principles.
2. **Learning Cycle and Hero's Journey** (2 mentions): Bonn Science Shop has developed a learning cycle inspired by learning psychology and the Hero's Journey, a narrative framework that promotes transformative growth and personal development aligned with IDG values.
3. **Local Competency Frameworks** (1 mention): Imperial College London has developed an institution-specific competency framework inspired by IDGs, allowing for a customized approach that meets the unique needs of the institution.
4. **Toolkit with Key Questions** (1 mention): The Hague University of Applied Sciences created a toolkit featuring 7 key questions to help leaders explore IDGs in a regenerative manner, focusing on leadership development through IDG principles.
5. **Additional Elements from PhD Research** (1 mention): Stellenbosch University Business School has integrated unique elements from doctoral research, enriching their IDG application with advanced academic insights.
6. **SDGs (Sustainable Development Goals)** (1 mention): Balochistan University has linked the IDG framework to SDGs, emphasizing the alignment of IDG competencies with global sustainability goals.
7. **Creagile Practices** (1 mention): Zurich University of Applied Sciences integrates IDG values with "creagile" practices, a method developed from a European Erasmus+ project. This approach combines creativity and agility with IDG principles to transform digital and analog organizational communication.

These additional implementations highlight how universities are personalizing and expanding the IDG framework to meet specific educational and leadership objectives. The diverse use of IDG tools, innovative methodologies like Theory U, and unique resources such as the Hero's Journey learning cycle illustrate the adaptability of the IDG framework across institutions.

#### **4.6. Integration Impact Analysis**

The integration of the Inner Development Goals (IDGs) across higher education institutions demonstrates a transformative approach to making critical skills accessible and relevant to students and staff worldwide. By embedding IDG principles such as self-awareness, empathy, collaboration, and resilience, universities are advancing beyond traditional academic models toward a democratized, skills-based educational landscape. This approach ensures that the competencies essential for personal growth, societal impact, and sustainable futures are accessible to diverse populations, reflecting an inclusive vision of education.

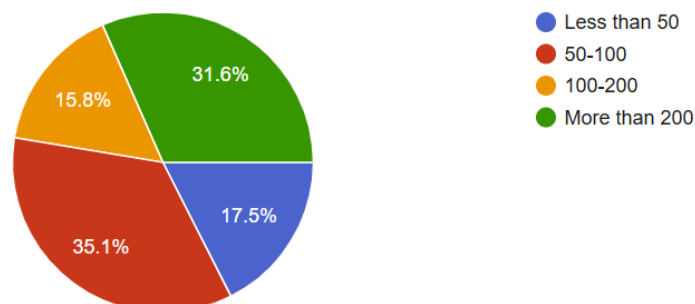
Through IDG initiatives, universities are promoting environments that prioritize inner growth as much as technical knowledge, empowering students and staff with tools to navigate complex global challenges. The wide-ranging impact of IDG integration, from small groups to entire academic

programs, illustrates the framework's flexibility and adaptability across different contexts. Institutions are implementing these transformational skills not only in classrooms but also through extracurricular activities, interdisciplinary projects, and innovative teaching methods, broadening the reach of IDG values.

Approximately how many students/staff have been impacted by your IDG initiatives?

 Copy chart

57 responses



**Figure 6. Self-reported Impact of IDG Initiatives on Students and Staff.**

This commitment to democratizing higher education through IDG competencies represents a progressive shift, where universities are cultivating skills that align academic achievement with personal and social well-being. As institutions continue to integrate and expand IDG applications, they contribute to a more equitable, holistic educational experience that empowers individuals and builds stronger communities aligned with global sustainability and development goals.

The IDG initiatives have shown a wide impact across various institutions, with the following breakdown by the number of students and staff impacted **before October 30, 2024**:

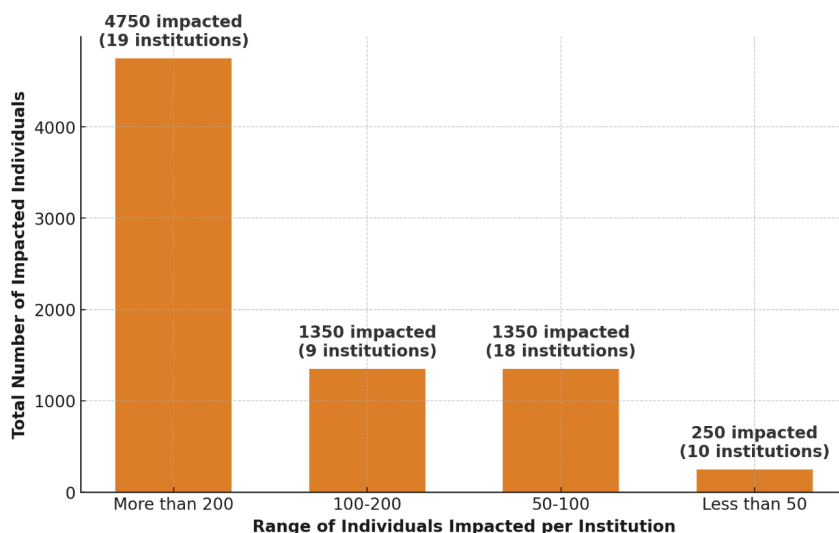
- **19 universities have impacted more than 200:** Aalto University, Professor of University in Sciences of Education, Munster Technological University (MTU), Windesheim University of Applied Sciences, Rotterdam School of Management (Erasmus University), University of Zaragoza, Lund University, Berghs School of Communication, University of St. Gallen, Zurich University of Applied Sciences (School of Applied Linguistics), NGO Lifelong Learning Centre, Ngo Vyshche (ГО Вище), Imperial College London, Claremont Colleges and affiliated Southern California institutions, Southern New Hampshire University (SNHU), Zayed University, BA
- **9 universities have impacted between 100-200 students:** University of Calgary (School of Architecture + Planning + Landscape), EIA University, SETU, South East Technological University, Balochistan University of Information Technology, Lucerne University of Applied Sciences and Gothenburg University (past), SINA (Social Innovation Academy), Service provider, University of Amsterdam.

- **18 universities have impacted between 50-100 students:** Universidad de Buenos Aires, Charles Sturt University, University of Salzburg, Saint Paul University, EIA University (second mention), Bonn Science Shop (two instances), Osnabrück University, The Hague University of Applied Sciences, Karolinska Institutet, School of Business (University of Gothenburg), ZHAW Zurich University of Applied Sciences, Nyenrode Business University, Toonda Cultural Community Center, American University Kyiv, Universidad de la República, Julius-Maximilian University of Würzburg, University College Leuven-Limburg, State Higher Educational Institution "University of Educational Management" (total 18 universities).
- **10 universities have impacted less than 50:** Brazilian Experience, CoCreatingFuture UG, Kiel University, University, Stellenbosch University Business School, ETH Zurich, Anadolu University, Northwestern Michigan College, Sydney University, Karlstad University (total 10 universities).

To calculate the approximate number of students and academic staff impacted by IDG initiatives across these institutions, we'll use the midpoint of each range for more accurate estimation:

1. **More than 200:** Assuming an average of **250 impacted individuals** per institution.
  - 19 universities × 250 = **4,750 individuals**
2. **100-200:** Assuming an average of **150 impacted individuals** per institution.
  - 9 universities × 150 = **1,350 individuals**
3. **50-100:** Assuming an average of **75 impacted individuals** per institution.
  - 18 universities × 75 = **1,350 individuals**
4. **Less than 50:** Assuming an average of **25 impacted individuals** per institution.
  - 10 universities × 25 = **250 individuals**

Adding these totals together:  $4,750 + 1,350 + 1,350 + 250 = 7,700$  **individuals**



**Figure 7. Impact of IDG initiatives with the number of individuals and institutions for each range with the midpoint of each range.**

Analyzing the data on IDG implementation across various higher education institutions reveals distinct trends and insights into the scale and impact of these initiatives:

**1. Widespread Integration of the Whole IDG Framework:**

- Approximately **65% of institutions** report implementing the entire IDG framework, reflecting a comprehensive commitment to IDG principles. This level of adoption suggests that many institutions are moving beyond isolated skill development, instead embedding a full suite of inner development competencies across various levels of their educational programs.

**2. Focus on Specific Dimensions:**

- Some institutions focus on particular dimensions (e.g., Being, Relating, Collaborating), often tailored to their unique educational contexts or specific student needs. This selective approach indicates that institutions may initially adopt specific IDG competencies aligned with existing curricula or targeted student development goals. For example, institutions like Charles Sturt University and Cape Breton University emphasize relational and collaborative skills, reflecting a priority on interpersonal competencies within these environments.

**3. Diverse Impact Across Institutions:**

- Institutions reporting **more than 200 individuals impacted** are likely those with larger-scale IDG implementations that extend across multiple programs or departments. This category includes institutions like Aalto University and Lund University, which demonstrate how extensive IDG integration can influence broad student and staff populations.
- The mid-range impact categories (50-100 and 100-200 individuals impacted) suggest that many institutions are in the scaling phase, gradually expanding IDG reach through specific courses, extracurricular programs, or faculty-led initiatives.
- Institutions with **less than 50 impacted individuals** may be in the early stages of IDG adoption or may focus on highly targeted programs. This can be seen in institutions like Kiel University and Sydney University, where IDG initiatives may serve smaller, specific groups.

**4. Customization of IDG Tools and Frameworks:**

- Alongside the core IDG dimensions, some institutions have adopted additional tools and methodologies to support IDG integration. For instance, **IDG.tools** is frequently cited, with **17 mentions**, highlighting its popularity as a structured resource for applying IDG principles.
- Institutions such as Zurich University of Applied Sciences and Imperial College London mention customized approaches, such as creagile practices and local competency frameworks, which suggest a growing trend of contextualizing IDGs to meet unique educational needs.

**5. Institutional Focus and Adaptability:**

- The data shows that IDG principles are adaptable to various institutional contexts, from arts and design schools to business programs and technical universities. For instance,

Bonn Science Shop incorporates learning cycles inspired by the Hero's Journey, while Zurich University of Applied Sciences integrates IDG principles with creative and agile practices, demonstrating the adaptability and relevance of IDGs to both academic and experiential learning contexts.

- Schools with a strong focus on professional development and leadership, like Stellenbosch University Business School, are extending IDG skills into coaching, mentorship, and leadership training, thereby expanding the scope of IDGs beyond student engagement to include staff and faculty development.

The data highlights the versatility and scalability of the IDG framework within higher education:

- **Democratizing Education.** Through the widespread adoption of the Whole IDG Framework and specific competencies, institutions are promoting accessible, skills-based learning, equipping diverse groups with competencies relevant to personal and professional growth.
- **Transformative Leadership Potential.** By emphasizing skills like resilience, empathy, and self-awareness, the IDG initiatives are transforming traditional educational approaches into holistic learning experiences.
- **Localized, Crafted and Flexible Approaches.** Institutions are tailoring IDG implementations to their contexts, integrating IDG competencies with unique methodologies that align with their distinct educational goals.

This analysis underscores the potential of IDG principles to redefine educational environments by making essential skills accessible, inclusive growth, and contributing to the holistic development of students and staff.

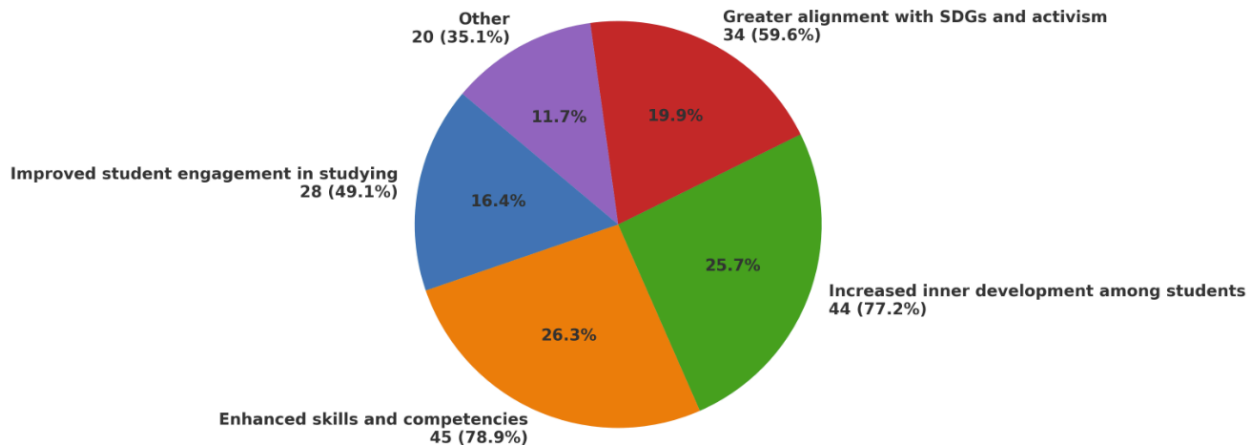
#### 4.7. Observed Outcomes

Based on the responses to the question "What outcomes have you observed as a result of integrating IDGs?", we can analyze the four main outcomes selected by respondents (Select all that apply) and then address the unique responses under the "Other" category.

##### Analysis of Main Outcomes

1. **Enhanced Skills and Competencies** was observed as the most common outcome, with **45 institutions (78.9%)** reporting it. This reflects a strong emphasis on building practical, professional skills among students.
2. **Increased Inner Development Among Students** was also widely observed, reported by **44 institutions (77.2%)**. This indicates IDG integration for significant personal growth and introspective learning for students.
3. **Greater Alignment with SDGs and Activism** was noted by **34 institutions (59.6%)**. This outcome suggests that integrating IDGs is encouraging students to align with global goals and engage in social activism, reinforcing the commitment of higher education institutions to sustainability.

4. **Improved Student Engagement in Studying** was reported by **28 institutions (49.1%)**, highlighting that nearly half of the respondents observed increased student motivation and involvement in their academic journey as a result of IDG integration.
5. **Other answers** reported by **20 institutions** accounted for **11.7%** and will be separately analyzed below.



**Figure 8. Self-reported outcomes observed by authors as a result of integrating IDGs in their respective HEI**

The "Other" category provides unique insights beyond the four main outcomes listed. Responses in this category highlight additional impacts observed by institutions, reflecting the varied and innovative ways IDGs are being implemented.

#### **Examples of "Other" Outcomes and Institutions Reporting:**

- **Enhanced Compassion and Teamwork Among Students & Strengthened Connections Among Peers**, *University of Calgary, School of Architecture + Planning + Landscape (SAPL)*. This institution observed “Enhanced compassion and teamwork among students” and “Strengthened connections among peers,” indicating that IDG integration for collaboration and stronger social bonds among students.
- **Bienvivance in Organizations**, *University in Sciences of Education (University of Montpellier Paul-Valery)*. The university reported that “They brought some bienvivance in their own organizations,” suggesting that IDG values extended beyond academia to positively influence organizational well-being and culture.
- **Readjustment of Priorities and Goals in Transformational Processes**, *Bonn Science Shop*. Bonn Science Shop noted that IDG integration led to a “Readjustment of priorities and goals in

transformational processes,” highlighting how IDGs encourage reassessment and adaptation in professional and educational objectives.

- **Change in Human-Nature Relational Models, Osnabrück University**  
This university mentioned “Anecdotal evidence suggests also a change in human-nature relational models,” implying that IDGs inspire students to develop a more conscious and balanced relationship with nature.
- **Growing Interest in Sharing the IDG Approach to Sustainability, South East Technological University (SETU)**  
SETU observed a “growing interest in sharing the IDG approach to sustainability with others,” indicating that IDG principles motivate individuals to promote sustainability within their communities.
- **Toolkit for Designers and Business Leaders - Increased Inner Development and Greater Understanding and Alignment with SDGs, The Hague University of Applied Sciences**  
The university reported, “We are still in the early stages but we have already tested this toolkit with designers and business leaders, and they all shared increased inner development and greater understanding and alignment with SDGs as a result.” This illustrates IDGs’ impact on professional self-awareness and commitment to sustainable goals.
- **Enhanced Staff Engagement in Changing Practice, Imperial College London,**  
Imperial College noted “Enhanced staff engagement in changing practice,” suggesting that IDGs also positively impact institutional culture and staff motivation.
- **Self-Confidence, SINA (Social Innovation Academy),**  
SINA reported increased “self-confidence,” highlighting that IDG integration supports personal empowerment and resilience.
- **Improving Quality of Life, NGO Lifelong Learning Centre,**  
This organization observed “Improving quality of life,” emphasizing the broad personal benefits of IDG competencies beyond traditional educational outcomes.
- **Generally More Awareness and Inclusivity in Groups, Toonda Cultural Community Center**  
Toonda Cultural Community Center reported “Generally more awareness and inclusivity in groups,” showcasing IDGs’ role in promoting a socially cohesive environment.
- **A Better Understanding of Self and Surroundings and Updated Definition of Development, Balochistan University of Information Technology, Engineering and Management Sciences, Quetta**  
This institution observed “A better understanding of self and surroundings and updated definition of development,” illustrating how IDGs help individuals reconceptualize growth and personal insight.
- **Empowerment, Collaboration, and Hope, ETH Zurich**  
ETH Zurich shared “increased empowerment, collaboration, and hope,” demonstrating the resilience-building effects of IDG competencies, particularly valuable in challenging times.
- **Improving Quality of Life and Well-Being, NGO Lifelong Learning Centre**  
This institution also noted an “Improving quality of life,” showing that IDG competencies contribute holistically to students’ well-being.

- **Multilingual Development and Creative Agility**, *Zurich University of Applied Sciences, School of Applied Linguistics*  
This institution reported that IDG integration strengthened “the multilingual development of the topic Creative Agility” and improved skills such as “self-empowerment,” creativity, and resilience, particularly in handling unfamiliar situations.
- **Practicing Empathy and Compassion**, *Zayed University*  
Zayed University observed students “Practicing empathy and compassion,” suggesting that IDG integration encourages emotional intelligence as part of personal and social development.
- **Close Connection Between Creagile Practices and Principles**, *Zurich University of Applied Sciences, School of Applied Linguistics*  
This institution emphasized a “close connection between creagile practices and principles,” developed in an Erasmus+ project, indicating IDGs’ role in supporting adaptability and open-mindedness in various learning environments.

## **CHAPTER 5. RECOMMENDED STRATEGIES ON INTEGRATING IDG FRAMEWORK INTO HIGHER EDUCATION**

### **5.1 Expanded Recommendations and Focus Areas.**

#### **Recommendations for individuals (Students & Teaching Faculty)**

On **Operational Level** it is vital to encourage students to engage in daily practices that develop emotional intelligence (Akkermans et al., 2015; OECD, 2019), manage stress, communication and social skills (Baruch & Rousseau, 2019; Coetzee et al., 2022). Introduce career counseling, employability coaching, and skill-building in areas relevant to the evolving job market (Baruch & Rousseau, 2019; Godbless, 2018; Donald & Jackson, 2023).

On a **Strategic Level**, democratic societies should emphasize the importance of lifelong learning, adaptability (Seibert et al., 2012; Blokker et al., 2019), and ethical leadership. Encourage students to understand the New Psychological Contract (Baruch & Rousseau, 2019; Coetzee, 2021) and its implications on future career dynamics. Develop a global outlook through international programs and initiatives that promote cross-cultural competencies (OECD, 2019).

#### **Recommendations for Organizations (Universities & Future Employers)**

On the **Operational Level**, both Universities and democratic societies should invest in campaigns to encourage organisations to implement New Psychological Contracts that focus on value-oriented relationships with employees (Rousseau, 1995; Coetzee, 2021; Donald, 2023). Update training programs regularly to align with current digital and soft skills needs (Haryadi et al., 2018; Ma et al., 2019). Adopt agile practices to stay responsible for market changes (Griep, Vantilborgh, & Jones, 2020; Rao, 2021).

On a **Strategic Level**, universities should develop long-term workforce strategies focused on continuous learning, sustainability, and inclusive cultures (Ma et al., 2019). Collaborate with universities to ensure future talent development aligns with industry needs and integrates ethical and sustainable practices into the corporate DNA (Godbless, 2018; Kraak et al., 2017).

#### **Recommendations for Education/Policies (Systemic)**

On the **Operational Level**, Ministries of Education and policymakers should modernize the curricula of the SMART Universities to focus on future skills such as digital literacy, critical thinking, and emotional intelligence (Jakubik et al., 2023; WEF, 2022). Embrace ontological education approaches to teach students "how to be" in a changing world (Barnett, 2015; Gidley, 2012). Apply evolutionary pedagogies that prioritize personal growth and authenticity (Gidley, 2012).

On a **Strategic Level**, it would be helpful to implement broad policy reforms that encourage transformative education (Wamsler et al., 2024) and inclusive access to high-quality learning environments. Promote interdisciplinary and cross-sectoral partnerships that align educational goals with social needs beyond economic imperatives, focusing on values, critical judgment, and sustainability (Barnett, 2022; Dall'Alba, 2012).

## 5.2. Roadmap for integrating EI and IDGs into Universities

Higher Education can enhance Emotional Intelligence (EI) by integrating Inner Development Goals into the curriculum, teaching practices, and campus culture.

Kotter's 8-Step Framework for Change provides an effective approach for Emotional Intelligence (EI) and integrating Inner Development Goals (IDGs) into Universities. By leveraging Kotter's principles—such as creating urgency, building a guiding coalition, forming a strategic vision, and generating short-term wins—universities can systematically align their transformation efforts with each phase of EI and IDG integration. This framework ensures that the change process is holistic, inclusive, and sustainable, promoting inner development alongside technical skill acquisition. Below is a detailed roadmap aligned with Kotter's framework, ensuring that each step supports the development of EI and IDGs within university settings for initiating discussions within HEI faculties on integrating Inner Development Goals and Emotional intelligence (EI) in universities:

### **Phase 1: Establishing Urgency & Building a Coalition (Kotter Steps 1 & 2)**

Establish urgency around integrating EI and IDGs, engaging leaders, faculty, and students to form a coalition driving change.

- **Actions:** Engage stakeholders on EI and IDGs' importance; identify leaders, educators, and students as change champions.

### **Phase 2: Creating a Vision & Strategy (Kotter Step 3)**

Develop a strategic vision for embedding EI and IDGs into curriculum and campus culture.

- **Actions:** Craft a compelling vision; strategically plan curriculum changes to integrate EI and IDG principles into courses and experiences.

### **Phase 3: Communicating the Vision & Empowering Broad Action (Kotter Steps 4 & 5)**

Communicate the vision across the campus and empower all stakeholders to participate.

- **Actions:** Launch awareness campaigns; train educators and support students in taking proactive roles in EI and IDG development.

### **Phase 4: Generating Short-Term Wins & Consolidating Gains (Kotter Steps 6 & 7)**

Leverage quick wins to build momentum and reinforce change.

- **Actions:** Use digital tools like AI platforms and VR for immediate EI and EG activities; celebrate achievements to sustain momentum.

### **Phase 5: Anchoring New Approaches & Supporting Well-being (Kotter Step 8)**

Embed EI and IDG principles into university culture with well-being programs for lasting change.

- **Actions:** Align mental health services with EI and IDGs; offer regular workshops and practices supporting holistic development.

### **Phase 6: Continuous Assessment, Feedback, and Institutionalization (Kotter Step 8 Continued)**

Ensure continuous improvement through assessments and institutionalize EI and IDG practices.

- **Actions:** implement assessment tools for EI/IDG growth; formalize training for sustained competency development.

### **Phase 7: Sustained Growth & iterative improvement (Ongoing)**

Maintain momentum through iterative improvements and expansion of EI and EG initiatives.

- **Actions:** Continuously refine programs based on feedback; scale successful initiatives across university life and partnerships.

By aligning with Kotter's framework, Universities can effectively manage and sustain the integration of Emotional intelligence and Inner Development Goals into all facets of the educational experience. This alignment ensures that each phase of change is strategically planned, communicated, and embedded in holistic development and prepares students for personal and professional success in a complex, interconnected world.

### **5.3. Conclusion**

The integration of the Inner Development Goals (IDG) framework into analyzing skills demand and learner focus offers crucial insights into bridging the skills gap. While there is strong alignment between employer demand and learner interest in technical skills, such as AI and machine learning, significant deficiencies remain in cognitive and soft skills critical for innovation and adaptability. Embracing the IDGs in educational and professional contexts prepares the workforce to meet future job market demands, promoting both economic competitiveness and social well-being. The movement towards smart Universities emphasizes the importance of emotional intelligence, digital literacy, and new technological advancements. By examining the rapid technological developments and their effects on higher education, this chapter underlines the growth significance of both emotional intelligence and personalized digital learning. Recommendations are made for further integrating artificial intelligence (AI), virtual reality, and data analytics into smart campuses to enhance individualized learning and emotional development.

The chapter also redefined the future role of educators as learning facilitators who assist students in acquiring the necessary competencies for the digital era. It highlights the need for universities to promote emotional intelligence through initiatives addressing emerging trends in student mental health and well-being. A balanced educational approach that harmonizes human traits with technical proficiency should be integrated into institutional and governmental policy proposals to advance this vision. This roadmap equips educators, administrators, and policymakers to navigate the evolving educational landscape confidently. Ultimately, when technology will continue to play a pivotal role in education, developing emotional intelligence is underscored as crucial for enabling individuals to lead meaningful and impactful lives in an AI-driven world.

### 5.3. Further Research

To understand better the strategies of the IDG Implementation into Higher Education across the world we have launched an editorial and peer-reviewed publication of the **Casebook on Implementing Inner Development Goals (IDGs) in Higher Education** aims to document and share innovative and transformative practices that integrate IDG principles into educational institutions worldwide. By compiling 50 case studies from diverse contexts, this Casebook will inspire and guide educators, administrators, and policymakers in embedding inner development competencies into higher education to promote sustainable leadership, leadership skills, empathetic and sustainable decision-making, and individual awareness and responsible action towards a sustainable future.

#### Scope:

- **Global Representation.** The casebook consolidates practices from 29 countries and 55 institutions, offering a comprehensive perspective on the application of IDGs in various cultural, academic, and institutional settings.
- **Transformative Skills.** Focuses on cultivating inner competencies described by the Inner Development Goals Framework for sustainable futures.
- **Practical Guidance.** Serves as both a source of inspiration and a practical guide for stakeholders committed to innovative, sustainable, and transformative education.
- **Collaborative Insights.** Features contributions vetted through a rigorous peer-review process, ensuring high-quality, evidence-based insights.
- **Holistic Education.** Advocates for a shift towards holistic education that empowers learners to navigate complexity and lead with integrity in a rapidly changing world.

The Casebook stands as a global resource for advancing sustainability and leadership development in higher education, aligning with the broader goals of creating purpose-driven and impactful educational environments.

**Project Progress** - Significant groundwork for the IDG Casebook has already been completed:

#### Project Concept and Vision

As IDG Higher Education Circle, we have established a clear purpose for the Casebook—to be a global resource on IDG integration in higher education, with a focus on transformative, sustainable practices in Higher Education.

#### Global Call for Cases

A call for submissions reached educators and administrators worldwide, inviting them to share their IDG integration stories. This outreach has been amplified through 5 regional online sessions, and Social Media platforms connecting participants from five continents.

#### Submission and Review Process

We have received and reviewed 57 initial case submissions from 29 countries and 55 Higher Education Institutions. Selected contributors are currently preparing full cases. A global editorial team is in place, ready to facilitate a rigorous peer review process to ensure the highest quality of the published cases.

### **Technical and Publishing Infrastructure**

Key elements of the publication infrastructure are being put in place, including a diamond open-access publishing platform, DOI registration, and layout editing, to prepare the Casebook for professional publication with the GILE Journal of Skills Development as a separate issue(s) of the gathered cases.

We have agreed on the **CASE EVALUATION CRITERIA FOR THE CASES:**

#### **Case Selection and Background:**

- Is the case relevant to the field and of interest to IDGs target audience?
- Does the case study provide sufficient background information to understand the context, implementation process and significance of the case?

#### **Methodology:**

- Does the case study clearly describe the methods used to initiate, cocreate and implement the IDG initiative in a Higher Education Institution?
- Are the chosen methods well-described to give enough context to study the case and its objectives?

#### **Case Presentation:**

- Does the case present a clear, concise, and well-organized narrative of the case?
- Does the case illustrate the key issues and challenges faced by the subject of the case?

#### **Innovative Practices:**

- Does the case introduce or employ novel approaches to integrating IDG principles in curricula, faculty development, or institutional policies?
- Are any unique tools, technologies, or methodologies highlighted/ implemented?
- Were diverse stakeholders (students, faculty, staff, external partners) involved in the implementation?

#### **Impact and Outcomes:**

- Are the outcomes of the implementation measurable and clearly presented?
- Does the submission provide evidence of positive changes (e.g., enhanced student skills, improved faculty engagement, or institutional transformation)?
- Are quantitative and qualitative data included to substantiate claims?

#### **Analysis and Discussion:**

- Does the case study offer a critical and insightful analysis of the case, drawing from achieved results, feedback, and reflections on relevant theories and frameworks?
- Does the case effectively connect the case details to broader theoretical and practical implications?
- Can the approach described in the case be adapted by other institutions?
- Does the submission discuss potential challenges and how they were addressed?

**Practical Implications:**

- Does the case clearly articulate the practical lessons learned and their potential applications for practitioners to integrate a similar initiative into their Higher Education Institutions or to researchers in the field?
- Does the case highlight interdisciplinary or cross-institutional collaboration?

**APA 7th Edition:**

- Does the case adhere to the formatting and citation guidelines of the APA 7th edition? This includes formatting of the reference list, in-text citations, headings, and other elements as per APA style.
- Please include no less than 15 sources into your case description whether in your University Strategic Papers, internal documents on Inner Development collaborations, memoranda, or in Inner Development and Higher Education needs for your particular need, and or Change Management Studies to show what your initiatives base on.

## CONCLUSIONS

This Master Thesis set out to explore the implementation of the Inner Development Goals (IDG) framework within higher education institutions worldwide. Focused on democratizing leadership education and aligning it with sustainable development goals, the research analyzed 57 case studies across diverse geographic, institutional, and cultural contexts. The findings revealed valuable insights into the potential of IDGs to transform education into a more inclusive, adaptive, and impactful domain.

### 6.1. Overview of Key Findings

#### 1. Democratization of Leadership Education through IDGs

The research found that the IDG framework serves as a crucial tool for democratizing leadership education by emphasizing inner capacities alongside traditional academic competencies. Institutions adopting IDGs reported significant progress in inclusive environments where students, faculty, and administrators develop skills such as self-awareness, resilience, and collaboration. These capacities, essential for addressing 21st-century challenges, are often underrepresented in conventional educational frameworks. Examples from case studies illustrate how embedding IDG principles into curricula and extracurricular programs has enabled broader access to leadership education, irrespective of students' backgrounds or prior leadership exposure.

#### 2. Global Adoption and Cultural Adaptability

The cases analyzed in this study demonstrate that IDGs resonate with institutions across varied cultural, economic, and institutional contexts. Institutions tailored their implementation strategies to local priorities, such as incorporating IDGs into arts-based learning in India or aligning them with sustainability goals in Latin America. This global adaptability highlights the universality of IDG principles, which align well with educational institutions' goals for inclusive, ethical, and purpose-driven leadership.

#### 3. Alignment with Sustainable Development Goals (SDGs)

IDGs strongly complement the United Nations' SDGs, particularly *SDG4 (Quality Education)* and *SDG17 (Partnerships for the Goals)*. Many institutions leveraged IDGs to advance these global goals, focusing on fostering equity, accessibility, and sustainability in higher education. For instance, cases reported significant strides in aligning their leadership education initiatives with sustainability, often through innovative tools and methodologies, such as integrating IDGs with Theory U and regenerative leadership frameworks.

## 6.2. Outcomes and Impacts

### 1. Enhanced Personal and Professional Development

The majority of case studies reported significant improvements in students' inner capacities, including self-awareness, empathy, and emotional intelligence. These skills are pivotal for sustainable leadership and effective decision-making in complex environments. For instance, cases documented a notable shift in students' human-nature relationships, encouraging environmentally conscious leadership. Similarly, institutions observed increased faculty engagement in shifting educational practices, demonstrating that IDG integration positively impacts both educators and learners. This dual benefit underlines the framework's holistic approach to educational transformation.

### 2. Increased Engagement and Activism

Institutions implementing IDGs noted greater alignment with global sustainability activism among students and staff. The integration of IDGs into curricula and extracurricular programs inspired students to engage actively with social and environmental challenges, aligning their efforts with SDGs. Universities reported that students participating in IDG-based initiatives became leaders in their communities, driving localized sustainability projects.

### 3. Building Inclusive Communities of Practice

Collaboration and dialogue brought by IDG-based initiatives helped create value-driven, inclusive educational communities. Received cases highlight how IDGs facilitate the development of empathetic, culturally aware, and socially responsible leaders. These outcomes emphasize the role of IDGs in building trust and strengthening community ties within and beyond academic institutions.

## 6.3. Challenges and Recommendations

While the findings underscore the transformative potential of IDGs, the study also identified key challenges that hinder their widespread adoption:

### 1. Institutional Resistance and Limited Resources

Many institutions struggle with structural and cultural resistance to adopting new frameworks like IDGs. Limited resources and competing priorities often impede implementation efforts. Addressing these barriers requires leadership buy-in, robust advocacy, and global partnerships to secure funding and support for IDG integration.

### 2. Unequal Access to Technology and Resources

The digital divide remains a significant challenge, particularly in under-resourced regions. IDG initiatives relying on digital tools or online platforms may unintentionally exclude students and educators lacking access to technology. To overcome this, institutions must invest in infrastructure and provide tailored support to bridge the gap.

### 3. Need for Curricular Flexibility

Integrating IDGs into rigid curricula can be challenging. The research recommends that institutions adopt modular or interdisciplinary approaches, allowing flexibility in incorporating IDG principles. This could include embedding IDG-related topics into existing courses or offering standalone workshops and experiential learning programs.

## 6.4. Future Directions and Contributions

This research provides a robust foundation for scaling IDG integration across higher education. The following recommendations outline pathways for future action:

**Global communities of practice, such as the IDG Higher Education Circle,** are instrumental in sharing best practices and fostering collaborative innovation. Expanding these networks to include diverse stakeholders—educators, policymakers, and industry leaders—can amplify the impact of IDGs and accelerate their adoption worldwide.

The proposed IDG Casebook offers a valuable platform for sharing transformative practices across institutions. **Documenting diverse examples** inspires others to adapt and implement IDGs in their unique contexts. Policymakers play a critical role in supporting educational innovation. **Advocacy efforts** should focus on integrating IDGs into national and international education policies, emphasizing their alignment with SDGs and their potential to address global challenges.

The study highlights the importance of extending IDG principles beyond traditional students to include lifelong learners, faculty, and administrative staff. Professional development programs focusing on inner capacities can enhance organizational cultures and drive systemic change.

In conclusion, this study affirms that the IDG framework represents a powerful tool for reimagining higher education for Transformative Leadership in the 21st century. Its emphasis on inner development complements traditional academic skills, fostering a new generation of leaders equipped to address global challenges with empathy, adaptability, and ethical integrity.

As universities continue to adopt and adapt the IDG framework, they not only democratize leadership education but also contribute to building a more sustainable, equitable, and resilient future. By embracing these principles, higher education can fulfill its potential as a catalyst for personal growth, societal transformation, and global sustainability.

## APPROBATION OF THE RESEARCH RESULTS ON THE CONFERENCES

The case findings on integrating the Inner Development Goals (IDG) framework into higher education have been presented and critically discussed at various international academic conferences. These conferences provided valuable opportunities for feedback, refinement, and validation of the research results, strengthening their academic rigor and practical relevance.

The preliminary findings from the thesis analysis on integrating the Inner Development Goals (IDG) framework into higher education have been presented and critically discussed at several high-profile academic events. These discussions provided valuable opportunities to validate and refine the research, ensuring its academic rigor and practical relevance for the global higher education landscape. Below is a summary of key conferences and workshops where the research was shared:

### 1. SCoLPP - International Pedagogic Conference

**Date:** 20th-21st November 2024

**Topic:** *The Higher Education Circle Initiatives: Global IDG Implementation Cases for Effective Learning at Scale*

At the SCoLPP conference, the preliminary results were shared in the context of how the IDG framework can enhance global education practices. This session, which was part of a broader discussion on using phenomenon-based learning to future-proof education, generated significant interest.

### 2. Nexus24, Wielgolas / Cieńska, Poland

**Date:** November 15-21, 2024

**Topic:** *Understanding the Notion of Peace Through IDG Cognitive Skills: Critical Thinking, Complexity Awareness, Perspective Skills, Sense-Making, and Long-Term Orientation and Visioning*

Presented in a workshop format, this session invited 15 select PhD students, postdocs, and academics from Germany, Poland, and Ukraine to explore the relationship between cognitive skills and the concept of peace within the IDG framework.

### 3. World Café: Best Practices for European University Alliances in Professional Development

**Date:** December 3, 2024

At the World Café event, the research findings were shared with experts from European University Alliances.

### 4. IDG Summit, Stockholm

**Event Name:** Track 4 | *Learn to Learn the IDGs: Growing Educational Settings for IDG Learning*

**Date:** Thursday, October 17, 2024

**Location:** Färgfabriken, Lövholsbrinken 1, 117 41 Stockholm, Sweden

**Organizer:** Higher Education Circle of Inner Development Goals, YSH as co-curator  
**Collaborators:** Salzburg Global Seminar, Learning Planet Institute, and OECD

The research was presented at Track 4 of the IDG Summit, where a collaborative effort to rethink education at every stage of life was discussed. This event provided a platform to explore how educational settings could grow and evolve to support the implementation of the IDG framework effectively.

### **5. V International Conference on Applied Psychology & Business Management (APBM 2024)**

**Date:** 11 October 2024, Virtual/Hybrid

**Topic:** *Integrating IDGs into Business Schools for Cognitive Skill Development*

At the APBM 2024 conference, the research was presented as part of a session on integrating the IDG framework into business school curricula. The session focused on how business education can benefit from cognitive skills such as critical thinking, emotional intelligence, and ethical decision-making through the application of IDGs.

### **6. 8th Conference 2024 on Contemporary Studies in Management (#CoSiM)**

**Date:** November 15-16, 2024

**Location:** Suderberg, Germany

**Topic:** *How Can We Advance Cognitive Skills for Sustainable Careers? Integrating the Inner Development Goals (IDG) Framework into Business School Classrooms*

At the 8th CoSiM conference, the research was presented in the context of advancing cognitive skills for sustainable careers through business education. The session emphasized the practical application of IDGs to enhance critical thinking, emotional intelligence, and ethical decision-making in business schools.

The preliminary findings of this thesis have been positively received across multiple academic platforms both in Higher Education and Management Studies, with valuable insights gathered from a diverse range of experts and participants.

These discussions have not only validated the importance of integrating the IDG framework into higher education but have also contributed to refining the research and expanding its scope. The feedback from these conferences has further solidified the thesis's academic rigor and practical relevance in advancing sustainable education practices that nurture cognitive, emotional, and ethical competencies in students.

## APPENDIX. CALL FOR CASES QUESTIONS

### Global Call for IDG-cases in Higher Education

**Submission of Author Details and Abstract Outlining the Chapter (~500 words):**

**Deadline:** October 30th, 2024

**Review of Submissions:** November 1st, 2024

**Full Chapter (~4000-6000 words) Submission:** January 30th, 2025

**Peer Review for Chapters:** February 2025

### What to Submit Now:

This form outlines how you can apply the Inner Development Goals (IDGs) in your higher education context.

Dear Educator, Administrator, or Higher Education Professional,

We are inviting you to submit your case on how Inner Development Goals (IDGs) are being integrated into your Higher Education Institution and gather such cases globally.

If you are involved in implementing IDGs in your courses, disciplines, or extracurricular activities, we invite you to share your experiences, victories, and lessons learned. If not, please share this call for cases with those involved at universities around the world.

We want to map your input on a global scale for a broader understanding of how IDGs are shaping the educational landscape.

### What are Inner Development Goals (IDGs)?

IDGs are a set of goals aimed at fostering personal and collective growth by developing key skills and qualities designated by the IDG Framework and the use of IDG tools. They complement the Sustainable Development Goals (SDGs) by focusing on the inner capacities needed to address global challenges effectively.

**IDG Higher Education Circle**, Yuliya Shtaltovna and Vivianna Rodriguez Carreon

[Link to more details about the framework](#)

[LinkedIn Group for IDG in Higher Education](#)

### Personal Details:

- **Email:** (Required)
- **Name:** (Required)
- **Higher Education Institution (or a service provider to HE):** (Required)
- **Country:** (Required)
- **City:** (Required)

### In what capacity are you involved with implementing IDGs?

(Select all that apply)

- Course Design
- Teaching/Lecturing

- Curriculum Development
- Extracurricular Activities
- Administrative Planning

**Which IDGs have you integrated into your work?**

(Select all that apply)

- Being (e.g., Inner Compass, Integrity)
- Thinking (e.g., Critical Thinking, Perspective Skills)
- Relating (e.g., Empathy, Compassion)
- Collaborating (e.g., Communication Skills, Inclusivity)
- Acting (e.g., Courage, Resilience)
- The Whole IDG Framework
- IDG tools

**How have your Higher Education Institution integrated IDGs into educational practices?**

(Please describe specific methods, strategies, projects, labs, or activities.)

**Approximately how many students/staff have been impacted by your IDG initiatives? (Select one)**

- Less than 50
- 50-100
- 100-200
- More than 200

**What outcomes have you observed as a result of integrating IDGs?**

(Select all that apply)

- Improved student engagement in studying
- Enhanced skills and competencies
- Increased inner development among students
- Greater alignment with SDGs and activism

**Which specific examples or case studies demonstrating the impact of IDG integration would you want to share and write a Case about it to get it published in the IDG in Higher Education Casebook?**

(This is the abstract we ask you to keep under 500 words)

**Other Options:**

- Yes, I'll try my best (and maybe even invite co-authors from my institution)
- I will need to read more about the submission details
- I'm happy adding our project to a Global IDG HE Map without writing a case yet

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