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An Exploration of Skills and Competencies to Develop Tiny Tasks for a Sustainability Mindset

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An Exploration of Skills and Competencies
to Develop Tiny Tasks for a Sustainability Mindset

by

Migielia G.A. de Rooij

An Abstract of a Project

in

Creativity and Change Leadership

Submitted in Partial Fulfilment

of the Requirements

for the Degree of

Master of Science

May 2022

Buffalo State

State University of New York

Department of Creativity and Change Leadership

Abstract of Project

An Exploration of Skills and Competencies
to Develop Tiny Tasks for a Sustainability Mindset

The *Journal of Environmental Psychology* and *Human Ecology Review* have produced various articles about the relationship between values, environmental attitudes, happiness, and sustainable lifestyles. Research shows that a change of individual behaviors and lifestyles is generally considered to be of vital importance for making the transition to a sustainable society. This project explored the individual skills and competencies that are needed to develop a Sustainability Mindset, also referred to as the 12 Sustainability Principles in the book *The Sustainability Mindset Principles: A Guide to Developing a Mindset for a Better World* written by Isabel Rimanoczy in 2021. The first result of this exploration is a high-level resource guide for each principle. The second concrete result is a set of tiny tasks, short activities, and reflection exercises, that help others to better understand how they can embed sustainable behaviors into their daily lives, whether that is personal or work-related.

Keywords: sustainability, mindset, creativity, tiny tasks



Migielia G.A. de Rooij

May 19, 2022

Buffalo State
State University of New York
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Dr. Susan Keller Mathers
Associate Professor

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Migielia G.A. de Rooij
Student

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Acknowledgements

Firstly, I want to thank the Transformers, my original cohort members. We started the Creativity and Change Leadership program together in Den Bosch in the summer of 2018. Without their humor, crazy ideas, endless curiosity, and friendship throughout the first two years, I would never have made it this far.

Secondly, I want to thank my husband Michiel and my children Jasper, Caitlin and Lucy for their continuous support and understanding how important it was for me to finish what I had started and allowing me to take the time I needed to work on this final project without complaints, even though it meant I couldn't spend more time with them.

I want to acknowledge my manager Deon, who is been my number one supporter at work with regards to personal development and provided me with financial as well as motivational support whenever I needed a listening ear.

I also want to thank my colleagues Jan, Matt and Claire who knowingly and perhaps also unknowingly provided me with a lot of inspiration around the topic of sustainability and introduced me to a wonderful micro-learning experience program in Gnowbe through our Dare to Rise program in 2021.

My sincere appreciation to my wonderful Master Matties Hanneke and Jeanette, who were always available on WhatsApp and Zoom to share ideas, answer questions, listen to frustrations and celebrate personal breakthrough moments. Their creative endeavors pushed me to ask more of myself too.

Special thanks to Dr. Susan Keller Mathers for her genuine interest and curiosity in my master's project and the constructive feedback she has provided. I've really appreciated her continuous positive encouragement as an advisor throughout the past three years of my studies.

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SECTION ONE: BACKGROUND TO THE PROJECT

Purpose and Description

In the Creativity and Change Leadership master's course (CRS 625) I studied the relationship between sustainability and creativity. I was interested to better understand what motivates people to be more sustainable and found various articles in the *Journal of Environmental Psychology* and *Human Ecology Review* about the relationship between values, environmental attitudes, happiness, and sustainable lifestyles. The research showed that a change of individual behaviors and lifestyles is generally considered to be of vital importance for making the transition to a sustainable society (Hedlund-de Witt, et al., 2013). The purpose of this project is to identify key skills and competencies that are needed to develop a Sustainability Mindset and translate them into practical exercises that can be used by others. The steps of the Creative Problem Solving Thinking Skills Model (Puccio, et al., 2011) involved in this endeavor, are outlined next.

Assessing the Situation

The project consists of a more in-depth exploration of the key concepts that I've come across in my professional life as Design Thinking Facilitator, in my personal life and as a student at the Department of Creativity and Change Leadership, which I believe all connect to skills and competencies that are needed to develop a Sustainability mindset. These subjects are creative problem solving, systems thinking, futures thinking and emotional intelligence. While exploring the literature and looking up the definition of "Sustainability Mindset" online, I discovered the book *The Sustainability Mindset Principles: A Guide to Developing a Mindset for a Better World* (Rimanoczy, 2021), which reinforced my thinking, since ten of the twelve Mindset Principles the author mentions in her book are grouped around similar concepts.

Formulating Solutions

I wish to use this book as my guidance for the project and bring a few principles to life by translating the key learnings into manageable sized exercises and activities, which I'm referring to as "tiny tasks". This naming is inspired by the Tiny Tasks project of Hans Ruitenberg (2010) at the Delft Institute of Positive Design, which was presented to us in Den Bosch in the summer of 2018 during the Creative Problem Solving Course (CRS 559) and left a long-lasting impression on me. It also relates to the famous title of the book *Tiny Habits: Why Starting Small makes Lasting Change Easy* (Fogg, 2020), which I've also come across recently. I want to better understand how to apply this behavioral change concept to my daily life.

Exploring Ideas and Acceptance

In addition, I want to explore what is needed to build a digital coaching application to combine the tiny tasks into a coaching program that can be made available for others to use. Based on this knowledge, my plan is to build a low-fidelity prototype to test first exercises with a small group of users. My personal learning goal is to further develop my leadership discovery skills, in particular associating, which is described in the book *Creative Leadership: Skills that Drive Change* as the "ability to draw from different fields to connect seemingly unrelated questions, problems, or ideas" (Puccio, et al., 2011, p.34) and apply this to the topic of Sustainability, while at the same time improving my convergent thinking skills to help me focus on identifying the most promising options within the given project timeframe.

Many years ago, one of the teachers at my children's school mentioned that she taught the children comprehensive reading by letting them formulate questions in their mind before they started reading. While reading up on new literature and reviewing the course material from my previous courses to identify skills and competencies, I will use the following questions to guide my thinking: "How might I translate this particular piece of

theoretical knowledge into a practical exercise?” and “What might be all the ways to practice this myself?”.

Rationale for Selection

In my current role at my company, a large, global software solutions provider, I’m responsible for driving adoption of digital tools within our Presales organization. The main idea is that we must work smarter not harder, for example by sharing our professional expertise through re-usable video assets. This way, our experts can become multipliers by enabling our field and customers to consume that knowledge when and where needed, while they have more time left to focus on the real moments that matter in the sales process.

In my philosophy paper that I submitted for the Creativity and Change Leadership master’s course (CRS 635), I refer to the wish to “Be a Multiplier of Creative Change and multiply this human creative potential to solve the wicked societal and environmental challenges and change the world in a positive way” (De Rooij, 2019, p.2). I have a strong desire to use this Master’s project to create something tangible that will be useful for others. In other words, finding an answer to the question: “How might I be able to bring everything together that I’ve learned so far in a holistic approach and package it up for consumption?” The broader project vision of “Developing a Sustainable Mindset” in combination with the more focused activities around “Defining Tiny Tasks” and the aim to build this into a digital coaching app, hopefully will provide me with a way to do this.

While working on this project, I’m also looking forward to learning more about coaching and how I can help others to increase their intrinsic motivation to become more sustainable and creative. These insights will not only be useful in my professional role as change agent and mentor, but also for me personally. Due to the recent pandemic and the many changes that it has brought to the way we work and live, it has been harder for me to be intrinsically motivated and engage in creative activities.

SECTION TWO: PERTINENT LITERATURE

As mentioned in the description of my project, I wish to use the Sustainability Mindset book (Rimanoczy, 2021) as the main source to provide guidance for creating a high-level framework for my project vision of developing a Sustainability Mindset. The 12 principles which are divided into four main parts: Ecological Worldview; Systems Thinking; Emotional Intelligence and Spiritual Intelligence, were exactly what I was looking for. I've created an overview matrix in Excel, in which I provide a short summary of each of the 12 principles. This includes references to other sources, such as academic articles and videos, as well as some first hands-on activities, that the author has already outlined in the book. While studying the book in depth, I've started adding my personal insights and listing potential other sources for hands-on activities, such as creative thinking tools and mindfulness practices. My focus is on translating these activities into exercises that can be done individually, rather than would require a group of people to execute.

My original thought is to zoom in on two of the four Systems Thinking principles, which are described in the book as 1) Long-term thinking and 2) Both +and thinking and identify initial activities and tiny tasks for these. My main source of inspiration for long-term thinking is the book by Cecily Sommers called *Think Like a Futurist: Know what changes, what doesn't, and what's next* (Sommers, 2012). Other sources of inspiration will be drawn from my personal notes from the creative studies courses and an independent study in Applied Systems Thinking by David Peter Stroh and Michael Goodman at ISEE Systems (<https://www.iseesystems.com/store/training/systems-thinking-concepts/>). However, according to Rimanoczy, there are five principles that should not be left out while educating on the Sustainability Mindset. These principles are My Contribution, Reflection, Self-

awareness, Purpose and Mindfulness. Therefore, I will also consider these principles when designing exercises.

On changing behaviors, my main guidance will be the book *Tiny habits: Why starting small makes lasting change easy* (Fogg, 2020). In terms of the design and development of a digital application, I will investigate the coaching tool Quenza (<https://quenza.com/>) and the micro-learning platform Gnowbe (<https://gnowbe.com>). I have also started to use HabitBull (www.habitbull.com) to more systematically track new habits that I want to develop and measuring the impact of this on my overall mood and intrinsic motivation.

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SECTION THREE: PROCESS PLAN

Plan to Achieve my Goals and Outcomes

The first result of my work will be a high-level resource guide for each of the skills and competencies that are needed to develop a Sustainability Mindset, also referred to as the 12 Sustainability principles. The second concrete result of my work will be an overview of tiny tasks, short activities and exercises, that help others to better understand what a Sustainability mindset is and how they can embed it into their daily lives, whether that is personal or work-related.

Project Timeline

I realize that the time to do all the above is relatively short and will pass by quickly, I have therefore chosen to be quite specific in the numbers of hours that I'm planning to spend on the various activities. What I see myself doing over the next 2.5 months is:

February 14 – March 21st

- Read Sustainability Mindset book (4 hours)
- Read Think Like a Futurist book (12 hours)
- Start designing first draft of overview framework in Excel and start adding resources (6 hours – approximately 1 hour for each chapter/principle)
- Set up HabitBull app and start using to track my own new habits (1 hour/5 minutes daily)
- Reading up on creativity scholar articles (1 hour)
- Complete Sections 1-3 for submission on March 21st (8 hours/weekend)

March 22nd - March 31

- Continue designing the first draft of overview framework in Excel and start adding resources (6 hours - approximately 1 hour for each chapter/principle)
- Read Tiny Habits book (6 hours)

- Review coaching course examples, for example the SheMasterplan program developed by SheConsult (www.sheconsult.nl) in 2020 (2 hours)
- Review Search Inside Yourself program (<https://siyli.org/>) (4 hours/weekend)
- Explore what is needed to build a first version of a digital tool – read up on website information, download free trial version (4 hours/weekend)

April 1 – April 15

- Review system thinking/futures thinking literature (8 hours)
- Identify content to develop first activities and exercises (8 hours/weekend)
- Create a minimal viable product (MVP) version of the tiny tasks (min 15 – max 30) – initial format can be low fidelity, for example in PowerPoint or Mentimeter (16 hours/weekend)
- Invite others to test and provide feedback (2 hours for briefing & debriefing sessions)

April 16 – April 30

- Complete sections 4-6 for submission on April 18th
- Complete Master's project activities

May 1 – May 19

- Complete final document for submission on May 2nd
- Submission of document to Digital Commons on May 9th
- Prepare Project Presentation to present on May 19th (7 minutes/ 3 visuals)

Evaluation Plan

I will consider myself successful if

- I'm able to take at least three insights from reading the Sustainability Mindset book (Rimanoczy, 2021) and share them with my Sustainability colleagues in SAP.

- I'm able to create a draft version matrix, which has at least one key resource for further investigation per principle. I will use my fellow student sparring partners Hanneke and Jeannette as sounding board early April to validate this matrix.
- I can proudly say that I've read all the literature that I'm intending to read to guide my thinking, in particular the Futures Thinking book and the book on behavioral change and have explored the 2 digital tools in more depth. To be able to measure this, I intend to create a 1-page summary slide in PowerPoint for the above, which contains my key insights and is intended for future personal reference.
- I'm able to identify 5-10 tiny tasks that can be tried out and tested.
- I'm able to find a way to measure my intrinsic motivation while keeping track of my own habits. To make this more tangible, I want to try to keep track of "how do I feel" moments (to determine whether this will be daily/weekly and number of times) and measure actual number of 'productive hours' per day.

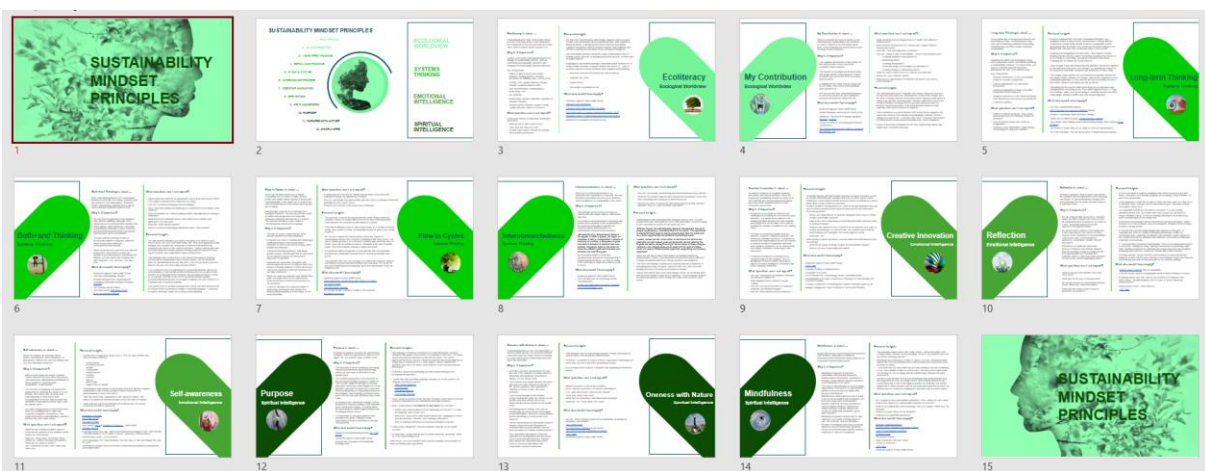
SECTION FOUR: OUTCOMES

Sustainability Mindset Resource Guide

My objective was to create a high-level resource guide for each of the skills and competencies that are needed to develop a Sustainability Mindset. I've been able to create this in the format of a PowerPoint deck as shown in Figure 1.

Figure 1

Sustainability Mindset Resource Guide



Note: Screenshot of PowerPoint deck created by Migielia de Rooij in slide sorter mode

The guide consists of twelve one-page overviews and provides me with a summary of the definition and importance of each principle as described by the author, as well as my personal interpretation and insights. The last section on each slide contains links for further exploration on the topic. Figure 2 provides as an example of what a one-page overview looks like in detail.

In addition, I've created photo icons for each principle to support my personal need to visually express myself as shown in Figure 3. All images used in the guide and shared in this paper are legally purchased from royalty-free stock content. The respective licenses in Appendix A (www.dreamstime.com) and Appendix B (www.iStockPhoto.com) allow me to use the images for an unlimited number of copies, printed and/or electronic. I have also used

these icons in the design of the exercise slides. An example will be shown in Figure 7 later in this section.

Figure 2

Sustainability Mindset Principle One-Page Overview

Ecoliteracy about ...

Understanding the state of the planet allows us to be more fully aware of the challenges, the complexity of how they are linked to each other, and to explore what it means to us.

Why is it important?

It plays a role in the motivational impulses to engage in sustainability actions, such as correcting 'unsustainable' practices and stopping environmentally harmful behaviors.

Key components:

- Water: health of rivers and oceans, pollution, melting glaciers, drought, decreases in drinking water, sea level rise
- Energy: CO2, global warming, climate change, weather-related events
- Soil: desertification, contamination, biodiversity, loss
- Air: pollution
- Biodiversity: species extinction, depletion of natural resources
- Social Aspects: inequity, hunger, health, conflict and war, waste of resources

What questions can I ask myself?

Read news articles on planetary challenges and reflect:

- What do these facts mean to me?
- How does this make me feel?
- In what ways could I convert the feelings into proactive behaviors?

Personal Insights

- We have the misconception that change happens when you give people more information about a particular topic. With regards to global problems, learning should not be limited to just giving cognitive information without emotion content. Both cognitive and affective learning are important for an ecological intelligence.
- Any information provided should be made contextual in terms of making it place -specific or industry/profession specific, so that it has an higher impact.
- Engaging in experiential learning is important which reminds me of doing design research. A typical "Walk in the shoes of..." type of exercise improves social sensitivity and empathic understanding.
 - interview someone affected by the circumstances
 - organize site visits
 - watch videos
 - use images in addition to text

What else could I learn/apply?

- Academic papers Folder (SMP Book)
- [Climate Fresk Workshop](#)
- [Climate Fresk Cards & Mural templates](#)
- [The Field Guide to Human Centered Design by IDEO](#)
- [Collective Action Toolkit Social Impact by Eron Design](#)
- Mindtools Presentation Hóvels/De Rooij

Ecoliteracy Ecological Worldview

Note: Screenshot of PowerPoint slide created by Migielia de Rooij

Figure 3

Sustainability Mindset Icons

Sustainability Mindset Principles

Icons created by Mieke de Rooij

ECOLOGICAL WORLDVIEW

- Ecoliteracy
- My Contribution

SYSTEMS THINKING

- Long-term thinking
- Both hand thinking
- Flow in Cycles
- Inter connectedness

EMOTIONAL INTELLIGENCE

- Reflection
- Creative Innovation
- Self Awareness

SPIRITUAL INTELLIGENCE

- Purpose
- Oneness with Nature
- Mindfulness

Note: Screenshot of PowerPoint slide created by Migielia de Rooij.

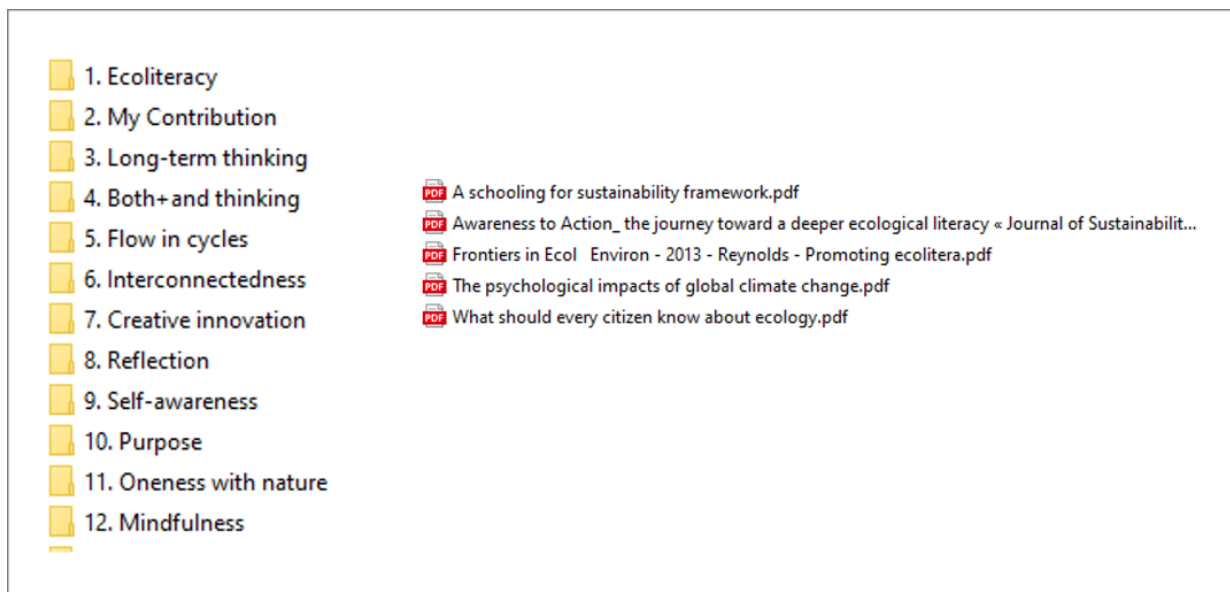
Sustainability Mindset Repositories

My desire for this master's project was to create something tangible that will be useful for others. I've created three more deliverables to package up some of the knowledge that I've gained throughout my learning journey.

1) Academic Papers Folder – I've uploaded a selection of the academic papers that were listed at the end of each chapter in the Sustainability Mindset book in this folder and sorted them per Sustainability Principle as depicted in Figure 4. The selection is based on personal curiosity and interest. By storing it this way, I'll be able to easily find it again when I want to continue my learning journey in the future. Any additional material related to the links I've shared in the Sustainability Mindset Resource Guide is also stored here.

Figure 4

Academic Papers Folder



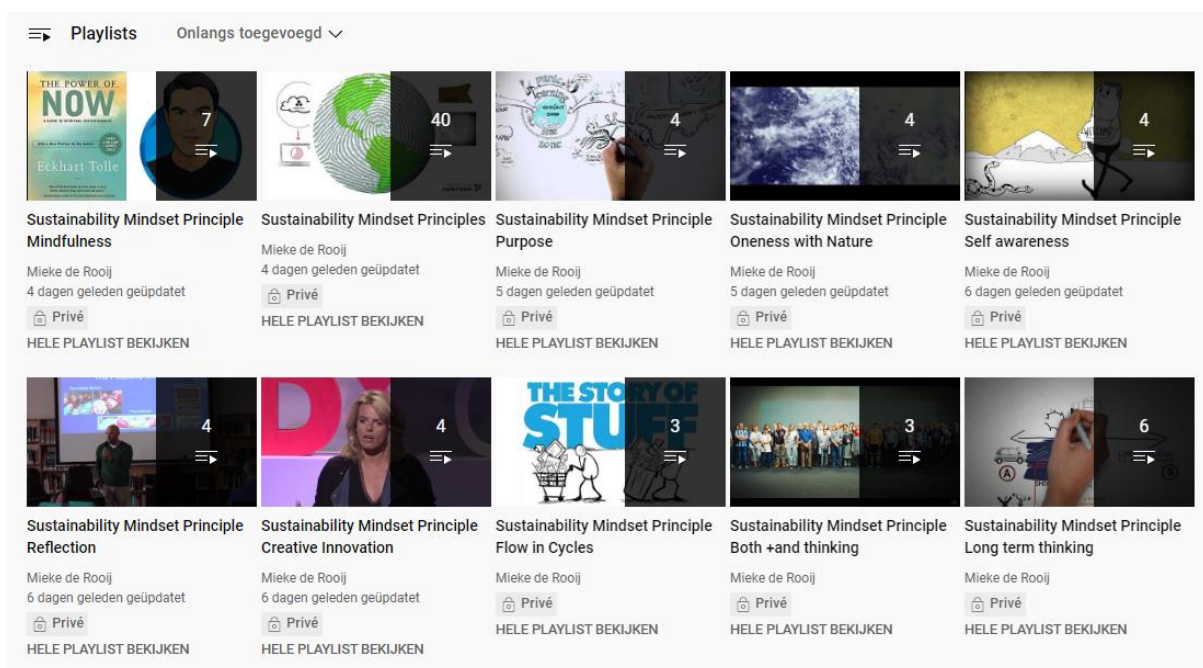
Note. Screenshot of the File Explorer of Migielia de Rooij.

2) Sustainability Mindset Video Playlists – The author also identified a rich collection of TED Talks and other interesting video content. Rather than list these as links in the Sustainability Mindset Resource Guide, I felt it would be more useful to build a list of video assets in YouTube instead. One limitation is that you can only use one-level in setting up the

playlist, unlike a folder structure, in which you can identify multiple sub-levels. This means that it is not possible to sort or select the videos based on Sustainability Principle. Therefore, I created separate playlists for those principles that had a lot of video content, so that it is still possible to relate the video content back to a specific principle. An overview of these playlists is provided in Figure 5.

Figure 5

Sustainability Mindset Video Playlists

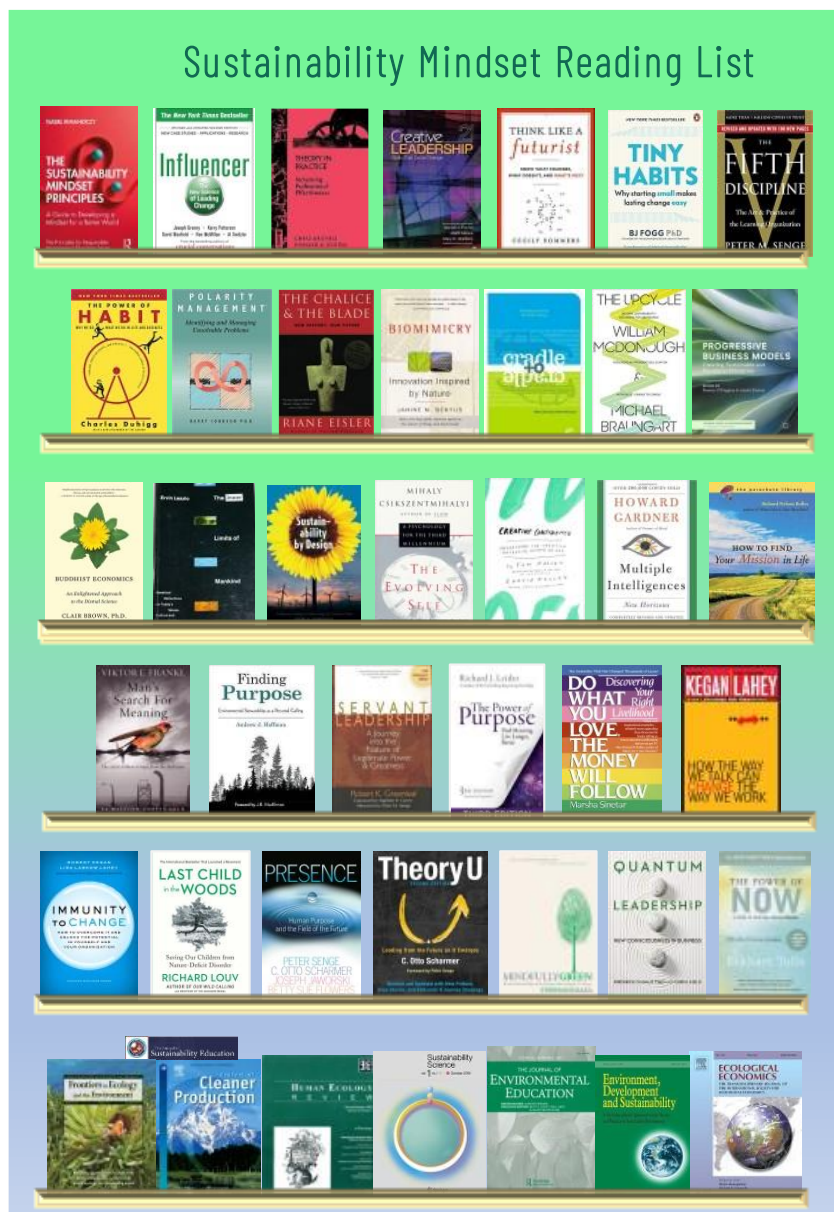


Note. Screenshot of the YouTube Library of Migielia de Rooij.

3) Sustainability Mindset Reading List - I've designed a digital bookcase with images of all the relevant book titles and journals in PowerPoint and exported this to a PDF file of which you see a screenshot in Figure 6. When you click on the book covers (in the PDF version), a link will take you directly to the respective book in the Amazon store. Similarly, the journal covers are linked to their publishers' websites.

Figure 6

Sustainability Mindset Reading List



Note: Screenshot of the PowerPoint slide created by Migielia de Rooij

Sustainability Mindset Exercises

Another objective for this project was to bring a few principles to life by translating the key learnings into manageable sized exercises and activities, which I referred to in Section One as “tiny tasks”. Since the Sustainability Mindset Principles book (Rimanoczy, 2021) was written for educators, the author concluded every chapter with suggestions for exercises to try out.

This in combination with the self-awareness questions and tips in the “Preparing yourself for the task” paragraph in each chapter and pre-defined activities from the Quenza library (www.quenza.com), has helped me to identify 20 different exercises which I’ve listed in Table 1. I’ve also created a detailed slide for each exercise in PowerPoint which is shown in Figure 7. Each task can be done individually, albeit that they are not as “tiny” as I had originally intended. Several exercises are experiential and suggest that you spend at least 45-60 minutes on “doing”. In addition, I also created the five activities shown in Figure 8 in the Quenza Activity builder. Images are licensed from Dreamstime.com, see proof of license in Appendix A. Figure 9 shows a detailed example of an exercise.

Table 1

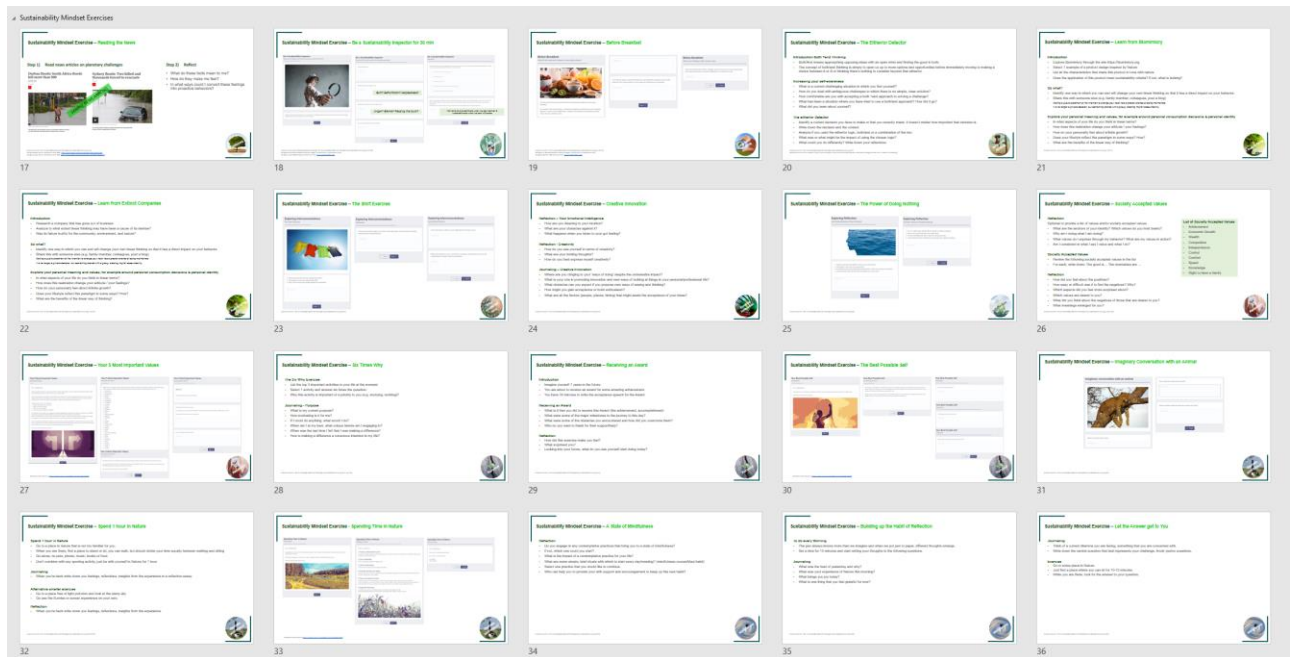
Overview Sustainability Mindset Exercises

#	Title Sustainability Mindset Exercise	Related Sustainability Principle
1	Reading the News	Ecoliteracy
2	Be a Sustainability Inspector for 30 min	My Contribution
3	Before Breakfast	Long-term Thinking
4	The Either/or Detector	Both +and Thinking
5	Learn from Biomimicry	Flow in Cycles
6	Learn from Extinct Companies	Flow in Cycles
7	The Shirt Exercise	Interconnectedness
8	Emotional Intelligence & Creativity	Creative Innovation
9	The Power of Doing Nothing	Reflection
10	Socially Accepted Values	Self-Awareness
11	Your Five Most Important Values	Self-Awareness
12	Six Times Why	Purpose
13	Receiving an Award	Purpose
14	The Best Possible Self	Purpose
15	Imaginary conversation with an Animal	Oneness with Nature
16	Spend 1 hour in Nature	Oneness with Nature
17	Spending Time in Nature	Oneness with Nature
18	A State of Mindfulness	Mindfulness
19	Building up the Habit of Reflection	Mindfulness
20	Let the Answer get to You	Mindfulness

Note. Table is created by Migielia de Rooij. The exercises in this table are mentioned in the book *The Sustainability Mindset Principles* (Rimanoczy, 2021) except for exercises 11, 14 and 17 which were found in the Quenza Activity Library.

Figure 7

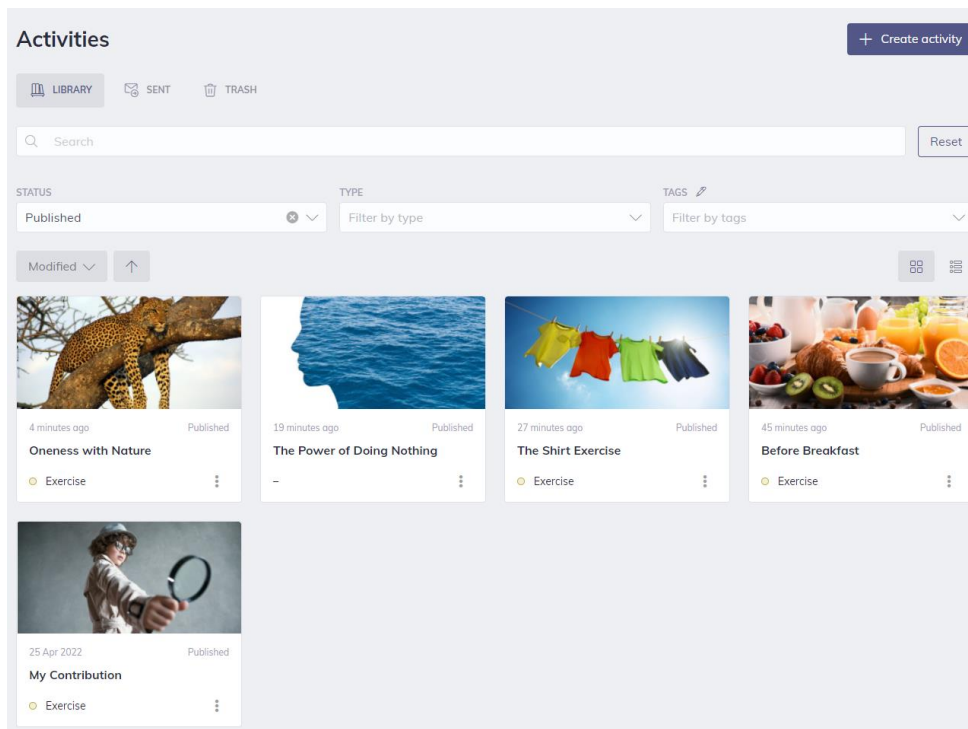
Detailed Sustainability Mindset Exercises



Note: Screenshot of PowerPoint deck created by Migielia de Rooij in slide sorter mode

Figure 8

Activity Overview in Quenza




Note: Screenshot of the Activity Overview of Migielia de Rooij in Quenza. Images are licensed from Dresmastime.com (see, Appendix A)

Figure 9

Example of a Detailed Sustainability Mindset Activity in Quenza

Before Breakfast

What's the long-term impact of my daily actions?



List the activities that you performed this morning between getting up and eating breakfast.

For example: I did some stretches. I walked to the kitchen and fed the cat and cleaned its litter box. I turned on the coffeemaker. I walked to the bathroom and brushed my teeth, took a shower, washed my hair.

Write here

From this list, select one automatic behavior and explore the long-term impact of this behavior, be it a good impact or not-so-good one. Write down your findings.

Write here

Next >

Before Breakfast

Share your findings with someone else

Share your findings with a friend, colleague, partner. Discuss how we are ignoring long-term impacts and what you would do differently if we had those in mind.

Write here

< Back
✓ Finish

Note. Screenshots of the Activity Preview Mode in Quenza. The exercise is designed by Migielia de Rooij and modified from The Sustainability Mindset Principles book by Isabel Rimanoczy (pp. 60-61). Image licensed from Dreamstime.com (see, Appendix A).

SECTION FIVE: KEY LEARNINGS

Intrinsic Motivation

In my evaluation plan in Section Three, I stated that I will consider myself successful if I'm able to find a way to measure my intrinsic motivation while keeping track of my own habits.

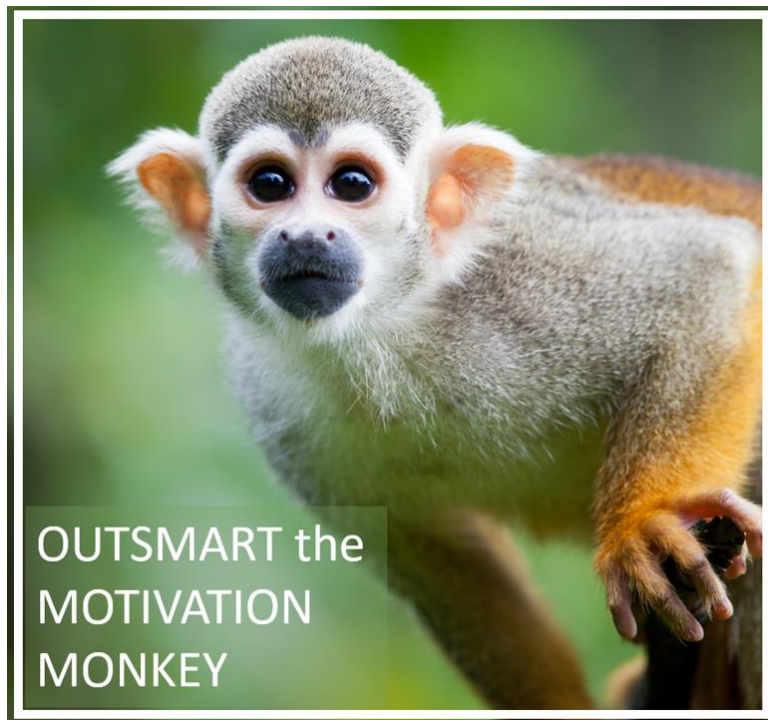
At the start of the project, I downloaded HabitBull (www.habitbull.com) apparently THE app for making new habits stick. This worked well for me for about one week, then I started to travel, couldn't keep to my daily routine and after two more weeks, I lost interest in keeping track. In parallel, I had also tried to find a way to keep track of my feelings but felt this was even harder to do, requiring even more effort, not only to put words to my feelings, but also to remember to write these feeling down throughout the course of the day.

Only when I started to read the Tiny Habits book (Fogg, 2020), I found the one habit that helped with my intrinsic motivation and improved my "productivity". The habit is called the Maui Habit (Fogg, 2020, p.6) and is a simple, yet very effective habit. The only thing I do before getting out of bed is to tell myself "Today is going to be a great day", which I've been able to do for three weeks straight already and seems to help me to stay focused and productive throughout the day.

The most powerful learning that I gained during this master's project is also related to this book, which is described by B.J. Fogg as the Motivation Monkey "The Motivation Monkey tricks us into setting unreasonable goals. He can sometimes help us reach amazing heights, but he will often abandon us when we need him most" (Fogg, 2020, p. 37). I want to really remind myself of this monkey, hence I've added this visually in Figure 10.

Figure 10

Outsmart the Motivation Monkey



Note. Image is licensed from Dreamstime.com (see, Appendix A) and modified with text by Migielia de Rooij

Reading about the Motivation Monkey made me understand why it had been so hard for me to:

1) *Start with the master's project course.* My motivation to do the Creativity and Change Leadership Program was very high when I started out in 2018 and throughout the first 1.5 years of the program when we were on the journey together as fellow Transformers, but it had ebbed away little by little over the past two years. And although I did complete two elective courses last year, I guess that both were within a short enough timeframe to be able to 'ride' on my renewed burst of motivation.

2) *Make progress with the project within the set times that I had defined for each activity.*

Initially I believed that it was a matter of being too ambitious, but I also realized that at some moments my motivation would be very high, and I would get things accomplished, for example reading the books while I was traveling or writing the papers that were due for the

Associate Professor, but that at other moments I would be able to complete everything else on my to-do list except studying.

After reading Chapter 2 in the Tiny Habits book (Fogg, 2020), I was able to recognize that relying on motivation only, is not a very sustainable option for working on creative projects or changing behavior for that matter. For the simple reason that it fluctuates too much. I also realized why some of the successful writers such as Jeffrey Archer A.F.Th. van der Heijden, have such a structured daily writing schedule. Even while they don't have inspiration, they have made it a habit to write every single day.

With willpower decreasing from morning to evening (Fogg, 2020, p. 48) I also realized that this was the reason that after a full working day, I didn't have the 'energy' to sit behind my computer again to study. However, rather than beating myself up for not being able to study as structured as I would have liked, I felt grateful for the deadlines set in the Course Outline, which helped me to progress the work that needed to be done.

In summary, when embarking on a new creative project in the future I intent to

- Ride the motivation wave if the project can be done in less than one day
- Cut up the project in piecemeal activities of maximum one day effort, if the project is bigger
- Identify tiny habits beforehand that can support the creative aspiration and goals
- Write down my "why" and the "how does it make me feel" and keep it as a visible reminder in my place of creative work.

Minimal Viable Product

The next learning is related to another objective in my evaluation plan: *“I will consider myself successful if I’m able to create a draft version matrix, which has at least one key resource for further investigation per principle. I will use my fellow student sparring partners Hanneke and Jeannette as sounding board early April to validate this matrix.”*

The first two months of my project, I had focused on reading the three main books I wanted to read and summarizing the Sustainability Mindset Principles in Excel. I was traveling a lot during this period, and this was the easiest for me to do while on a train, plane or in a hotel room making notes on my computer. Although my curiosity increased while doing this, I was frustrated as well because I wasn’t feeling very creative. Especially with regards to Excel, I felt that the matrix I was creating became more and more monstrous and wasn’t suitable at all to present to anyone (see Figure 11). It was too wordy and felt too restrictive in form.

Figure 11 *Monstruous Matrix*

Note: Screenshot of the Sustainability Mindset Principles Matrix created by Migielia de Rooij

So, one morning, I literally went back to the drawing board, took a Sharpie and a blank piece of paper, and started to redesign what a potential end deliverable could look like instead. Visualizing this helped me to come up with several additional deliverables as described in Section Four as well as some new ideas I could see myself working on next. While drawing I was reminded on how I used to ask the participants in my design thinking workshops to create storyboards or prototypes without trying to be perfect with their designs. I even had stated in my own plan, that I would be happy with a ‘Minimal Viable Product’. This helped me a lot to finding satisfaction with what I’ve created so far. Although not complete, it has enough potential to build on and has made the time spent on this worthwhile.

Reflective Thinking

My third learning is related to the objective that I can proudly say that I’ve read all the literature that I’m intending to read to guide my thinking, in particular the Futures Thinking book (Sommers, 2012) and the book on Behavioral Change (Fogg, 2020). This objective is also linked to what is referred to as Reflection in Chapter 9 of the Sustainability Mindset Principles book (Rimoanoczy, 2021). I prefer to call it reflective thinking in this context.

On the one hand, it sounded so easy to create a summary of the books I was reading, but I realized to really understand and more importantly to be able to apply the content, it takes a lot of time. The first time reading the Sustainability Mindset Principles book (Rimoanoczy, 2021) took only about three hours to complete. Next, I spent 1-2 hours on each principle to create a summary in Excel. This summary was a combination of literally copying some parts from the book as well as reflecting on what other knowledge would be useful and adding this to the matrix. Finally, I spent at least another 1-2 hours per principle to create a one-page overview that made sense to me and felt comfortable enough about to share with others.

Even if my willpower would have stayed high throughout the weekdays, I would still have found it very difficult to complete this work, due to the nature of the task. Deep thinking or reflective thinking seemed to be only possible when I had a longer stretch of time without distractions from work or private life, which mostly happened on a Saturday or Sunday. Although, I can proudly state that I've been able to read the other two books on my list, I feel that it will be helpful in the future to make a more deliberate effort to summarize the content and my reflective thinking into a structured manner, for example in the way we were asked to do a creative book review in the Creative Course Current Issues in Creativity.

I've been seriously considering whether I should buy a "reMarkable", a tablet that feels like paper and is able to digitize your handwritten notes (www.remarkable.com). This might make it easier to do reflection while on the road and avoid duplicity of work while still relying on the hand/body connection to learn. Due to the high costs (around €1,000 if you include all accessories) and the sustainability mindset consideration (do I really need another gadget now?), I've postponed my decision for now.

Sustainability Mindset Insights

The learnings in this paragraph are related to my objective in Section Three: *"I consider myself successful if I'm able to take at least three insights from reading the Sustainability Mindset book and share them with my Sustainability colleagues in SAP."*

When hosting a panel discussion with two customer sustainability officers for an internal learning event early March, I was able to weave two important insights from the book into our conversation and are highlighted in Figure 12.

Figure 12*Draft Script - Panel Discussion*

Mieke: *“In a study by Isabel Rimanoczy, author of the book “The Sustainability Mindset Principles”, she explored the motivations of business leaders who champion sustainability initiatives in their organizations. **Their mindset shifted significantly when they realized that they were part of the problem and understood how they were contributing to it.** She refers to it as the principle of “My contribution”. Another important principle she mentions in the book is Purpose. [Name of Sustainability Officer], can you elaborate more on what significant mindset changes your company has made with regards to sustainability and how this relates to the company’s mission.”*

Mieke: *“4 out of the 12 Sustainability Mindset principles, Rimanoczy mentions in her book, refer to Systems Thinking, for example **how all our actions have consequences that are not immediately visible and that everything is connected.** How do your respective companies incorporate this long-term thinking and interconnectedness in the way you run your business today?”*

Note: Screenshot of the Panel Discussion script written by Migielia de Rooij

Another insight is related to the author's stressed *importance on emotion and experiential learning*. This resonated well with me and what I consider the link to Creative Leadership. To create a Sustainability Mindset, there seems to be a strong need for the affective skills of Mindfulness (Principle number 12: Mindfulness), Dreaming (Principles number 3: Long term thinking) and Sensing Gaps (Principle 2: My Contribution & Principle number 10: Purpose) as described in the Creative Problem Solving model (Puccio et al., 2011, p. 71). Perhaps less strong, but still very valuable affective skills would be those of Playfulness (Principle 7: Creative Innovation & Principle 11: Oneness with Nature) and Avoiding Premature Closure (Principle 4: Both +and Thinking & Principle 8: Reflection).

Digital Coaching App Experience

As I described at the beginning of this paper in Section One, I also wanted to explore what is needed to build a digital coaching application to combine tiny tasks into a coaching program. For only one dollar, I signed up for a 30-day trial period with Quenza App™ (www.quenza.com), one of the best life coaching platforms in 2022 according to Jeremy Sutton (2021) on Positive Psychology (www.positivepsychology.com) to test whether this tool would be suitable in the context of building a Sustainability mindset.

The application is extremely user-friendly and doesn't require any training or enablement. What I liked most was the powerful Activity builder described in Figure 11. In just a matter of a minutes I was able to model one of the Sustainability Mindset exercises into an online activity. The platform also offers several expansions that you can add to your personal library, such as exercises, reflections, meditation, assessments, worksheets and other lessons and instructions (see Figure 13).

Figure 13*Coaching Activity Builder in Quenza App™*

CREATE

Drag and drop your own activities with the activity builder.

Whether it's exercises, homework assignments, assessments, or online learning, you can easily create stunning activities for your clients and save them to your personal library.

Note. Screenshot public website www.quenza.com

Figure 14*Selecting Pre-build Activities in Quenza App™*

CHOOSE

Select premade, science-based activities and pathways from the expansion library.

No time to build your own activities? No problem. We have an extensive library of science-based activities and pathways that practitioners love using with their clients.

Start Trial
1 month for \$1

Note. Screenshot public website www.quenza.com

Along my learning journey of the Sustainability Mindset, I felt that my Sustainability colleagues in SAP would probably already be very familiar with many of the insights I gained. They embarked on their journey more than a year ago and started to apply a lot of these principles already in the field. Still, it was very useful for me to internalize these concepts myself while using the Sustainability Mindset framework by Rimanoczy (2021). I also believe that I can still bring value by sharing the exercises as mentioned in Table 1 with them. More specifically, the exercises “Reading the News”, “Before Breakfast”, “Be a Sustainability Inspector for 30 minutes” and “The Shirt Exercise” could be built into sensitizers, short assignments that can be given to workshop participants beforehand.

Although using the activity builder in Quenza App™ for this would have been great, the disadvantage of the tool is that you must individually sign up every person as a “client” and the receiver needs to subsequently sign up for the application separately before he/she can access the activity. Hence in the context of using it for a broader audience such as workshop participants, using this tool is not ideal.

SECTION SIX: CONCLUSION

What I know now about Creativity and Change Leadership is that the master's project brings all courses together. There were so many moments during my learning journey that I reflected on what we did in previous courses, which once again proved the value of the program to me.

What I See Myself Doing Next

- Test the activities listed in Table 1 with colleagues, family members and get more feedback on whether they work for them
- Create sensitizers of the exercises “Reading the News”, “Before Breakfast”, “Be a Sustainability Inspector for 30 minutes” and “The Shirt Exercise” for the Sustainability program at work
- Formalize Tiny Habits as a family activity in the fall, focus on establishing habits that support our individual and family life goals
- Watch the videos in the Sustainability Mindset Video Playlists and make it publicly available, potentially referring to it in a LinkedIn post.
- Share the Sustainability Mindset Reading List in Figure 6 with others and/or make it more publicly available by referring to it in a LinkedIn post.

What I Might Do in the Future ...

I might build a coaching program in Quenza, for example on developing a Sustainability Mindset or a broader purpose, that I can use with my mentees at work. I could also reach out to a friend/colleague who is a coach and see if she would be interested if we build a program together.

If my colleagues are interested to develop a Sustainability Mindset awareness program, we could develop this on the micro-learning platform Gnowbe (www.gnowbe.com) and test it with a team in our organization.

Gnowbe is a mobile microlearning platform, that helps you to easily build interactive microlearning courses. It fits the learn-by-doing model and combines theoretical knowledge, self-awareness questions and prescribed activities if they can be done individually. We used this in my company to stimulate the presales people to be better prepared and more creative in their customer engagements, content was created by our experts which was then translated in a 3-month program divided in 15 minutes learning, a total of 50 learning activities.

It has a great user interface on your mobile phone and is easy to use from anywhere, everywhere. The activities consist of reading, watching videos, reflecting and quick to-do activities, for example, taking a selfie, which can be shared with the community. It also has a dashboard which measure progress and allows you to download a pdf from website version with all filled in activities.

The entry costs are reasonable, however, for corporate programs the costs will be much higher for additional support with Mobile Instructional Design Service and other support services. I could potentially explore Microlearning Instructional Design courses (www.gnowbe.com) for myself and my team.

Since Isabel Rimanoczy is developing her own toolkit, as mentioned on her website (www.isabelrimanoczy.net), my suggested next step would be to reach out to her directly and propose to work on this pilot together.

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APPENDICES

APPENDIX A

Proof of License Dreamstime

Proof of License
 (accurate as of April 30, 2022)

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 1616 Westgate Circle
 Brentwood, TN 37027
 United States

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Locatie: Singapore, Netherlands ---
Adres: 226 Laurel Wood Avenue
Telefoon:

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	43950072	spa stones in garden with flow water	Romolo Tavani Dreamstime.com	04/24/2022 01:09 PM		Royalty Vrij
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APPENDIX B

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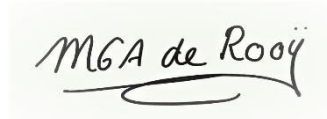
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I hereby grant permission to the International Center for Studies in Creativity at Buffalo State college permission to place a digital copy of this master's Project **An Exploration of Skills and Competencies to Develop Tiny Tasks for a Sustainability Mindset** as an online resource.

A handwritten signature in black ink on a light green rectangular background. The signature reads "MGA de Rooij" with a decorative flourish underneath.

Migielia de Rooij

May 19, 2022