

Values Impact Report 1 2025

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By Values 360 Ventures



Author in this edition

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Dr. Neil is well-known worldwide as an inspirational speaker, educator, broadcaster, TEDx presenter, author and social commentator. Dr. Neil is a Global Advocate for Ethical Leadership, Founder of the IVET Foundation and Values-based Education (VbE). Dr. Neil's wisdom is having a profound influence in society. Dr. Neil first gained international recognition when he was a Headteacher in Oxfordshire, UK. Here he worked with a school community to devise and implement a model of education, which would give pupils a transformational vocabulary, based on values such as respect, tolerance, humility and justice. The school community found that pupils were empowered to be self-leaders, with an active ethical compass that positively affected behaviour, their thinking and the quality of their schoolwork. The work also had a profound impact on the adults too.

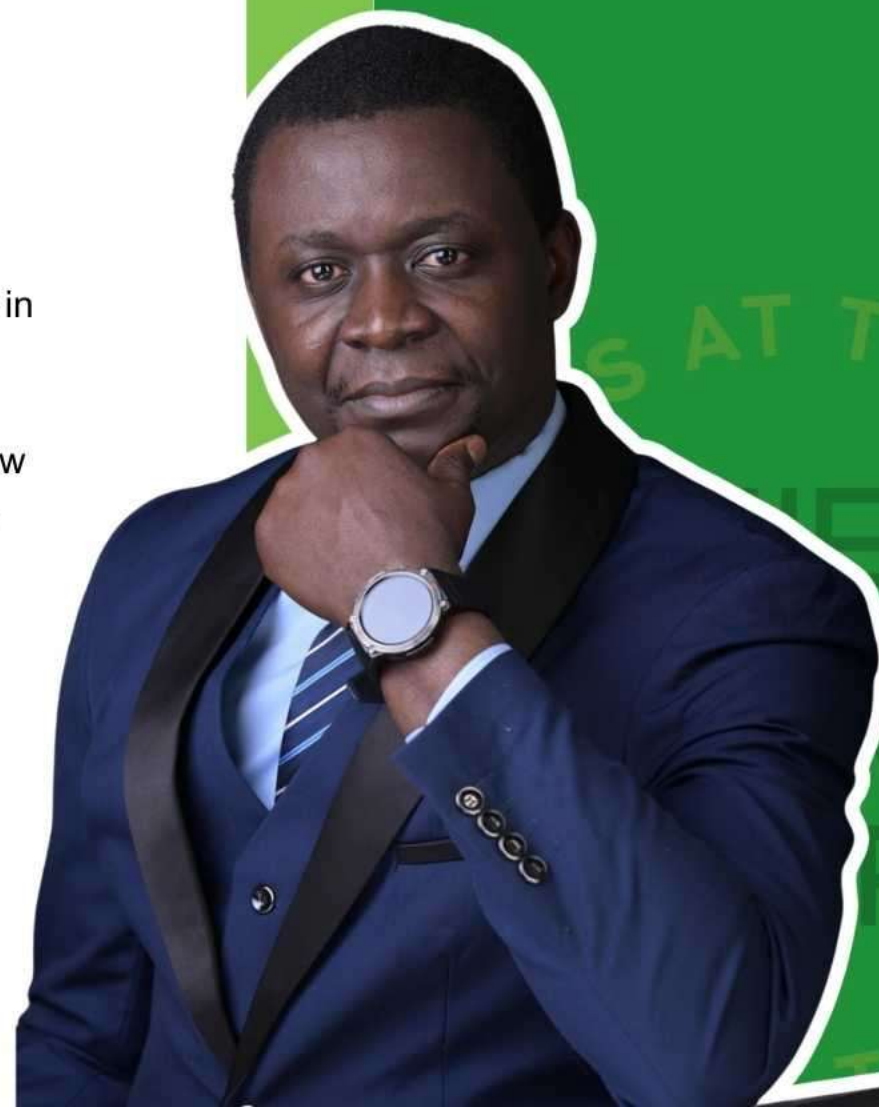
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Beyond academia, Dr. IWE is an entrepreneur and co-founder of Kusnap Africa Limited, Nigeria's leading online marketplace, facilitating trade for hundreds of thousands. His experience collaborating with global industry leaders, including executives in eCommerce and fintech, positions him as a strategic asset in technology and business development.



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Ms. Dragana is the founder of Coaching Drama™, a deeply integrative method created to help senior leaders and entrepreneurs not just grow—but truly transform.

Coaching Drama™ blends the power of executive coaching, psychodrama, bodywork, Transactional Analysis (TA), Organizational Transactional Analysis (OTA) and mentoring—to assist you to move from stress, self-doubt, or burnout into a place of clarity, confidence, and authentic leadership.



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Educational Impact

Dr. Neil Hawkes



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Educational Impact

This blueprint will help you introduce Values-based Education (VbE) into your school or other setting. It is written in the knowledge that the success of VbE is based on research evidence that confirms that students control of themselves, their behaviour and academic diligence will be enhanced, if they are in a learning environment that gives them access to, and the living of, an ethical/moral vocabulary, based on positive human values such as dignity, respect, compassion, justice and integrity (Hawkes, 2005, Lovat et al 2009). This means that when adults have introduced a community agreed set of values, they agree to model them to students who learn about them experientially. This blueprint provides the basic essential background knowledge of VbE, which I invite schools and other settings to implement. For a more comprehensive account please consult, 'From My Heart, transforming lives through values' (Hawkes, 2013) and 'The Inner Curriculum'(Hawkes,2018) Also, www.valuesbasededucation.com where there is comprehensive information and videos to use with your school community.

Aims of VbE

It is important to appreciate that the Valuing Philosophy of Education, expressed as Values-based Education (VbE) aims to underpin every aspect of the life and work of school communities, colleges, and other settings, including the home, so that they are authentically values-based. The term values-based implies that all aspects of life, both personal and professional, is founded on the way that positive human values are used as principles to guide our thinking and subsequent behaviour. This highly practical philosophy is transformational, in that it drives personal and cultural change, which is based on dignity, equity and respect for all. It is challenging, as it calls on us to ask what we can give to life, as opposed to what can we take from life? It promotes a way of being that values the self, others and the environment. VbE's impact is wide-ranging and comprehensive, as it develops an awareness of the importance of understanding the central role that values play in our lives. Learning about and living a normative set of values nurtures what I describe as ethical intelligence, which is the ability to ethically Self-regulate our behaviour. Other benefits include increased academic diligence; enhanced relational trust; the promotion of self, other and environmental awareness. It encourages communicative competence, gives us a moral compass and nurtures agency, which I describe as Self-leadership.

Self-Leadership is I believe, the amazing gift of VbE. The VbE school atmosphere nurtures this quality in students because it allows all to be their authentic Selves, free to express their true natural essence.



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In May 2023, I spoke at the United Nations in Geneva about Values-based Leadership being based on ethical Self-leadership, which is the overarching aspect of character that leaders at all levels in society need to have if our world is to flourish. I argued passionately that to solve the complex issues that humanity faces we need values-based leadership, grounded in ethics. Students in values-based schools begin the process of developing the capacity to be ethical leaders, by learning to ethically self-regulate their behaviour.

VbE is profound in its outcomes and should be adopted in all schools worldwide. However, it is still not adopted because of a lack of understanding about what constitutes quality education that is relevant for young people today. VbE requires enlightened, determined leadership and a consistent and agreed approach to humane teaching and learning by all staff.

Here is what the leader of a large group of values-based school says in the UK:

Values-based Education (VbE) provides a common language amongst pupils, staff and families in the White Horse Federation, allowing our values to positively drive behaviour to influence our relationships with others and ourselves.

The introduction of VbE has given schools in the WHF opportunity to reflect on the learning environment and to develop relationships, which frees up more time for effective teaching and learning. VbE has allowed schools to develop cohesive school communities, which has impacted positively on pupil progress and wellbeing.

All schools in The White Horse Federation are fully committed to a values-based approach.

Simon Cowley, Director of The White Horse Federation - Primary and Secondary Schools - Wiltshire, UK

VbE is a developmental process that connects with the positive intrinsic qualities of human beings and actively nurtures them. Research evidence from the work of Professor Mark Williams, the cognitive neuroscientist, supports this claim (Williams, M 2023).

VbE invites the individual to be aware of the potential power for good or ill of their inner world of thoughts and feelings; how the way that these are used affects our own general wellbeing, that of others and potentially the world. It sees the purpose of education as the flourishing of humanity. VbE is soundly based on international research, (Hawkes, 2005 and Lovat et al, 2009), which shows the positive effects on students, both socially and academically, when educators model and teach about universal, positive human values. The purpose of adopting the values philosophy is to inspire young people to live the values in their lives so that they develop positive character traits, becoming the best people that they can be actively demonstrating the values in their daily lives, thereby creating a sustainable world.





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Definitions defined

Values-based Education (VbE) occurs when universal, positive human values underpin everything a school or other organisation thinks about and does. Its aim is to develop humane self-leadership, founded on the capacity to inwardly reflect about our thoughts and consequent actions. It gives access to a universal values narrative, which helps individuals to live their lives altruistically and our world to be sustainable for the benefit of all.

VbE has Seven Core Components expressed in the acronym MIRACLE

M.I.R.A.C.L.E:

1. Authentic modelling by adults of positive values
2. The Inner Curriculum, creating awareness of our thoughts, feelings and emotions
3. Nurturing caring, respectful, inclusive relationships
4. The creation of a calm, purposeful and happy VbE atmosphere, both physical and emotional
5. The development of an explicit VbE curriculum and its links to the wider curriculum
6. The development of quality values-led leadership
7. The comprehensive development of an ethical vocabulary, which nurtures ethical intelligence and Self-leadership.

Values Education is any activity, which promotes the understanding and enactment of positive values, which develop the skills and positive character traits of adults and students, so they can live the values as contributing members of the community. It is considered as a very successful form of character education.

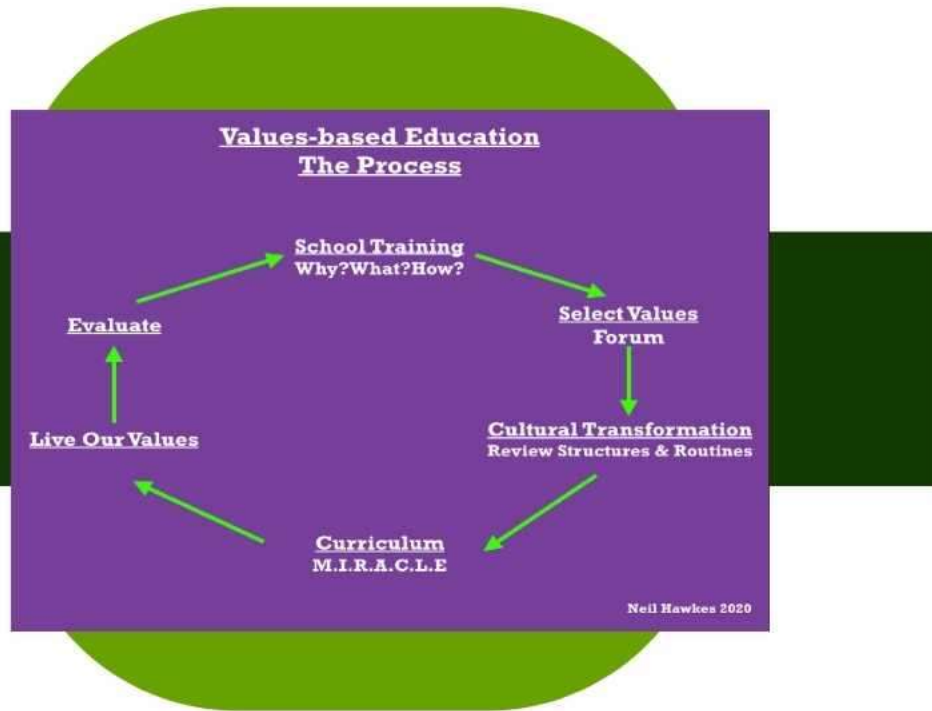
Values are the principles, fundamental convictions and standards that act as the general guides to our thinking and behaviour. They include Peace, Justice, Respect, Love, Integrity, Resilience, Patience, Happiness, Care, Trust, Honesty, Humility, Courage, Compassion, Tolerance and Hope.



Educational Impact

The Keys to Developing a Values-based School

The VbE Blueprint has become an inspiration for schools worldwide and is founded on the original highly successful innovative work at West Kidlington School in Oxfordshire, UK. The school was the first school that was explicitly values-based in the way this Guide describes. The process of developing a values-based school may be summarised as follows:





Educational Impact

I recommend that you follow these keys:

01

Why do you want to introduce VbE?

First, be clear about why you want to develop VbE in your school? It is imperative that the leadership of the school is fully committed to the development of a values-based school culture. Have you seen one, read about one, or considered the research evidence for introducing VbE?

Secondly, decide who will be the leader for its introduction. Or will a mixture of people take responsibility for VbE's development from both the school and community? Are you prepared to invest the necessary, time, energy and resources?

Next, think about timescale for implementation, success criteria, monitoring and evaluation. Help colleagues to realise that VbE is about school cultural transformation, challenging personal assumptions and mindsets about the nature of education and schooling?

Remember, it is important to audit how things are in your school at present. For instance, with their full agreement, audit the staff's personal values and their perception of current and desired values of the school. Think about your own values. Will the school's institutional values be in synergy with the values of staff members? It is vital that all members of staff agree to be the role models of the school's chosen values.

Lastly, ensure that you think about your current culture for teaching and learning; relationships; level of cooperation among staff; the level of cultural entropy (aspects of the school that work against it being values-based). Ask, how does our school currently impart values to pupils? What are these values? Are they taught implicitly or explicitly? What do we hope the benefits will be of being a values-based school?



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02 | Select your school's values

Ideally, the whole school community (staff, pupils, parents and community representatives) is involved in shaping a values-based education policy. A process of values understanding/identification takes place involving the school's community. A meeting/forum is set up to facilitate this process. The forum will propose that the school adopt universal, positive human values such as respect, honesty, justice, compassion, trust, equality, freedom and cooperation.

I suggest that the school's values are chosen through a careful process that involves thinking about what qualities (values) the school will encourage students to develop as their compass for life. During the selection process it is important that most people agree on the values chosen. This can be done by a simple show of hands for each of the proposed values. This will avoid a value being selected that could be considered as divisive.

The list of values suggested by the forum is then circulated to all parents and stakeholders for consultation and endorsement, so that everyone is aware of the values that have been proposed and general agreement achieved. This is the most effective way of engaging the community in the values process. In secondary schools it is imperative that students are actively involved in the selection process of values.





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03

Implementation of the school's values

Values-based Education develops what I have called ethical intelligence, which acts as the guide to the self-regulation of students' thinking and subsequent behaviour. This capacity is nurtured when young people are introduced to an ethical vocabulary, based on positive values words (e.g., respect, honesty and cooperation).

The implementation model that I recommend for Primary/Elementary Schools contains 22 values, introduced over a two-year cycle: one value being the focus for each month except in the long holiday break. Implicitly the school staff use these values words when talking with students and they model them. I believe that such a vocabulary, if adopted at national level, can be the basis of a transformational common universal narrative, bringing peace to the world. In secondary schools, which build on the work of their primary feeder schools, you may decide to have a fewer number of values but have supplementary values that are the focus for the development of character traits such as fairness, perseverance, altruism and integrity.

Students serving the school community on voluntary projects promotes opportunities for living the values and character traits. By the time students leave secondary school they will have developed what I term Personal Holistic Competence (PHC), which is the ability to deal with the complexity of life in an ethical and empathetic manner, whilst maintaining personal integrity and wellbeing. Students demonstrate that they have the capacity to be ethical leaders. I recommend that ethical leadership is central to your curriculum and be its main outcome. Our world desperately needs all of us to be ethical leaders if we are to solve the complex issues that face humanity.



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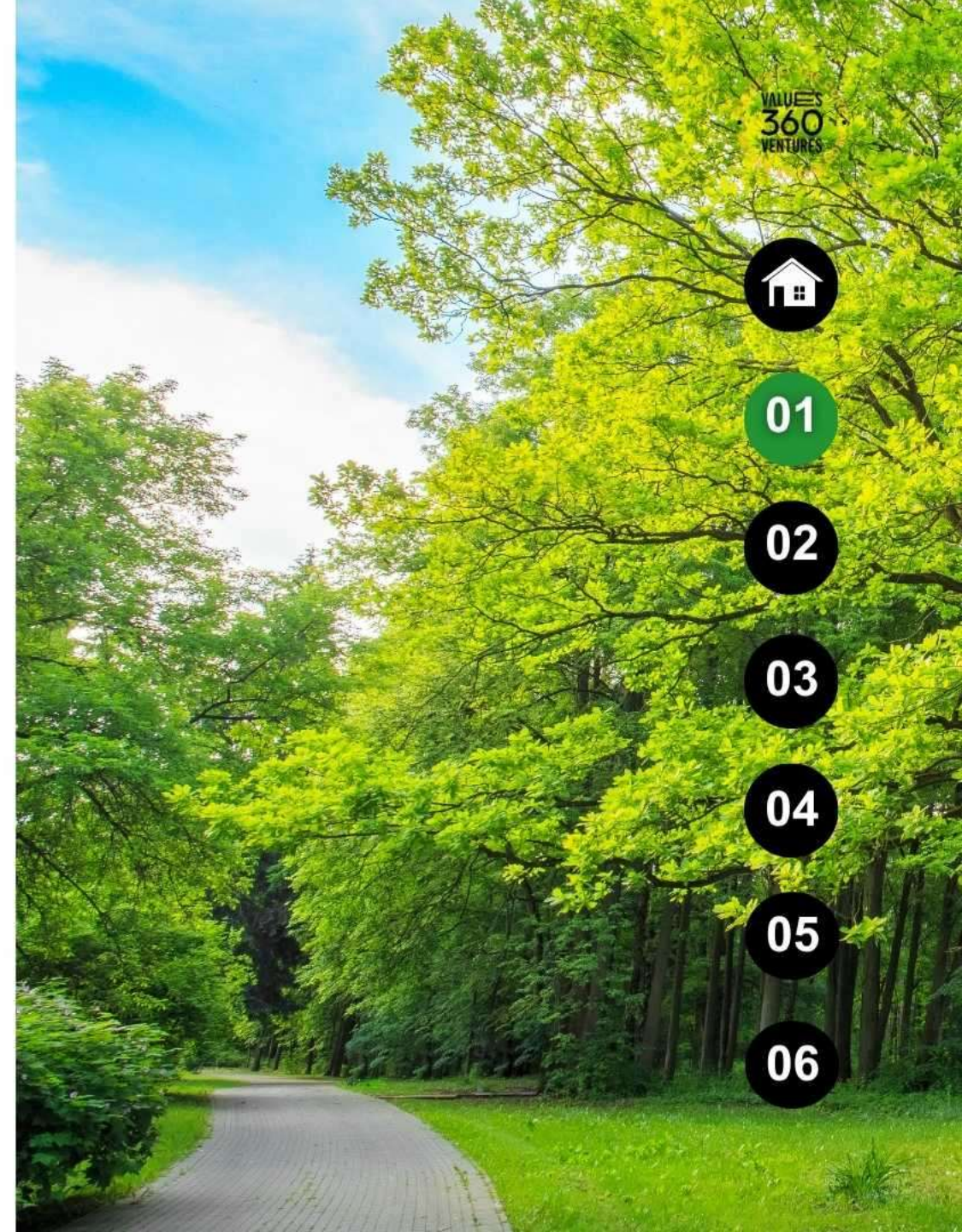
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Deciding Principles for Adults

In the light of the values identified, the school decides the principles that will guide the way adults behave. Elements will be discussed to determine these such as:

- How all adults will care for their wellbeing and mental health and be mutually supportive.
- How adults will be consistent in their behaviour, leading to consistency of behaviour between all members of staff (teaching and non-teaching) i.e. students will experience the same care and respect from all members of staff.
- The emotional, intellectual, physical, moral and spiritual needs of the students will be considered to ensure that the curriculum is holistic i.e. nurtures all aspects of the pupil
- The way pupils will be treated, in terms of the school's relational (behaviour) policy – sanctions and rewards.





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05

Role Models

Adults in the school must be willing to commit themselves to work towards being role models for Values-based Education. Its success, in terms of improved standards and school ethos, will only come about if the school Principal/Headteacher and all staff (teaching and support staff) understand that it is primarily through their behaviour, in modelling the values that sustainable improvements will develop in the school.

The adults therefore identify and agree positive behaviours that will model the values e.g. to remain calm when dealing with challenging student behaviour; to invest time in really getting to know their students; to helping students to sense and shape their future by finding meaning and purpose for what they do; all times being respectful.

Such an agreement may be recorded in job descriptions and form part of performance management.



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School Culture

The school's culture as expressed in routines and structures should be reviewed. For instance, considering how parents are welcomed, school signage, state of the buildings and grounds, cleanliness, sports days, concerts, parents' meetings, health matters, are reviewed to ensure consistency with the values-based education policy.

Be curious about why the school has particular ways of doing things? Are they still relevant? Are they consistent with the school's values?



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Reflection

The school considers how it will encourage the key skill of reflection (sitting silently and focusing mental energy) that nurtures greater self-regulation, emotional balance, better relationships, responding appropriately to others, which will lead to values-based behaviour.

Time needs to be devoted to understanding and training in this important skill, as in many schools it will be seen as something outside of the normal work of the school and only linked to faith communities.

I cannot over-emphasise the importance of this skill that has the backing of scientific research (see Dr. Dan Siegel's book, The Mindful Brain) as well as thousands of years of human wisdom.



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08 | Experiential Program

An experiential program is established for learning about values, which may include:

- Introducing and deepening the understanding of values in a program of well-planned assemblies (when the school or part of the school meet); one value being highlighted each month or other agreed period of time e.g. January= Respect; each class teacher (primary schools) preparing one values lesson each month; the value of the month being the subject of a prominent display in the school hall, reception area, Principal's/Headteacher's office and in each classroom; values being an integral part of tutor time, all subject lessons, and a specific area of the curriculum (secondary schools) lessons having a values focus as well as a learning intention.
- The language of values used implicitly in all lessons e.g. 'Well done, you showed great respect to each other.' 'Thank you for cooperating/caring/being tolerant' etc.
- Reflection should be a key component of lessons e.g. 'Let's have a minute of silence so that we can be fully present in our lesson' or 'Let's pause and check out in a few moments of silence what we are thinking and feeling in this lesson and what will make our learning more productive.' etc.
- I recommend that students understand the parts and main functions of their brains – age and stage appropriate. EG. Prefrontal cortex, limbic system.
- Pupils are encouraged to be involved in action teams, using a values perspective to consider school and community issues e.g. How can we improve our break time experience? What can we do to make our learning experience both pleasurable and effective so that we get the most out of school life? In what ways can we encourage our parents and community to be more involved in the life of the school? What can we advise the council to do about litter in the shopping centre?

Regular newsletters sent to parents, explaining what the value of the month is and how it can be developed at home.



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Integrate values across the curriculum

Aspects of the curriculum (everything that the school does) are identified that could make a specific contribution to VbE e.g. Philosophy for Children (P4C), Building Learning Power, Growth Mindset, Roots of Empathy, Enquiry-based projects, Outdoor Learning/ Forest Schools, Technology-Supported Learning, Service Learning, Sports Programmes, School Concerts/Shows and other events.

The range of skills, knowledge, attitudes and understanding to develop from VbE is identified. Of crucial importance is to ensure that the process of developing VbE is well planned (construct an action plan/road map) and that there is continuity and progression in the student's school experience, which is monitored, evaluated and celebrated to keep the process alive and constantly under review. Ensure that VbE is visible in all subjects and aspects of the curriculum. The school's values leader or a group of staff, which may include representatives of the student body and community, may lead this process.



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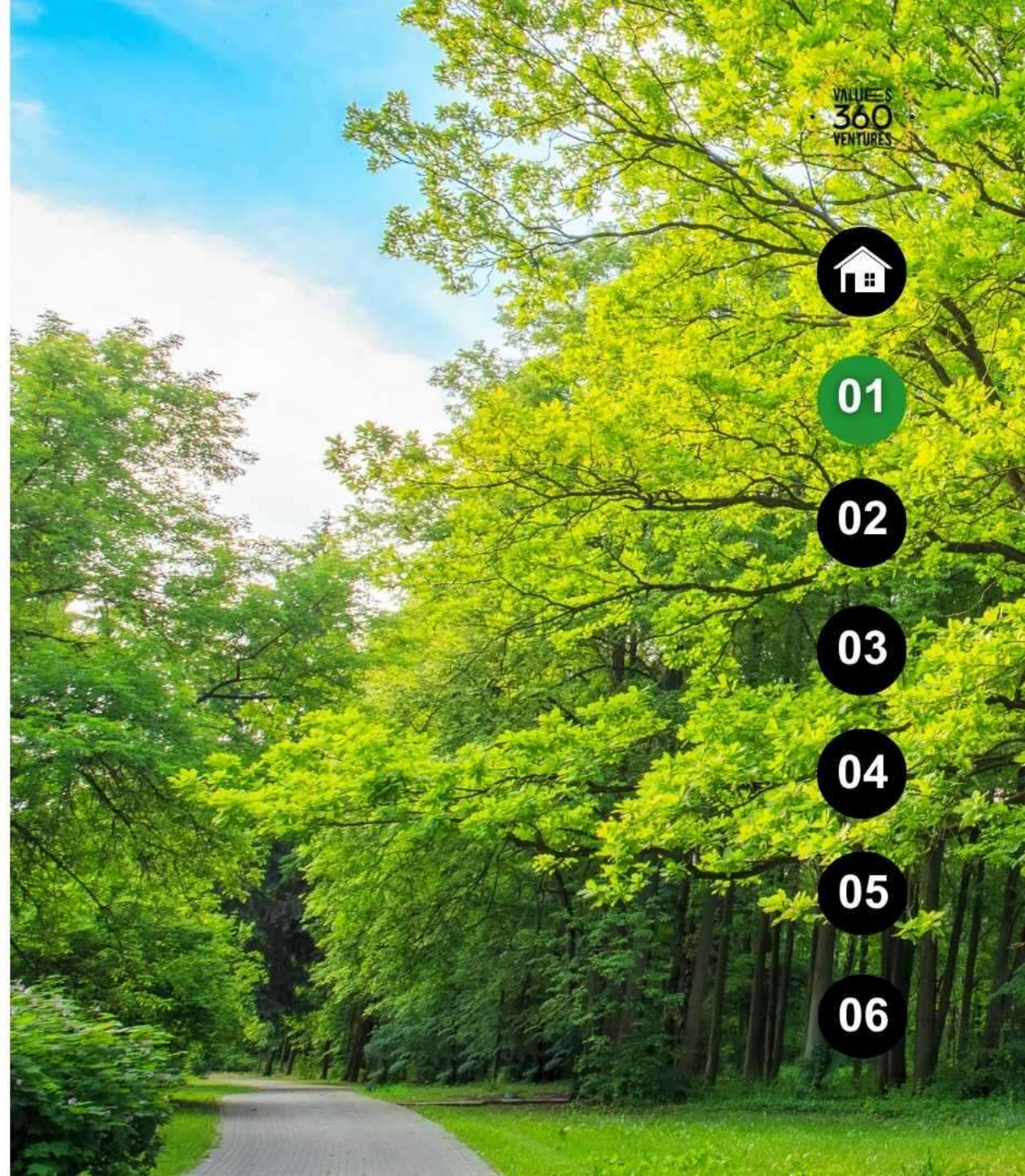
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Values Statement

The school agrees a Values Statement that may be prominently displayed in school and included in the school's prospectus/website. It considers working towards achieving the Values-based Education Quality Mark, or even the Enhanced Values-based Education Quality Mark.

Finally, the school community celebrates being a values-based school and continues a process of continuous school improvement.





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11

The Principal/Headteacher as a values-led leader

This section comes at the end of this Guide, as I believe that it is the most important.

Effective values-based schools only develop if the leader and leadership team of the school sees the relevance of VbE as a key driver for creating a world-class school. It is not a soft option, as it demands a lot in terms of personal commitment and drive.

Values enable Headteachers to share their vision in a common and consistent vocabulary. Values have helped me provide a framework for decision-making – especially around people – for all the things where there is no guidance and you're left on your own. Decisions are taken in the best interest of the organisation and the person themselves

The values vocabulary helps me to explain where the decision has come from. Values provide a framework for reflective thinking, enabling my personal growth and development following every experience – 'How might I have managed that better?'

Pete Dumall, Head of Fielding School - London, UK

The impact of Values-based Education is profound and permeates through the whole school community.



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12 | Your next Steps

It is highly recommended that if you want to embed VbE in your school that you set aside a VbE training day when all teaching and non-teaching staff can attend and be an active part of this process of transformational cultural change. Involvement and ownership are key to the success of VbE.

And finally, this is what schools are telling me about the impact of VbE:

At our school, we have implemented Values-based Education as part of our daily curriculum. It is embedded through all our practices, environment and is interwoven through every element of school life. School assemblies have become a powerful vehicle for teaching values, raising self-esteem, and developing enthusiasm.

The school has witnessed a decrease in the conflict among students. There is a demonstration of greater empathy, honesty and integrity. Students have become more tolerant and cooperative in their interactions, assume responsibility for their own learning and work together cooperatively along with recognition of values in others, as well as in the self. Democratic classrooms are established, student-teacher relationship has become more trusting, and teachers have become more conscious of scaffolding students to manage their own behaviour or resolve conflict with others.

We have built our school community on values and have been rewarded with a very happy school atmosphere, well-behaved children, young minds capable of decision making, a purposeful work ethic, higher quality academic performance and, in our hearts, the promise of a better future.

We believe, when an entire school focuses on values, the impact is greater and more positive.

Shaji Mathew, Principal of Divine Child International School, Gujarat, India



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Entrepreneurial Impact

Dr. Idorenyin Iwe



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Entrepreneurial Impact

How Kusnap is Revolutionizing Business Practice in Nigeria

Long before digital platforms became widespread in Nigeria, local commerce thrived on face-to-face interactions, street markets, and a culture rooted in physical transactions. However, the Nigerian business landscape has evolved rapidly with increasing internet penetration, a more connected youth population, and a shifting global marketplace. At the forefront of this transformation is Kusnap, a dynamic online marketplace simplifying and enhancing trade across Nigeria, and by extension, Africa.

What makes Kusnap exceptional isn't just its entry into the Nigerian digital market. It's the bold ambition to democratize trade for individuals and small businesses, while solving some of the most persistent challenges entrepreneurs and consumers face across the country.



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Entrepreneurial Impact

Top Ways Kusnap is Transforming Business Practice in Nigeria

01

Empowering Everyday Nigerians Through Digital Inclusion

Kusnap has distinguished itself by focusing on inclusivity, bridging the gap between sellers who previously operated in informal, often unstructured environments, and consumers who demand convenience, transparency, and trust. It offers a mobile-first solution that resonates with Nigeria's youthful population, many of whom rely heavily on smartphones rather than desktop computers.

This accessibility has significantly lowered the barrier to entry for small-scale vendors, artisans, and home-based entrepreneurs. Whether it's a tech gadget seller in Lagos or a yam farmer in Benue, Kusnap provides the tools to reach a nationwide market. Sellers who were once restricted by geography can now showcase their goods to buyers hundreds of kilometers away, in real-time, with only a smartphone and an internet connection.

More importantly, Kusnap offers a seamless onboarding experience that eliminates traditional barriers to business setup. The platform is designed to be accessible to everyone, making it easy for startups and individuals to test entrepreneurial waters without the typical obstacles that often deter new business ventures.

This approach empowers aspiring entrepreneurs to focus on building their business rather than navigating complex setup processes.



Entrepreneurial Impact



02

Rebuilding Trust in Online Commerce

For years, one of the key hindrances to the growth of e-commerce in Nigeria has been the trust deficit. From scams to undelivered goods, many Nigerians remain wary of buying or selling online. Kusnap has taken deliberate steps to rebuild that trust by introducing features that ensure accountability and transparency.

One major feature is the escrow system, which works to bolster buyer protection and seller commitment on the online marketplace. As such, buyers on Kusnap can always activate the escrow system, a neutral account that holds their funds until they satisfactorily receive the product or service they paid for.



In addition, the platform incorporates a review system where users can leave feedback about transactions, helping others make informed decisions. This builds a community-based reputation economy that rewards honest trade and penalizes bad actors.

Kusnap also encourages direct communication between buyers and sellers. Its integrated chat functionality makes transactions personalized, reducing misunderstandings and facilitating smoother negotiations. This interaction mimics the traditional marketplace vibe, where buyers and sellers can talk, bargain, and build relationships in a digital setting.

Furthermore, data security is paramount to Kusnap, especially in a world where malicious entities lurk around the internet to steal unsuspecting users' credentials. Therefore, the e-commerce platform employs industry-standard security strategies like encryption, secure servers and firewalls, and regular security audits to protect user information.



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Entrepreneurial Impact

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Supporting the Informal Economy

Nigeria's informal sector contributes over 50% to the country's gross domestic product (GDP) and employs the vast majority of its workforce. Yet, for all its significance, the informal economy often lacks access to formal financial services, scalable business tools, and consistent visibility. Kusnap is actively reshaping this reality.

By offering a platform that does not require complex documentation or prior business registration, Kusnap allows informal traders to thrive. However, the platform provides more than just visibility; it offers a roadmap for informal businesses to gradually formalize their operations. Through exposure to new customers and robust and scalable storefronts, many Kusnap users are beginning to understand and embrace the benefits of running more structured businesses.





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Entrepreneurial Impact

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Creating a Culture of Entrepreneurial Agility

The Nigerian youth are among the most enterprising in Africa. Many have turned to business out of necessity because of high unemployment rates. But Kusnap is redefining this narrative—not just as a survival strategy, but as a long-term, scalable career path.

The platform encourages entrepreneurial agility by allowing users to easily pivot between product lines, test new markets, and gather real-time feedback. Unlike traditional businesses that require fixed costs like rent, electricity, and inventory, Kusnap sellers can experiment with minimal financial risk. This agility makes it ideal for side hustlers, students, and aspiring entrepreneurs looking for flexible income streams. As such, Kusnap supports a wide range of products, including electronics and gadgets, fashion and beauty products, home and office equipment, agricultural products, automobiles and spare parts, as well as services.



Kusnap's reach also means that successful sellers can quickly transition from hobbyist ventures to full-time operations. Kusnap cultivates an ecosystem where small ideas can become sustainable businesses by facilitating demand discovery and reducing entry friction.

Entrepreneurial Impact

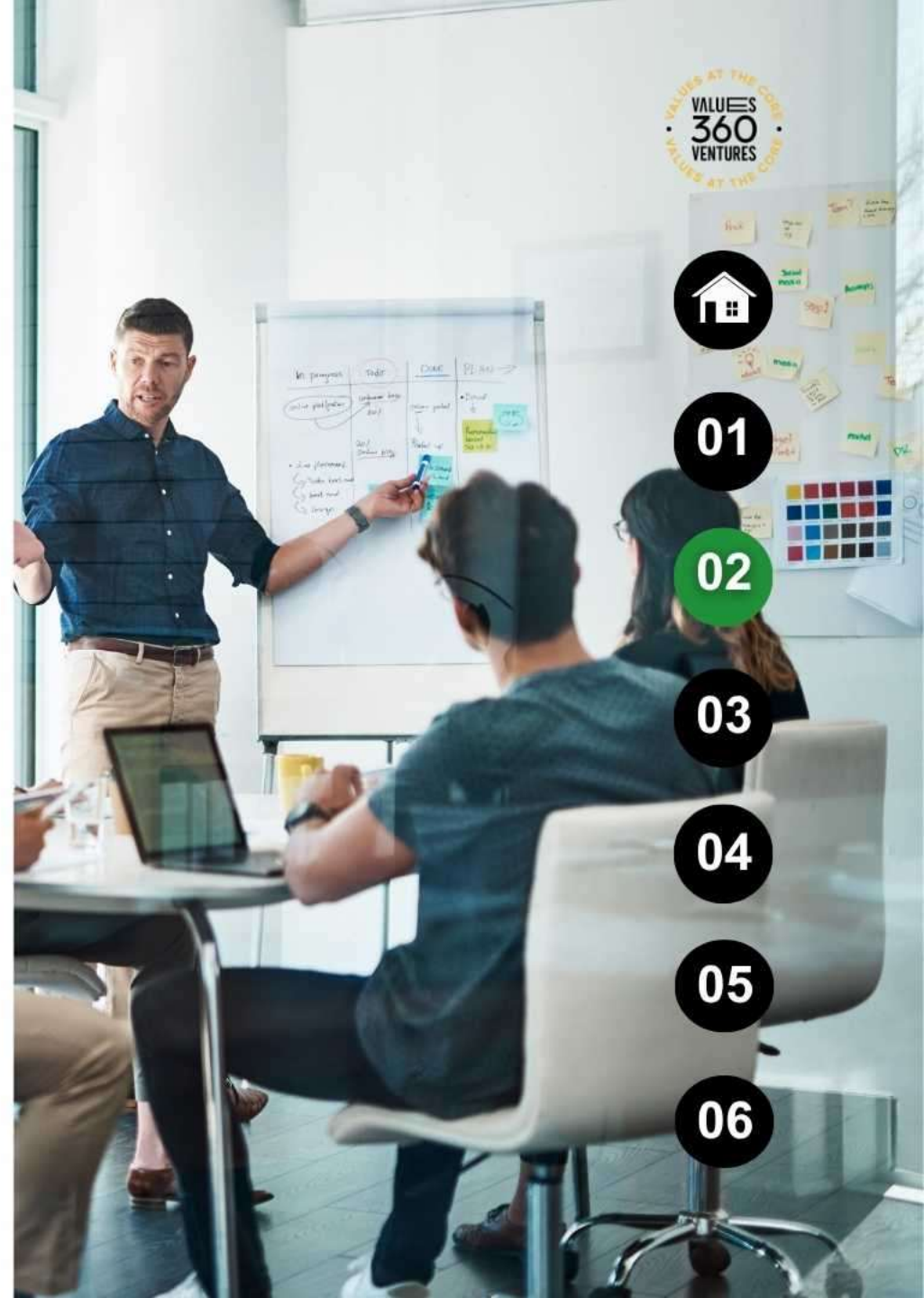
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Driving Local Innovation and Content Creation

Another area where Kusnap is making waves is championing local innovation. The platform provides a space for Nigerian-made products—including handcrafted accessories, local fashion, Indigenous cosmetics, and agricultural products—to thrive without being overshadowed by foreign imports.

In a global market dominated by mass production, Kusnap enables consumers to connect directly with the makers of their goods. This connection promotes local culture and identity and ensures economic value remains within the country. The more Nigerians buy from Nigerians, the stronger the local value chain becomes.

Moreover, Kusnap's marketplace interface encourages sellers to produce high-quality visuals, compelling product descriptions, and customer-oriented content. Over time, this fosters a culture of digital marketing proficiency among everyday entrepreneurs, increasing their competitiveness in both local and international markets.





Conclusion

Kusnap isn't just an online marketplace; it's a movement. It empowers everyday Nigerians to participate in the digital economy. It is a platform that bridges the old and the new. It is a tool that's breaking down barriers and building up entrepreneurs.

In a world where access often defines success, Kusnap is democratizing opportunity. It's helping Nigerians move from roadside stalls to online storefronts, from local hustle to national visibility. With innovation, empathy, and purpose, Kusnap is rewriting the script of what business looks like in Nigeria.



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Corporal Impact

Dr. Asif Chowdhury



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Corporal Impact

Pavement for a Pleasant Corporate Journey in the Coming Years with a Unique Idea for Enriching the Ultimate Corporate Excellence

VIBES OF 22ND CENTURY'S CORPORATE-PRACTICE FROM NOW-ON

Abstract: The World is now focusing on solutions; the corporate world is similarly seeking solution-based actions. Eventually, more or less, everyone prefers to 'overcome' the 'crisis'; here, we are highlighting the two terms: overcome and crisis. We now treat any challenge as more critical than ever, simply because we have come to understand many aspects of actions and approaches; therefore, our concerns are at an extreme level. The real scenario might not be as panic-inducing or challenging as we perceive it to be. Another impact of this overly critical analytical mode of thinking is that it affects us negatively, hindering our ability to maintain patience and find insightful solutions. Rather than doing so, we try to overcome the so-called crisis and continue on our journey of glory. However, in this regard, we often overlook the fact that the faster we build high-rise buildings, the more likely it is that any quality lapse in the foundation will lead to total collapse sooner or later. That means, in corporate practice, we need to reach the ultimate level of corporate excellence, but the question is, how? We have to keep in our belief that to ensure corporate excellence or ultimate ideal corporate culture, we must not depend on one man's input or dynamics; in fact, we need to assure everyone's involvement as part of their contributions; only then, corporate growth can have its sustainability with consistency that can lead us towards the journey of ultimate excellence. To ensure that each employee's contribution is aligned with a clear and understandable vision, a specified mission, and agreed-upon strategies, we need to foster unity in the workplace environment. In this case, the self-growth and shared growth of all employees can help us maintain that. While we work on our self-growth, sharing-growth reflects the action of strategic capacity building; as a result, we can say that a pleasant corporate journey can be experienced even in the years to come.



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CORPORATE EXCELLENCE FORMULAE

Being involved in the corporate world, we would like to see both employers and employees satisfied, so that the organisation can ensure ultimate corporate excellence. Here, satisfaction is treated as a benefit. That means the question is how it can be done.

1.1 Ultimate Goal

Once employees start analysing, approaching, and attaining all corporate affairs from an organisational perspective rather than their own, the organisation can truly claim accomplishment of its ultimate goal, i.e., the establishment of an ideal corporate culture.

1.2 Instant Benefit Policy [IBP]

To bring things to life and turn all dreams, goals, and objectives into reality, let employees feel the pulse. Here, we are referring to experiencing instant benefits at every stage of input generation. This policy is explained in the later stages of this paper as the DAC Corporate Wheel; therefore, if we can roll out this wheel, it will have an impact on reaching the ultimate goal for the organisation.



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BUSINESS MODEL: NOW & THEN

A business organisation is like a house, and its driving forces or sources of revenue are the windows. The more windows a business organisation have, the more inside air will flow; that is, more air circulation will confirm and ensure a healthy environment, which is undoubtedly the expectation for every organisation.

2.1 Traditional Business Model

By tradition, some businesses prefer a single-sourced revenue model, allowing them to concentrate more and ensure a better outcome.

2.2 DAC Business Model

According to the expected pace in the 22nd century, we may consider a business model that can sustain the momentum from now on and adapt to future challenges with relative ease. Therefore, businesses need to operate with multi-level functions to have a multi-sourced revenue model.



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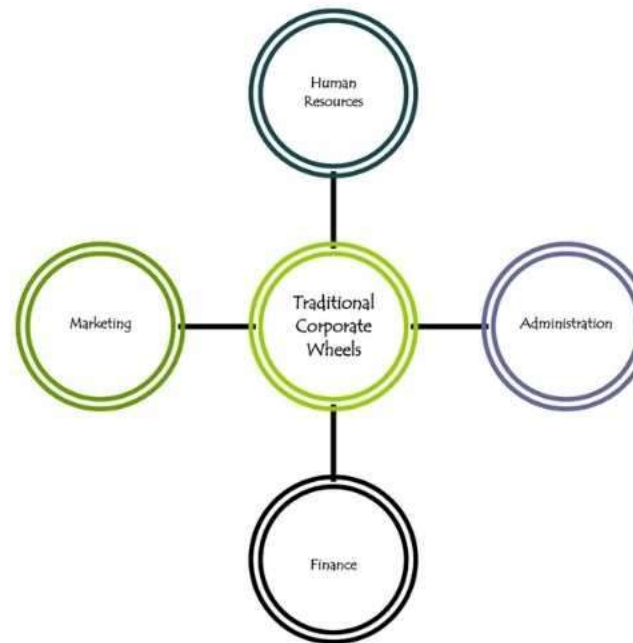
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CORPORATE WHEELS: NOW & THEN

Initially, we will discuss the traditional approach in corporate dealings; that is, how some organisations still follow this structure. Next, we will mention the ideal corporate practice that is expected and, preferably, wise for the organisation to implement, considering the vibe for the future.

3.1 Traditional Corporate Wheels

From the beginning of the corporate journey, it has traditionally been focused on four primary areas.





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3.1.1 HR

The Human Resource unit, according to the traditional approach, always waits for orders from top management and executes them accordingly. Therefore, they do eventually wait with anxious eyes towards the top!

3.1.2 Admin

According to traditional practice, top management is often focused on issuing orders to subordinates without regard for urgency, keeping them engaged regardless of the situation. Admins significantly prefer to take on the role of commanding rather than leading from the front.

3.1.3 Finance

Traditionally, the Finance unit's approach is immaculate and precise, but it might be cruel: how to grab more and pay less. That means, they are always in the mission of acquiring more financial inflows but not so smooth outflows of finance.

3.1.4 Marketing

Traditionally, this refers to the process of attracting customers and getting them on board. This is the job for the department that consistently sets the pace.



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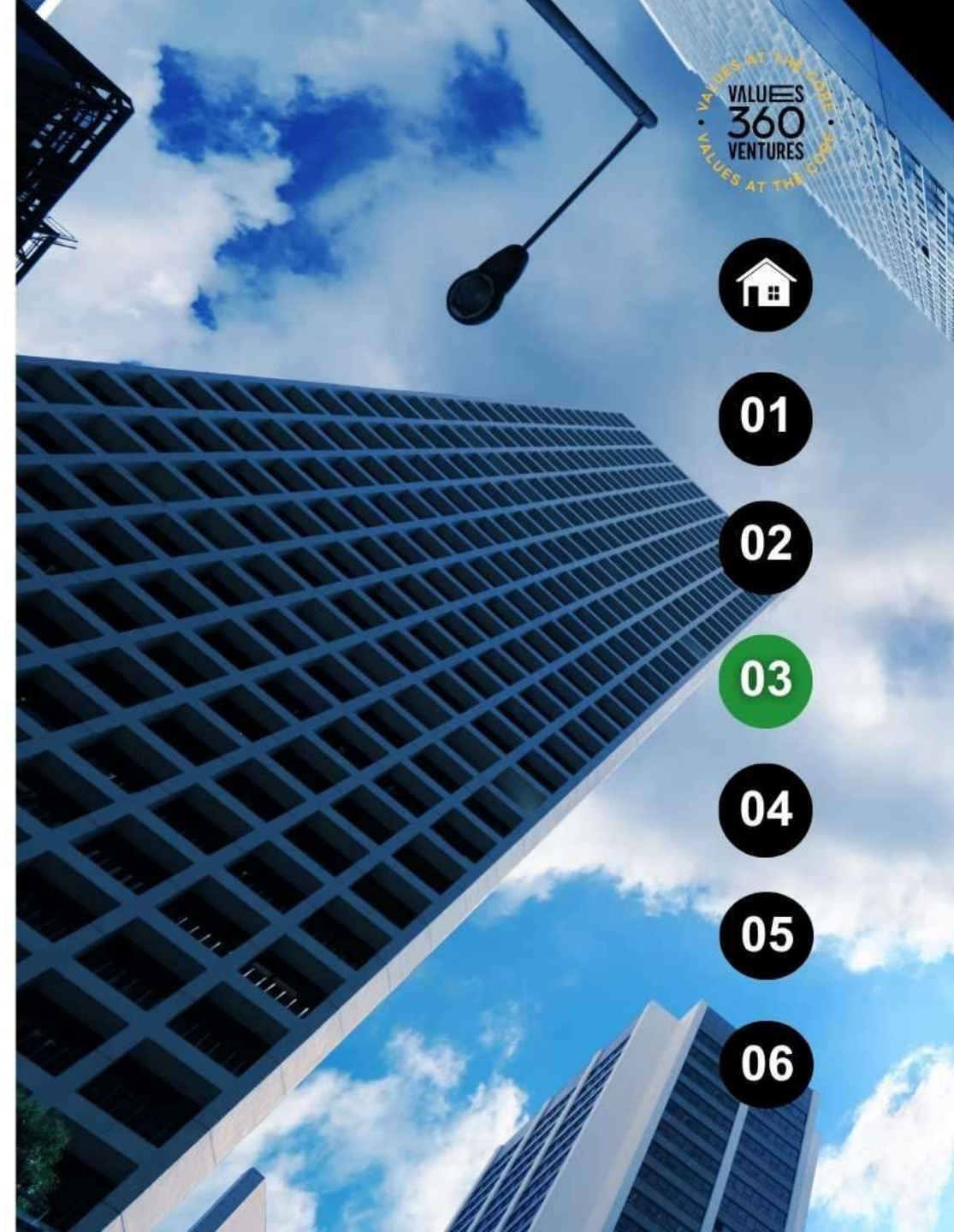
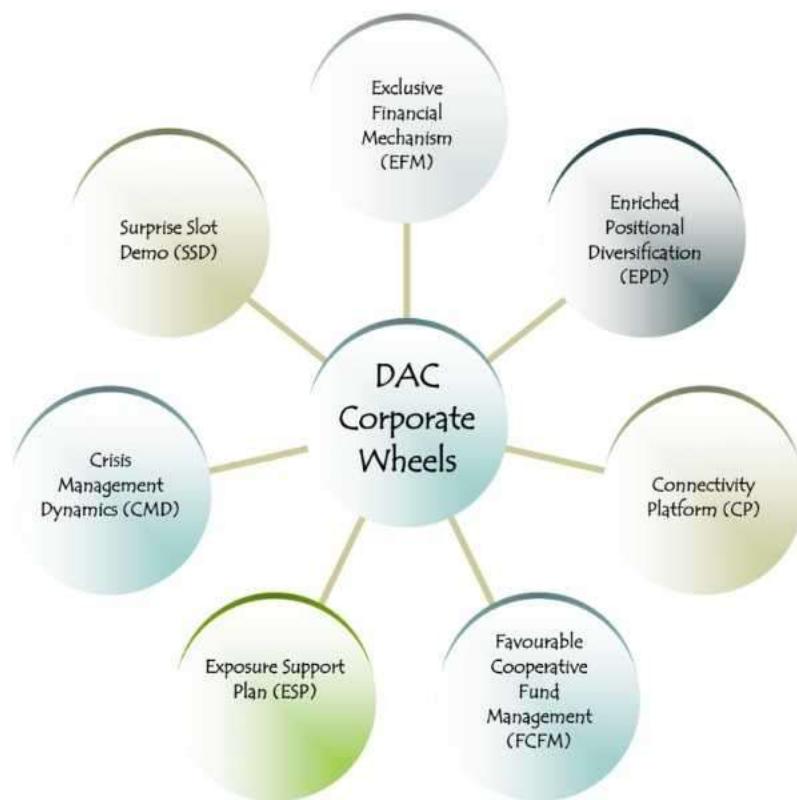
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3.2 DAC Corporate Wheels

To ensure a pleasant corporate journey, I would like to present to you a 7E wheel [seven essentials].



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3.2.1 Exclusive Financial Mechanism [EFM]

According to this concept, out of 12 months in a year, top management should have a plan for the entire fiscal year, which spans 10 active months, excluding 1 month of paid leave for employees. Therefore, all employees generally work for 11 months and receive a salary for 12 months. Out of 11 months, we suggest treating the active working period as just 10 months to evaluate performance, because 1-month employees may need to engage themselves while top management sets the year's targets and implements various actions under each target. It is agreed and approved that, over the next 10 months, our business needs to accomplish 10 key objectives. To achieve these objectives, it is estimated that a total of 100 actions will be required. Now, considering the expertise, top management will delegate responsibility among employees, and each employee will have 10 months to complete all their assigned actions and reach the target successfully. If someone completes before 10 months, say within 9 months, then what will happen? He deserves a one-month salary equivalent as a reward. This is the financial motivation for employees, who will therefore automatically concentrate on their work. Moreover, to ensure the commitment and dedication of the employees automatically without keep on nagging or chasing them, we can think of point-based financial benefit benchmark: 100-points work investment from every employee against his basic salary; that means, whatever the amount as salary, right now an employee is receiving, it is given for fulfilling his job-place presence and activity in general; to set a point benchmark, we are putting 100 as general. Now, while setting yearly targets and their corresponding actions, we can also assign points to each of them. As an employee, according to the delegation, my responsibilities are equivalent to 124 points for this year; however, my general standard is similar to that of other employees, which is 100 points. In this case, should this employee deserve an extra financial benefit? Yes, of course. If he can fulfil an additional 24 points, then a certain amount can be given as a bonus for each point, and this can be applied to all employees. Therefore, all employees will be eager to take on more responsibilities to fulfil them properly and enjoy the additional financial benefits.

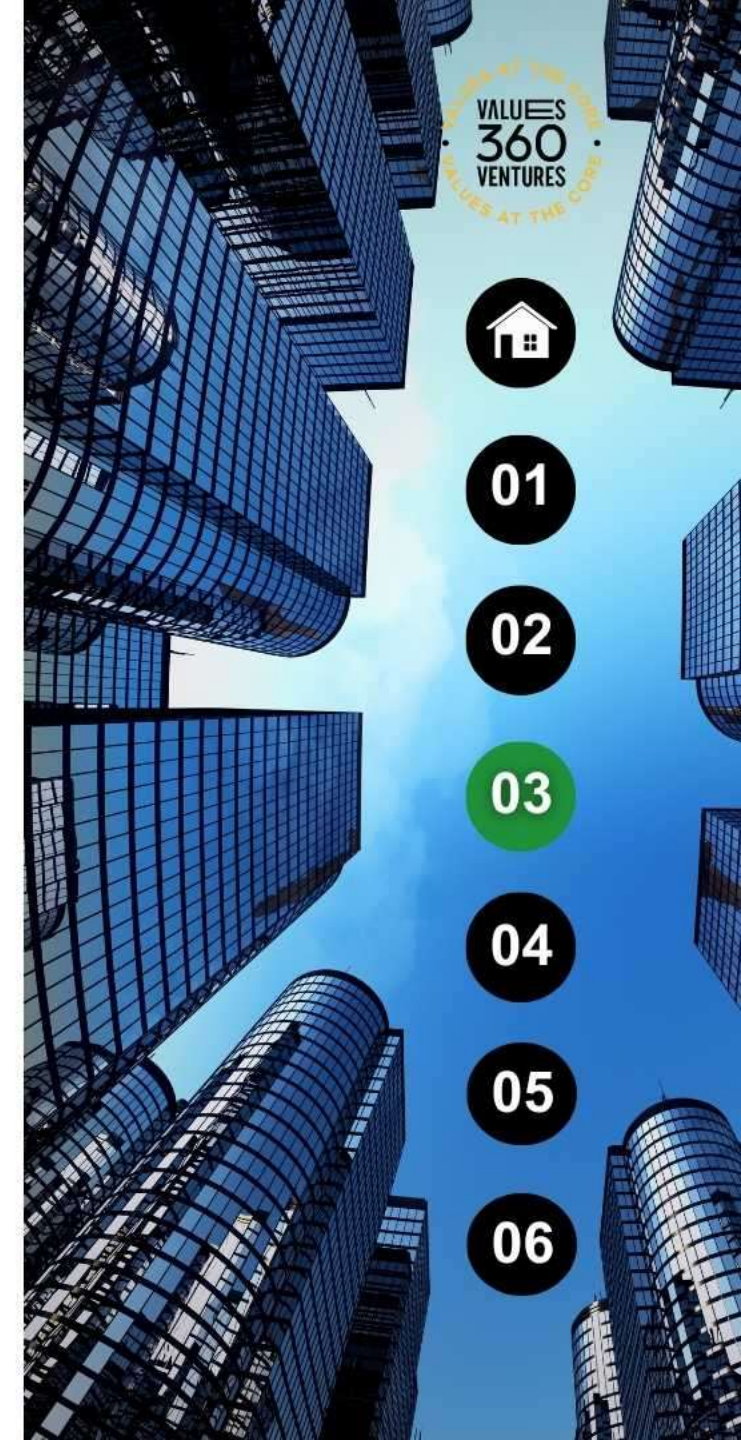
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3.2.2 Enriched Positional Diversification [EPD]

When does an employee become frustrated, despite enjoying their financial benefits? It is especially when he is confused or worried about his career path. He wants to see the move, specifically the progress in his career, i.e., moving from a bottom-level to a mid-level position and participating in top management. In this case, we suggest creating momentum at every level before moving on to the next one. What does it mean? For instance, one of the top management positions is CEO, and under his leadership, he has approximately 50 mid-management staff members; we can consider a screening process to identify five potential top management entrants from those 50. Now that we have these 5, we can assign everyone by rotation for 1 week as a Pro-CEO and gain a practical understanding of the CEO's roles and responsibilities. Benefits? Those five will be inspired as they will play the role of Pro-CEO by rotation every week for the entire fiscal year. The remaining 45 will be motivated and encouraged to devote themselves more to work commitment so that they can be part of the 5 in the following year. Moreover, most importantly, the benefit for the organisation is grooming five individuals for the next CEO post, so that even if the CEO leaves at any time under any circumstances, the organisation will not be affected. This way, we can establish a system-oriented organisational practice, not a person-dependent one. As a result, it will no longer be a dream to achieve an Ideal corporate culture.

3.2.3 Connectivity Platform [CP]

Every quarter, if the employer organises a gathering for all staff, where everyone can spend time together, engage in discussions related to both work and personal life, and enjoy some entertainment, it will have a positive impact. Eventually, it will work as a tool to bridge the gap between top management and the rest of the teams, uniting them with utmost cohesion.





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3.2.4 Favourable Co-op Fund Management [FCFM]

As an employee, anyone can face a moment of financial crisis or hardship; in such cases, they typically take out a personal loan, apply for a bank loan, or use a credit card. Alternatively, they may also apply for a loan from their employer. In this case, if the organisation's accounts department assists in forming a Cooperative Fund Management system from where any full-time regular employee can take loan and needs to pay back within certain number of days like credit card service, will be good; otherwise, if he fails to return within the standard time line say 40 days, then, from his upcoming salaries certain amount will be deducted and fully recovered within the fiscal year, it depends on the amount of loan he is taking. This will create a positive impact among employees, regardless of their financial instability; they can focus on their work and fully dedicate themselves, knowing that in any case of financial crisis, there is always a way out with support from their employer.

3.2.5 Exposure Support Plan [ESP]

Every employee wishes to have a chance to showcase their talents and expertise, or to have a platform for nurturing their creativity and innovative ideas. In this case, the employer can have the platform in two modes: writing and speaking. In writing mode, organisations can offer their employees the opportunity to write and publish books, articles, and participate in research projects, among other benefits. On the other hand, in speaking mode, it can be an audio and visual platform, such as small video clips for an organisation's YouTube account or video archive, or even for webinars, which can be added as sharing-experience tags or training, knowledge-sharing, or expert-opinion tags. These are all the activities that will boost the confidence of the participatory staff and eventually showcase the brighter skills among the community, the region, and the organisation's employees.



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3.2.6 Crisis Management Dynamics [CMD]

On a specific day of the month, a team can select one of its team members to lead the department for that day. For example, Accounts Department consisting of 10-members, headed by Mr. X has been decided for today Mr. X will not serve as a leader even if he is in the office; for today, Mr. X has been assigned Mr. Y to work as a leader for the department and the next day, he must submit a report what are the activities Mr. Y did and what are the challenges and difficulties he experienced. This is a valuable lesson to learn during any unusual and unexpected crisis management situation. For instance, one day, for some reason or another, the regular leader might not be available, and the entire venture cannot stop. Immediately, a meeting needs to be conducted among the existing members to select a leader for the crisis management phase and to allow him to take the lead. Through this practice, the organisation is enhancing the skill development work among existing staff to meet demand or need.

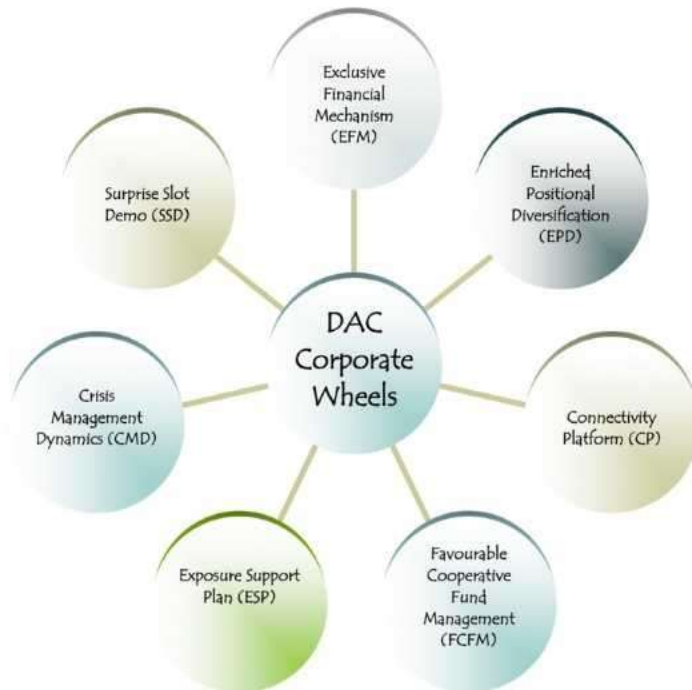
3.2.7 Surprise Slot Demo [SSD]

Who does not want to get a surprise in this world? It is for sure that everyone wants so. Similarly, an organisation can boost the morale of its staff with a pleasant surprise from time to time. For instance, arranging breakfast or lunch for all the staff without prior notice, or holding a lottery to win a \$100 cash prize, etc. These are the sparkling beauties for the organisation, which will appeal to all employees to explore and discover the surprises and devote themselves to their work with heart and soul!

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FACTS & FIGURES



As we expect to apply the above wheels in the organisation, it can ensure its corporate excellence even in the upcoming 22nd century's intense competition. Now, if we place all 7-wheel-pace generators by each alphabet, then what we can see is: EFM, EPD, CP, FCFM, ESP, CMD & SSD. Let's take a closer look at the alphabet here and count how many of each: S, C, M, D, E, F, P. Each of them appears three times. So, seven alphabets, appearing three times, is equal to 21 times; but considering the 22nd century, we need one more; let's add the L alphabet, i.e., Leadership! From all these self-finding and calming ways of explanation and elaboration, what we are trying to say is that leadership is the key element or deciding factor for any organisation, even now, and will remain so in the future.



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BOTTOM-LINE

The organisation needs to view the situation in a broader context continuously. They must prioritise long-term, stable success over short-term, fleeting amusement.

Finally, the organisation needs to have a solid foundation before installing luxurious interior decoration items on its 7th floor or any other floors.



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Growth Impact

Dr. Asif Chowdhury



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Growth Impact

Impact and scaling up

Nowadays, it is a bit trendy that in the corporate world, more or less, everyone is talking about "impact", and also in the entrepreneurship world, "scaling up" is another buzzword.

Let me talk about "impact" first.

Wisemen say that nothing is worthless in this world; in addition to that, I would like to say that everything has its impact, whether positive or negative. Whatever I do, it will involve someone or somebody; whatever I do is for someone or somebody; therefore, it will impact someone or somebody, somehow or anyhow.

The question is, in today's world, how far can we create a positive impact, how significant is the impact, and how sustainable is it?

From a corporate perspective, if we establish "core values" as a fundamental principle or main driver for all aspects, such as strategy, operations, and decision-making, then perhaps we may unite the organisational values with personal values. Therefore, we may have a greater possibility of harnessing the available resources to their full potential. This process needs to be driven by visionary and values-based leadership that can foresee or consider the long-term perspective rather than focusing on quick, short-term wins.

Similarly, in other parts of society, we may adopt this approach to articulate a human-centric and values-based practice, ensuring collective engagement and efforts for collective gains.

That means, "impact" cannot be sustainable if it does not cover a greater community; the greater the impacts created by any action, the greater sustainability it can ensure. Therefore, measuring impact cannot be limited to facts and figures alone, but also needs to examine the underlying effects and actual progress.



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On the other hand, whenever we refer to "scaling up", we may forget to consider the fair-play approach and collective benefits. Additionally, we should establish a strong and sustainable baseline or fundamentals before considering a scale-up approach for quick wins.

Sustainable and impactful scale-up requires a strong foundation, and to build this foundation, we need to unite with a shared vision, mission, and strategies; therefore, alignment is crucial at this stage. This alignment needs to be established through a connector, and values can play a significant role in this process.

So, whether it's impact or scale-up, or anything else, we need to have a grip or connector; let's think about it - whether we can consider values as a connector?

What matters to leaders vs. what matters to the masses!

Leaders are leading from the front; they have specific agendas, and their agendas are expected to be set based on the corporate or organisational agenda. Unless both leaders and corporate or organisational agendas get aligned, it will be very challenging to achieve goals and establish a healthy corporate culture.

What are the common approaches to leadership nowadays? Mostly, we can witness that leaders are worried about their current and immediate future. Moreover, they would like to ensure that their actions will be appreciated and that they will not be blamed for the time being. Leaders often treat the successful application of their strategy as one of their successes. But, as we mentioned at the beginning of this article, leaders are leading from the front, let me rephrase it, leaders are "supposedly" leading from the front along with other employees with a set vision and mission. Regarding the leadership approach, it is ideal to consider sustainable and impactful solutions that yield stabilising wins through gradual enhancement and growth.





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What matters to leaders vs. what matters to the masses!

To lead from the front with collective efforts and engage all employees with a common mindset and commitment, leaders must consider long-term trends and set strategies accordingly.

In this article, we aim to analyse three speculative findings from McKinsey & Company, PwC, and the Academy of Management Journal.

In a recent publication, McKinsey & Company highlighted eight priorities for C-suite leaders [1]. According to them, generating output with the help of AI, digitalization in every process, adjusting capital investment with the changes of priorities and strategies, adapting unique value propositions, embracing in between players within the corporate level top-mid and bottom level, considering greater common interest and perspectives, sustaining the enhancement with growth cultivation, and thinking uncommon (unique) with common sense.

On the other hand, one of the Academy of Management Journal's papers [2], while describing who matters to the CEO stated that there is strong support for the attribute-salience relationship and some significant relationships among CEO values, salience, and corporate social performance but found no support for a salience-financial performance link, there is a need for continued emphasis on the development of normative stakeholder theory.

Lastly, if we analyse the recent survey findings of PwC [3], we can see that 45% of CEOs believe their company will not be viable in ten years if it stays on its current path. Another finding states that 28% of CEOs report their company reallocates 10% or less of its resources from year to year.



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From the above three references, it is clear that there is always tension within organisations, and leaders are concerned about ensuring their success and protecting their performance. It is the right time for leaders to consider collective efforts and achieve gains with a sustainable solution, rather than making quick solutions for short-term wins only. While we discuss collecting efforts, this means leaders are leading from the front and engaging all employees with their core values aligned with the core organisational values. This process enables leaders to set realistic goals and generate employee-friendly strategies.

Therefore, let our leaders consider values-based leadership approaches, where they not only consider what makes them comfortable but also think of the greater interests of employees, external factors, and ultimately the impacts on the masses.

Employee-transformation

We often discuss leadership and its transformation. If we check through various search engines, it is one of the most searched words and an all-time buzzword and trendy terminology.

As a public or private employee, we often prefer to blame leadership for any failure and feel comfortable pointing out issues to them. On the other hand, when the moment comes to give credit for any success, we wish to give it collectively to all, including leadership. This might not be the case for all, but it may resonate with a few, more, or even most of the cases; we may ask ourselves.

This is not my topic of discussion today; I would like to have a deep dive into this matter to identify where to start and what to start with to establish successful leadership ultimately.

In my opinion, employee induction → employee engagement → employee transformation → leadership-formation → leadership-transformation → business-stability → sustainability → organisational-culture.



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Employee-transformation

When employees start their corporate journey in an organization, they first go through an orientation process to know, understand and learn about the organization; then they start engaging in the operational processes quite comfortably; gradually, by progression of time, employees start flourishing their skills and talents which contribute in organizational-success; among them, an organization finds the suitable and true-leaders to carry forward their legacy towards future vision; again this leadership gets maturity over time and they transform with a standard and benchmarked-practices; as a result, organization experiences in operational-stability that leads in embracing sustainability and ultimately creating a healthy corporate-culture.

Now, the question is how to witness the transformation of the employee. I will try to demonstrate with a metaphoric expression:

Employee-transformation journey is a journey from saying “Yes” → “Yes, but ...” → “No, but ...”

“Yes” refers to the newly starting employees or act as newly starting employees being remain even for a long time, who are expected to know, understand, and learn; hardly question ‘why’ or ‘why not’; but always eager to establish affection with the superiors to ensure the job-stability; they give a pause on their ‘personal values’ and fully dedicate to align with ‘core corporate values’.

“Yes, but ...” refers to the employees who have spent quite some time at the organisation and now assume to apply all their learnings effectively and successfully in alignment with their superior’s direction by considering the full spectrum of the business. At this stage, employees tend to receive attention from their superiors for any sensible act as a demonstration of responsibility; employees start resuming their previously paused personal values and attempt to bridge the gap in connectivity with the core corporate values.



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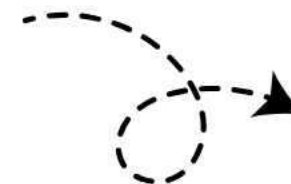
Finally, at the “No, but ...” stage, employees acquire the level of transformation and analytical skill in complete alignment with the organisation’s vision and superior’s will when employees consider the superior’s advice, analyse their skills, talents, and experiences, propose back to their superior and finally come up with a collective decision. At this point, employees are well on their way to completing their transformation process.

Therefore, we need to work on “Employee transformation” to embrace and empower the “leadership-formation” process and enable a positive and healthy “leadership transformation” in future to validate a stable and sustainable corporate culture with the baseline of core values, both personal and organisational.

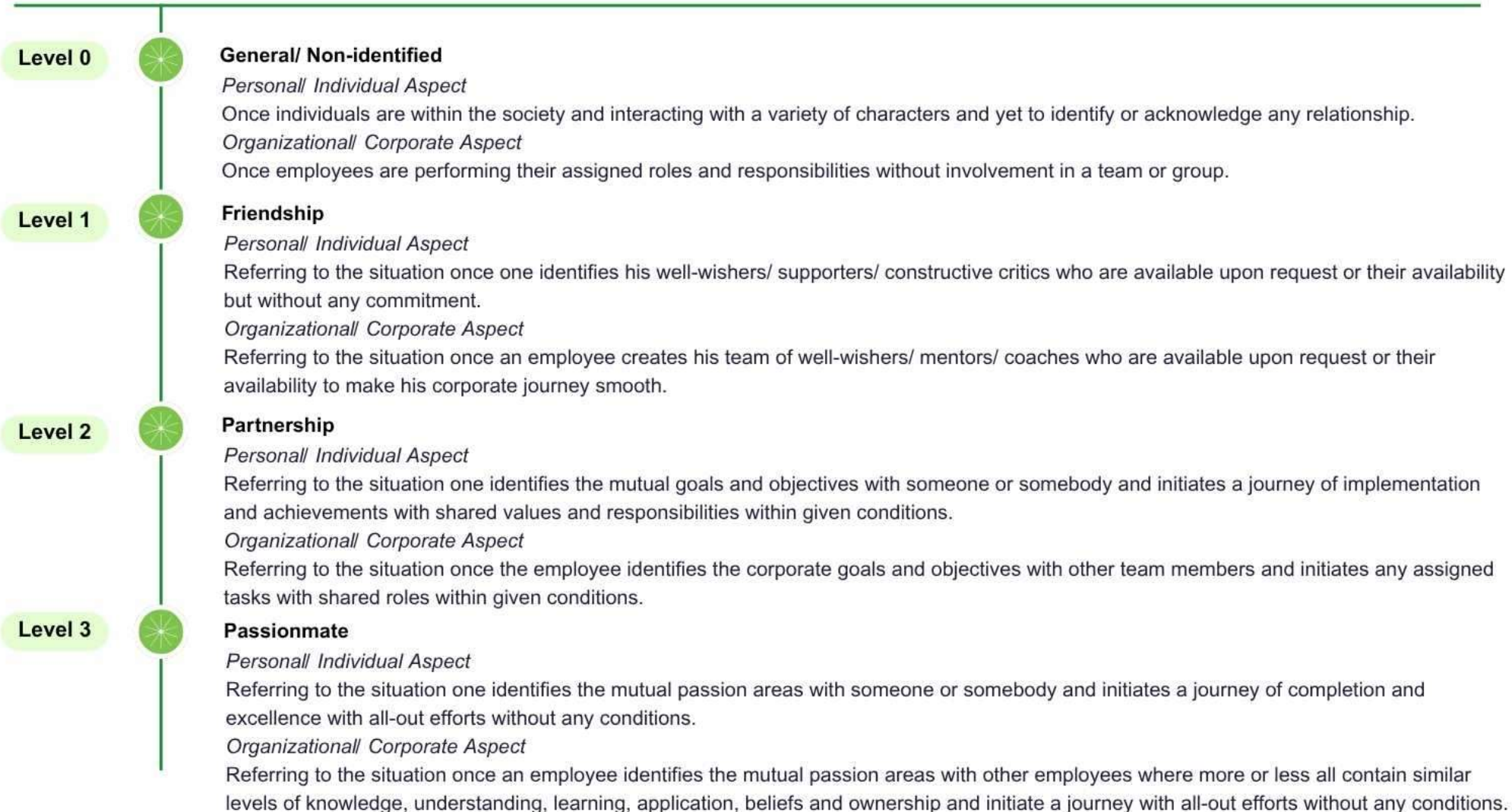
Relationship and Its Mix: Friendship - Partnership - Soulmate

We are individuals, we cannot live alone; knowledge, skills and values need to be connected and reflected with others. As a result, the process fosters collective progress for the people, planet and prosperity.

While involved with others we engage through relationships. This can be identified into four levels:



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In all these four levels and two aspects, migration and mobility or transformation depend on the capital or investment and its return. In this case, capital or investment is the 'Trust'; and 'Expectation' is its return. The more we put our trust, the expectation rises; on the other hand, the more we get disheartened with our expectations, we start losing our trust.

Within corporate culture, people, i.e., employees may transform their levels from Level 0 to Level 3 to accomplish the authenticity and valued journey. In an organisation, we better understand the purpose of our relationship being employees and leaders so that we can enlighten together the vision and mission of the organisation with shared values and strategies.

Let's remain each other's company in both good and bad time, unconditionally. We communicate so many things in visible interactions and some invisibly. Let the invisible part find connections somewhere somehow sometimes to our souls!



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Designing Value-Based Systems to Influence Leadership and Impact in the 21st Century

Nadia Abdalla



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Designing Value-Based Systems to Influence Leadership and Impact in the 21st Century

In a world where speed often outweighs sincerity, and optics sometimes eclipse substance, the 21st century demands something different from us—a **return to values**. Not the buzzword kind, but a deep-rooted commitment to systems that reflect who we are, where we come from, and where we are determined to go.

Leadership today cannot simply be about titles or tweets. It must be about **transformation**—about anchoring ourselves in principles that guide not only how we lead, but why we lead. In my journey through governance, youth empowerment, advocacy, and Pan-African storytelling, one truth has remained clear: **systems built on values create sustained impact**.

What Are Value-Based Systems Anyway?

A value-based system is not a framework written on paper; it is a way of **thinking, acting, and responding**—especially when no one is watching. It's a culture you cultivate that prioritizes integrity, empathy, inclusion, and purpose over profit, ego, or personal gain.

Think of Ubuntu: "I am because we are." That is a value. Imagine designing leadership ecosystems around that belief—where policy, practice, and power are centered on people and collective wellbeing.

Now that's impact.





Designing Value-Based Systems to Influence Leadership and Impact in the 21st Century

Why We Need Value-Based Systems Today

We are in an era of complexity—climate uncertainty, youth unemployment, digital disruption, inequality. And while we innovate and strategize, **the soul of our systems**—our values—are either missing or misaligned. That's why leadership sometimes feels performative rather than transformative.

We don't just need new tools.

We need new intentions.

From boardrooms in Nairobi to grassroots in Mozambique, leadership has to be **humanized again**. People must feel seen, heard, and valued—not just during campaign seasons, but in everyday decisions.



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Designing Value-Based Systems to Influence Leadership and Impact in the 21st Century



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How to Design Value-Based Systems that Influence

Here's the good news: we don't need to start from scratch. Africa is rich with ancestral wisdom, collective practices, and resilience. But we must be deliberate. Here are three pathways I advocate for:

01

Start with the Inner Compass: Define the 'Why'

Great leadership starts within. Before drafting strategies or setting KPIs, ask: *What values drive me? What am I unwilling to compromise?*

This isn't a rhetorical exercise—it's foundational. Leaders who know their 'why' build systems that **don't collapse under pressure**, because their foundation isn't built on shifting sands.



Designing Value-Based Systems to Influence Leadership and Impact in the 21st Century



02

Design Inclusive Structures That Listen and Adapt

A system that doesn't listen, dies. We must **co-create policies and programs** with the people they are meant to serve. Youth, women, marginalized communities—bring them to the table not as tokens, but as architects.

That's how you build ownership. That's how change lasts beyond a term, a grant cycle, or a social media trend.

03

Link Impact to Legacy, Not Just Metrics

Data is essential. But impact isn't just about numbers—it's about **meaning**. Value-based systems ask: *What do people feel after engaging with us? Are we building trust? Are we shifting mindsets?* When we link leadership to legacy, we move from performative acts to purposeful impact. We stop chasing applause and start creating **ripples of change** that outlive us.



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Designing Value-Based Systems to Influence Leadership and Impact in the 21st Century



The Africa We're Building

As a Pan-African advocate, I am constantly inspired by the brilliance and boldness of our continent's youth. But I'm also constantly reminded that brilliance without values becomes noise.

We don't just need smart leaders. We need **grounded leaders**. Builders of systems that reflect our history, serve our present, and protect our future.

Let us design value-based systems not as an afterthought, but as our blueprint.

Let us influence leadership not by position, but by **principle**.

Let us impact the 21st century by standing for something—and by refusing to settle for anything less.

Because the Africa we dream of is not only possible.

It is **already within us**—we just need the values to unlock it.

Coaching Drama

Dragana Petkovski Majstorović



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Coaching Drama

The Inner Shift: How Coaching Drama™ Transforms Leadership worldwide Leadership in Times of Transformation

Nowadays, organizations are evolving at an unprecedented pace. Family-owned businesses are becoming global brands. New generations are entering the workforce with fresh expectations. Women are stepping into leadership roles with vision and determination. Among these exciting shifts, one truth remains: leadership is the heartbeat of transformation. However, today's leaders are facing more than strategy and performance—they're navigating emotional complexity, cultural sensitivity, intergenerational dynamics, and the need for deep human connection. And while technical training provides tools, true leadership growth begins from within. That's where Coaching Drama™ steps in—not as a traditional leadership program, but as a transformational experience. The Power of Coaching Drama™ Coaching Drama™ is a unique methodology that blends coaching, psychodrama, transactional analysis, organizational TA, bodywork, and mentoring into a powerful approach to leadership development. It goes far beyond cognitive learning and enters the realm of embodied awareness, emotional intelligence, and relational mastery.



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Coaching Drama

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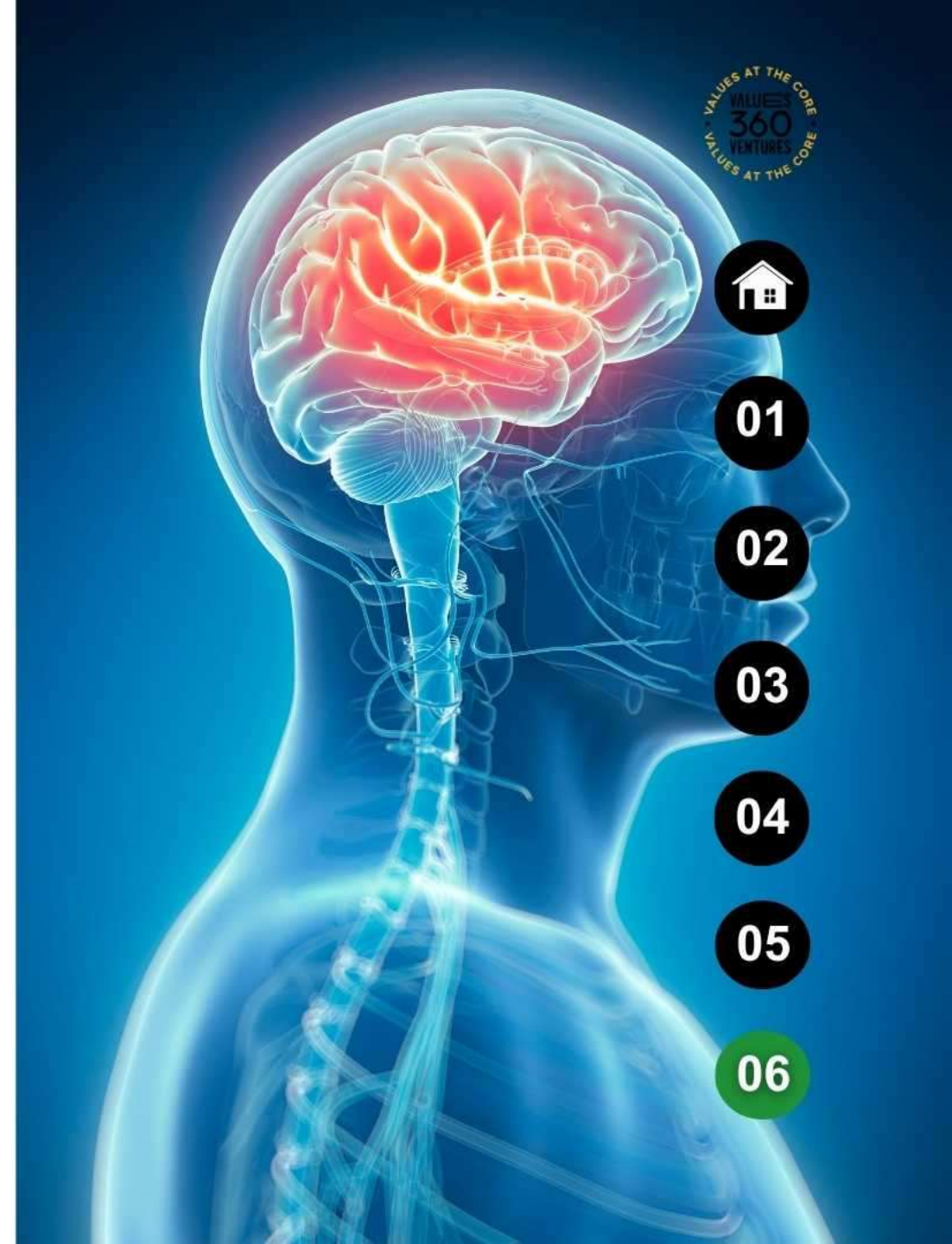
From Control to Connection

In many traditional leadership cultures, authority has been tied to control. But the new era of leadership calls for authentic influence— leaders who inspire trust, create psychological safety, and engage people's hearts, not just their minds. Through experiential techniques and role dynamics, Coaching Drama helps leaders recognize their unconscious patterns, understand their impact on others, and step into a more grounded and emotionally intelligent presence.

02

Emotionally Intelligent Leadership

In the Middle East, emotions are often expressed with passion—but managing them within professional hierarchies requires finesse. Coaching Drama equips leaders to navigate emotional landscapes—both their own and their team's—with clarity and compassion. This leads to better decision-making, deeper empathy, and stronger team loyalty





Coaching Drama

03

Respecting Cultural Values While Evolving

Coaching Drama does not impose a Western model of leadership—it honors cultural values such as respect, dignity, honor, and family. At the same time, it creates room for personal growth and leadership evolution, in ways that are aligned with both tradition and the future.

04

Empowering Women in Leadership

As more women rise into leadership across the region, they face unique challenges: balancing ambition with expectations, voice with harmony, and strength with sensitivity. Coaching Drama offers a safe, respectful space for women to explore identity, presence, and self-trust, without compromising cultural or personal values



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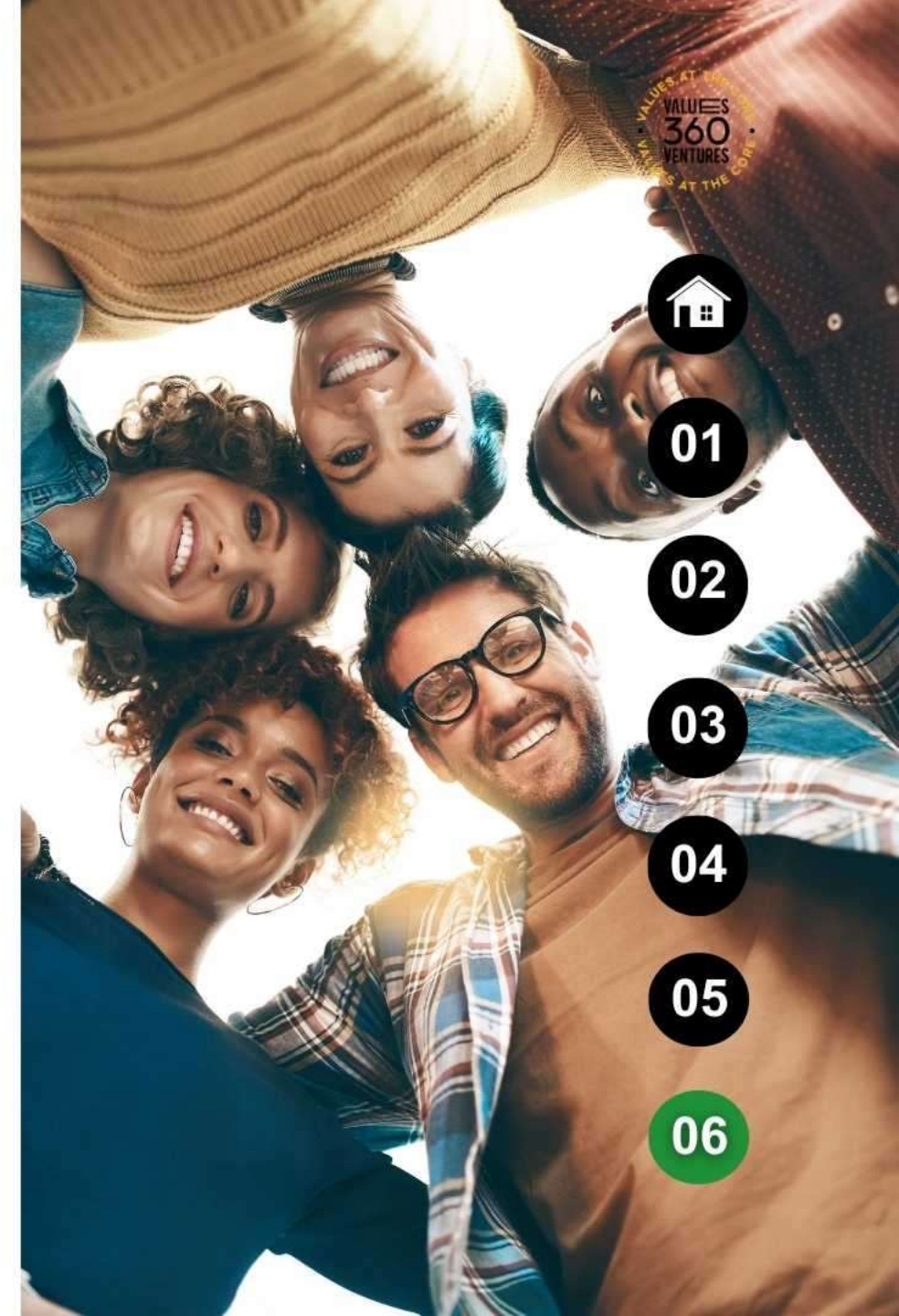
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Healing the Invisible Dynamics in Teams

Behind every blocked project or team conflict, there are often unspoken dynamics: fear of failure, unresolved tensions, old loyalties, or unclear roles. Coaching Drama works with these “hidden scripts”—making the invisible visible through embodied action and deep dialogue. The result? Clearer communication, restored trust, and revitalized team energy.

Leadership as Human Transformation

In the Middle East, leadership is not just a role—it’s a responsibility, a legacy, and often, a reflection of family and identity. Coaching Drama™ helps leaders reclaim the human side of leadership, so they can lead not just from authority, but from inner clarity, courage, and connection. This is not about learning more techniques. It’s about becoming more whole. And when leaders grow from within, entire organizations transform. Curious to Experience It? If you’re looking for a powerful, respectful, and deeply effective way to develop leadership in your company, Coaching Drama™ offers something rare: a space where leaders can safely explore who they are—and become who they’re meant to be. Let’s start the conversation. Dragana Petkovski Majstorović Transformational Executive Coach | Founder of Coaching Drama® | Helping Leaders in Crisis, Midlife & Transition | Psychodrama • TA • OTA • Bodywork • Mentorin





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