

# RESEARCH AGENDA

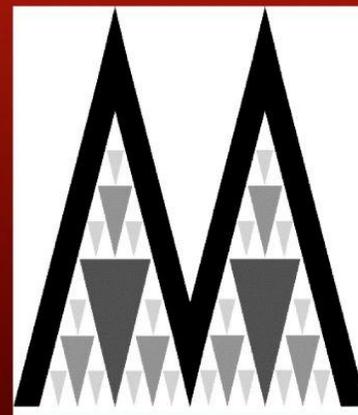
---

**The Metachangemakers Project**

**FALL 2021**

---

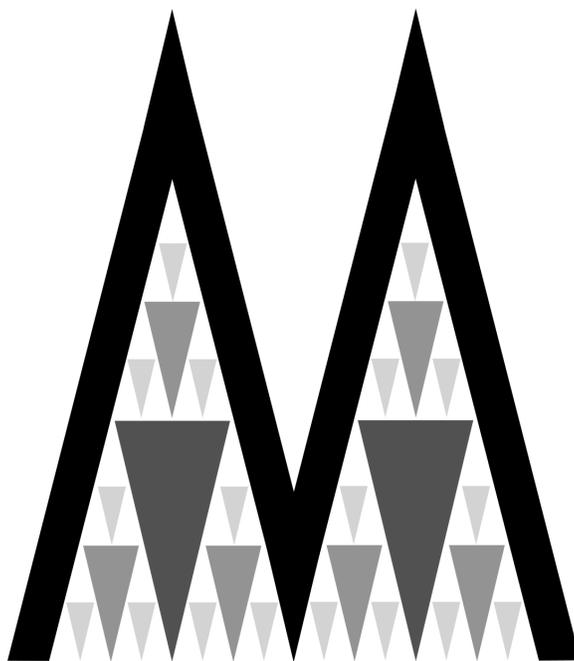
**Authored by: Brandon Reynante, John  
Wilcox, Ollie Stephenson, Chris Lacopo**



# The Metachangemakers Research Agenda

## Fall 2021

*The Metachangemakers Project*  
<https://www.metachangemakers.com/>



# **Abstract**

We are the Metachangemakers Project, an interdisciplinary team of researchers based primarily at Stanford University. We are dedicated to better understanding the question of how to cultivate changemakers—that is, people with the motivation and competence to make positive change in the world. The cultivation of changemakers is an important, exciting and promising topic. This is because vastly many more societal problems can be solved if changemakers are systematically cultivated, at least compared to the more circumscribed impact of a limited number of extant changemakers. In this document, we introduce the purpose and context of our project, and we outline five sub-research projects that we believe can substantially push the field forward. We invite academics, practitioners and others to become involved and join us as their passions and time permit.

# Table of Contents

<b>Introduction</b>	<b>1</b>
Purpose and Context: What is Metachangemaking, and Why Care?	1
Summary of Proposed Research	3
Necessary Resources: Funding and Time	3
<b>Project 1: Literature Research</b>	<b>6</b>
Introduction	6
Purpose of the Research	6
Research Outcomes	7
Methodology	7
Proposed Timeline	8
Budget	8
<b>Project 2: Program Research</b>	<b>9</b>
Introduction	9
Program Research Proposal	10
Purpose of the Research	10
Parameters of Metachangemaking Models	11
Reflective Insight and Miscellaneous Information and Materials	12
Research Outcomes	12
Methodology	13
Methodological approach: case study	13
Participants	13
Incentives and Potential Disincentives	13
Data Collection Procedure	14
Data Analysis	14
Proposed Timeline	15
Budget	15
Appendix	15
Interview Protocol (Draft)	15
<b>Project 3: Competence Research</b>	<b>18</b>
Introduction	18
Purpose of the Research	19
Research Outcomes	20
Methodology	20

Methodological approach: Survey	20
Participants	20
Data Collection Procedure	20
Data Analysis	21
Proposed Timeline	21
Budget	21
Appendix	21
Questionnaire (Draft example)	21
<b>Project 4: Altruism Research</b>	<b>26</b>
Introduction	26
Purpose of the Research	26
Sub-Research Project A: Review of Extant Methods	27
Sub-Research Project B: In-Depth Examination of the Happiness-Altruism Approach	28
Research Outcomes	29
Methodology	29
Budget	29
Proposed Timeline	29
<b>Project 5: Implementation Research</b>	<b>30</b>
Introduction	30
Purpose of the Research	30
Research Outcomes	31
Methodology	31
Methodological Approach	31
Participants	31
Data Collection Procedure	32
Data Analysis	32
Proposed Timeline	32
Budget	32
Appendix	33
Interview Protocol (Draft)	33
<b>References</b>	<b>35</b>

# Introduction

## Purpose and Context: What is Metachangemaking, and Why Care?

Suppose you want to make a positive impact on the world, to contribute to humanity's wellbeing and to address its challenges.

How do you go about doing this?

One approach is to be a changemaker—to focus on a handful of problems and to try to make some progress on them over time. And there are many such problems to work on; examples include climate change, artificial intelligence (AI) risks, biosecurity, the reduction of poverty, corruption, the elimination of prejudices, improving access to healthcare and a myriad others.

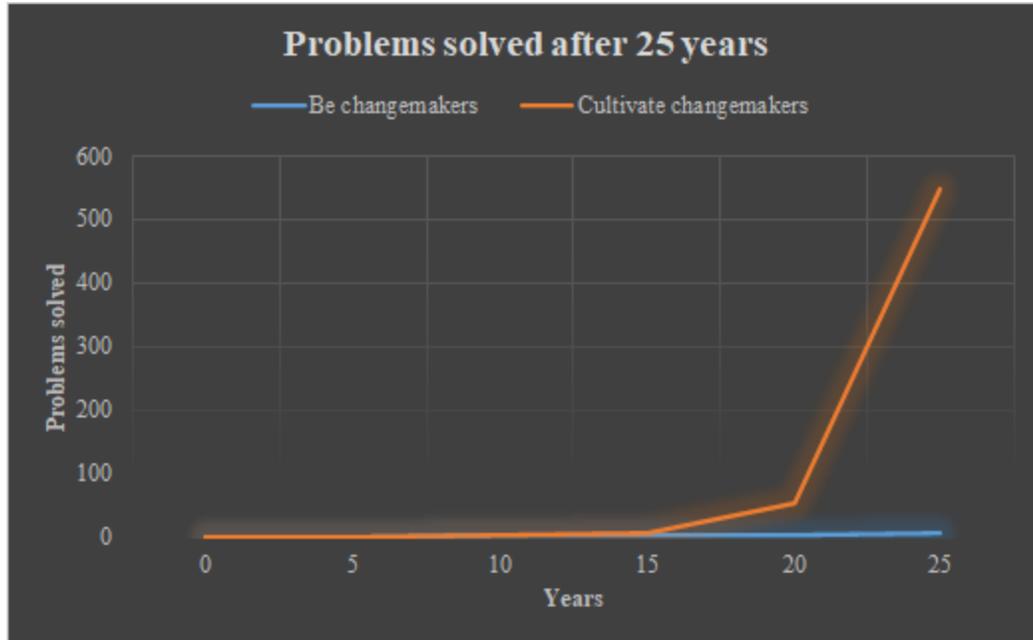
However, another approach is to cultivate changemakers—that is, to try to empower growing numbers of people with the motivation and competence so that they can make a positive impact on the world, address its challenges and contribute to collective wellbeing.

With these two approaches in mind, how might they differ in their respective impact?

We can explore this question with the help of some particular assumptions. Importantly, though, the purpose of these assumptions is *not* for them to be perfectly realistic; they are undoubtedly simplifications in one way or another. Instead, their purpose is to illustrate the potentially profound impact which the second approach may have—the approach of cultivating changemakers.

For the purposes of this exercise, then, let us entertain the following toy assumptions. Suppose it takes five changemakers five years to solve one problem, such as, for instance, addressing one form of environmental pollution in a particular county in California. Furthermore, suppose that five changemakers can make an educational program with the following two features: first, it successfully cultivates 20 changemakers after its first five years, and second, it expands its productive capacity by a factor of 10 every five years, so that it cultivates 20 changemakers after the first five years, 200 after the next five years, and 2,000 after the next five years.

Then, if we suppose that the two approaches are each pursued by groups of five people, we can plot the impact of these two approaches over a 25 year period:



As we can see, the projected impact of these approaches differs drastically, especially in the long-term. After 25 years, the “be changemakers” approach has solved five problems. In contrast, the “cultivate changemakers” approach has solved 544 problems. Five years later, the “cultivate changemakers” approach has solved 6,176 problems, and its impact *sharply* rises as the capacity of the program expands over time.

That is according to these assumptions, however. We do not know exactly how realistic those assumptions are or what the precisely correct replacements should be. But that is not the point. Instead, the point is simply that there may very well be *some relationship like this*, a relationship where the cultivation of changemakers, if vigorously and systematically pursued, vastly outperforms other approaches in its positive impact.

We call this cultivation of changemakers “metachangemaking”.

The term “metachangemaking” then refers especially to processes and programs that aim to cultivate changemakers. For example, one historically important program was run by the Highlander Folk School, a program attended by people who contributed to the U.S. civil rights movement, including John Lewis. More recent programs include, for example, the initiatives supported by the Ashoka Foundation and also FUNDAEC’s (“The Foundation for the Application and Teaching of the Sciences”) efforts throughout Latin America to foster within individuals both the desire and capacity to contribute to the wellbeing of their societies.

Changemaking, then, refers to the efforts of *people to promote collective wellbeing and to address challenges*; metachangemaking, in contrast, refers to efforts to *cultivate such people*.

Metachangemaking is arguably important as it represents a promising, long-term approach to making a powerful impact on the world, as illustrated by the above graph.

## Summary of Proposed Research

If metachangemaking is important, so is understanding how to do metachangemaking. We, the Metachangemakers Project, are an interdisciplinary team of researchers who are devoted to this pursuit of greater understanding.

We also believe that there are several high priority areas of research—high priority because they promise to deliver the quickest and highest return on our investment of scholarly energy.

In this sense, we have identified five key areas for further research, each focused on a specific question. These are as follows:

1. **Literature research:** what insights can the academic literature provide about how to successfully cultivate changemakers?
2. **Program research:** what insights can past or present metachangemaking programs yield about how to successfully cultivate changemakers?
3. **Competence research:** what are the competencies that are necessary for changemakers to be successful?
4. **Altruism research:** what are the various approaches to cultivating altruistic motivations, as well as their strengths and limitations; and lastly?
5. **Implementation research:** what challenges and opportunities confront the implementation of metachangemaking programs in specific localities and throughout the world more generally?

This document outlines five research proposals, one for each of these topics. Their content will not be summarized here, since each proposal is already prepped with an abstract which serves this purpose.

Importantly, each proposal is written in such a way that any one of them could stand independently from this document. For that reason, content is often repeated, especially about the background issues and motivations for metachangemaking and the research under consideration.

## Necessary Resources: Funding and Time

We believe each of these projects are extremely important and highly promising. Yet each requires a considerable amount of time from researchers and, in turn, resources that enable these researchers to devote the necessary time to the projects. Consequently, each project proposal features a budget and a tentative timeline.

But we think it is important to discuss the considerations which influenced the construction of these proposed budgets and timelines.

The first and foremost consideration is that the space of metachangemaking is vast and constantly evolving. This is true both for metachangmaking programs and for the interdisciplinary literature that studies many facets of metachagemaking. Consequently, the amount of possible research in this space is also vast.

As a result, the budgets for these projects could lie anywhere on a spectrum of possibilities. At one end of the spectrum, one or several researchers could be paid to work full-time on a given project. Since there are five such projects, this would amount to a sizable team of full-time, dedicated researchers. At the other end of the spectrum, the research could continue unfunded as it currently has, with part-time researchers volunteering their limited time to the research on the weekends and where possible. However, this approach would obviously be far less effective and impactful, especially in the short-term.

From the standpoint of metachangemaking and the good of society, clearly it is better to have more resources and researchers dedicated to these projects (other things being equal). For that reason, the budgets for the proposed research have been framed with respect to a point on the spectrum that, in our estimate, has a relatively high impact, with high potential for societal good in the short and long-term. In this sense, we might call them “high-impact budgets”.

The proposed total budgets for each project are listed below:

<b>Project</b>	<b>Total Budget (USD)</b>
Literature Research	\$140,000
Program Research	\$13,500
Competence Research	\$8,750
Altruism Research	\$13,500
Implementation Research	\$13,500
<b>Total</b>	<b>\$189,250</b>

A word may be in order to clarify why the literature research budget is much larger than the others. The reason for the difference is that the relevant literature is vast, spanning areas such as education, business, organizational psychology, moral psychology, politics, ethics and more. The work required to understand and summarize the relevant literature is, in our estimate, much greater than the work required for the other more focused and self-contained research projects. That then explains why the literature research receives a greater share of the overall budget.

In any case, as mentioned, we think these budgets support research projects that could lead to long-term high impact.

But they are not unreasonable budgets, nor are they the *highest* impact budgets.

They are not reasonable budgets since similar types of projects frequently receive similar or larger amounts of funding for their studies. For example, one can consider the projects funded by the Open Philanthropy organization here: <https://www.openphilanthropy.org/giving/grants>. An analysis of the projects funded since January 2020 shows that, as of the time of writing (November 1st, 2021), 341 projects received a total of \$420,767,429 in funds. The mean amount of funding per project was \$1,233,922, with significant outliers and a standard deviation of \$3,570,206. The median amount of funding was also \$260,000. In comparison, the total amount of funding sought by our budgets above is merely \$189,250. In light of this, we do not think our proposed budgets are extreme nor unreasonable.

But on that note, our proposed budgets are also not the *highest* impact either. What we mean by this is that we believe that if the Metachangemakers Project received upward of two million dollars in funding, then this could over time be put to good use in supporting a growing team and organization of researchers, practitioners and other collaborators who seek to do good for society. This funding would result in even higher impact.

A part of the purpose of this document, then, is to articulate just one relatively modest scenario for funding, and in the meantime, the Metachangemakers Project will continue to explore funding possibilities.

That said, however, it would not be surprising if this scenario is not realized, in which case progress on the below projects may well be slowed and circumscribed by funding and time limitations. Nevertheless, we are hopeful that some progress on the following projects is possible.

So without further delay, we shall now describe the five projects in more detail.

# Project 1: Literature Research

**Abstract:** Metachangemaking refers to the cultivation of changemakers—that is, people with the motivation and competence to make a positive impact on the world, to address its challenges and to contribute to collective wellbeing. Metachangemaking is important since it represents an approach to potentially addressing *vastly many* societal problems by systematically cultivating *many* problem-solvers. To better understand how to do metachangemaking, however, we need to draw on both the insight of the academic literature on the one hand (“literature research”) and the valuable experience of metachangemaking programs on the other (“program research”). This proposal aims to extract insights from the academic literature which speak to the question of how to cultivate changemakers. These insights may in turn influence the development and implementation of metachangemaking programs, thereby advancing the progress of metachangemaking initiatives. As currently conceived, the key means of extracting insights is through the development of an annotated bibliography which summarizes diverse bodies of knowledge and the insights drawn from them. A first edition of this annotated bibliography is near completion, yet it will surely need additions and updates. This proposal articulates the budget and timeline with which this may occur.

## Introduction

Metachangemaking, as we use the term, refers to the cultivation of changemakers. A “changemaker” is someone with the motivation and competence to make a positive impact on the world, to address its challenges and to contribute to collective wellbeing. Metachangemaking is important as it represents a promising approach to having a large, long-term positive impact on the world. This is because instead of focusing on a handful of problems—such as climate change or AI risks—metachangemaking systematically cultivates *many* changemakers who, in principle, can address *vastly* more problems.

To successfully engage in metachangemaking, we need to know how to do it effectively. In this respect, one important source of insight is the academic literature.

## Purpose of the Research

The purpose of this research is to increase the extent to which the academic literature can inform metachangemaking programs.

The academic literature contains insights about what motivates individuals to act altruistically (Oliner & Oliner, 1988), about potential interventions to help people realize the reward of altruistic actions (Aknin et al., 2013) about what competencies are important for changemakers (Alden-Rivers et al., 2015), and about many other topics, all of which are directly relevant to metachangmaking.

However, it is not obvious that such insights are informing metachangmaking programs as much as they could. In this sense, it seems there is a gap between the insights in the academic literature on the one hand and the efforts of metachangmaking programs on the other.

The purpose of this research is to bridge this gap.

## Research Outcomes

The primary outcome for this research project is a continually updated annotated bibliography called *The Metachangemakers Annotated Bibliography (Wilcox et al., n.d.)*. The Metachangemakers project has already produced a draft of the first edition of the bibliography, summarizing literature from diverse disciplines, providing an annotation for each entry and explaining its relevance to metachangmaking. Furthermore, the bibliography also features a preface which aims to summarize salient insights that have emerged from the literature research so far. The literature research will then consist in continually updating this document, providing new editions at periodic intervals.

## Methodology

This updating of the annotated bibliography requires the following:

1. A list of suggested additions to the annotated bibliography

The Metachangemakers Project maintains a list of suggested additions to the annotated bibliography in the form of a document which team members can access and edit.

2. Researchers producing annotations

The project also requires researchers who continually read the literature (including the list of suggested additions) to produce annotations of the literature which can be included in future editions of the annotated bibliography. These annotations will follow the methodological guidelines and processes already described in the current version of the annotated bibliography. This includes conformity to a cross-checking process to ensure that annotations meet specific desiderata, such as accuracy, clarity and neutrality with respect to the subject matter.

### 3. Efforts to solicit suggested additions from researchers and others

The Metachangemakers Project will continually seek suggested additions to its bibliography. This will be done by maintaining an online survey, accessible at the Metachangemakers website, which elicits suggestions. Furthermore, the Project will also ask for suggested additions in its activities, such as presentations at conferences and its distribution of the annotated bibliography.

### 4. Updates of the literature research

The Metachangemakers Project will periodically update and re-release the annotated bibliography. Currently, we think an appropriate timeframe for this is every two years. Updates to the bibliography consist of adding any new annotations to the documents, revising any issues arising from the previous version and providing a new summary of salient insights—old and new—that have emerged from the literature research to date.

### 5. The extraction and communication of key insights

The Metachangemakers Project will also periodically release summaries of insights from the literature which are communicated to both researchers and practitioners of metachangemaking.

## **Proposed Timeline**

The proposed timeline for the project is as follows. The first version of the annotated bibliography will be released to select metachangemaking programs in January 2022. Afterwards, the Metachangemakers Project will seek additional researchers to work on the literature research project. Their work will continue along the above lines until the next edition is released in January 2023.

## **Budget**

Two full-time researchers (or the part-time equivalents) working on the literature research, ideally graduate students.

- \$70,000 per researcher per year x 2
- Total for one-year period: \$140,000

# Project 2: Program Research

**Abstract:** Metachangemaking refers to the cultivation of changemakers—that is, people with the motivation and competence to make a positive impact on the world, to address its challenges and to contribute to collective wellbeing. Metachangemaking is important since it represents an approach to potentially addressing *vastly many* societal problems by systematically cultivating *many* problem-solvers, so to speak. To better understand how to do metachangemaking, however, we need to draw on both the insight of the academic literature on the one hand (“literature research”) and the valuable experience of metachangemaking programs on the other (“program research”). The literature research has been carried out extensively already. What is particularly needed, however, is systematic research into metachangemaking programs. This proposal addresses this need, suggesting a line of inquiry with three aims: 1) better documenting what we call “parameters” of different models of metachangemaking, 2) obtaining better reflective insight into the operations of different models—particularly their strengths, challenges and lessons learned, and 3) obtaining other useful information or materials about such models. The publishable outcomes of this project include a database of models of metachangemaking, as well as a report synthesizing insights from the literature research and the program research. The methodology consists of building multiple case studies of different programs through the use of survey and interview methods with “metachangemakers”—that is, individuals who design or implement metachangemaking programs. The proposed timeline of the research from start to completion is Winter 2022 to Fall 2022.

## Introduction

Metachangemaking, as we use the term, refers to the cultivation of changemakers. A “changemaker” is someone with the motivation and competence to make a positive impact on the world, to address its challenges and to contribute to collective wellbeing. Metachangemaking is important as it represents a promising approach to having a large, long-term positive impact on the world. This is because instead of focusing on a handful of problems—such as climate change or AI risks—metachangemaking systematically cultivates *many* changemakers who, in principle, can address *vastly* more problems.

To successfully engage in metachangemaking, we need to know how to do it effectively. Two sources of insight shed light on this. One source of insight is the academic literature; to that extent, the Metachangemakers Project has surveyed a body of literature, summarizing lessons in *the Metachangemakers Annotated Bibliography* (Wilcox et al., n.d.).

However, another source of insight comprises the experience of metachangemaking programs themselves, regardless of whether there is any academic literature about it. This proposal is about investigating such metachangemaking programs. To our knowledge, there are no broad studies of metachangemaking programs that attempt to, among other things, uncover best practices. Our study aims to fill that gap.

## **Program Research Proposal**

Each program embodies what we might call a “model of metachangemaking”. To understand what a model of metachangemaking is, it is useful to provide some context. Recall that a “changemaker” is someone with the motivation and competence to make a positive impact on the world. Defined broadly as such, it encompasses terms that refer to more specific kinds of changemakers: examples include “altruistic leaders” or “effective altruists”, for instance. “Metachangemaking”, then, is the process of cultivating such changemakers.

A “model” of metachangemaking is then a set of ideas or assumptions about metachangemaking—about how to make changemakers, as such. Every attempt to make changemakers explicitly or implicitly involves such models. For example, many such programs face the challenge of motivating people to make a change. To do this, some programs motivate participants by fostering empathy and concern for the suffering of others. Other programs reflect assumptions about human nature or about a motivating sense of purpose that humans should have to contribute to the advancement of society. These different approaches to metachangemaking reflect different models. On some models, empathy and the awareness of suffering are important motivators; on other models, particular views about human nature and purpose are important motivators.

### ***Purpose of the Research***

The purpose of the proposed research is threefold:

1. To better document what we call the “parameters” of different models of metachangemaking
2. To obtain better reflective insight into the operations of different models
3. To obtain other useful information or materials about such models

We will explore what we mean by each of these, starting with the parameters of metachangemaking models.

### *Parameters of Metachangemaking Models*

Each model of metachangemaking can be characterized by a set of so-called “parameters”. Speaking somewhat metaphorically, parameters are just the dimensions along which models can vary. For example, two models may both consider how to motivate participants, but one might motivate participants in one way and the other might motivate them in a different way. In this case, they differ along the dimension of motivation insofar as they each have different ways of motivating participants.

As we currently conceive of them, metachangemaking models can be characterized by the following parameters:

- **Teleological parameters** about what the different overarching purposes of the program might be
- **Demographic parameters** about who is in the program and where it occurs
- **Enlisting Parameters** about how participants find out about and join the program
- **Motivational parameters** about how participants are motivated to be changemakers
- **Competence parameters** about the how program aims to foster competencies or effectiveness within changemakers
- **Learning environment parameters** about what the learning environment(s) for students look like (e.g. a discussion group, a class room)
- **Practical parameters** about how the program is connected to action—to the actual practice of making a change
- **Implementation parameters** about how people go about implementing models of metachangemaking
- **Evaluation parameters** about how programs are evaluated
- **Research basis/theories of change parameters** about the research or theories, if any, that inform the program (e.g. personal experiences, particular studies, an educational philosophy)
- **Situational parameters** about variables in the social context that may have influenced the success of the program (e.g. political crises which motivated participation in the metachangemaking programs)

And there may be other parameters which will be added to our list as we engage in further research.

## *Reflective Insight and Miscellaneous Information and Materials*

As mentioned, a second purpose of the program research is to obtain reflective insight into the models of metachangemaking. By this, we essentially mean a better understanding of the following:

1. The relative **strengths** of different programs
2. The **challenges** confronted by different programs
3. The **lessons** that have been learned by different programs

And lastly, a third and final aim is to collect other potentially useful information or materials regarding the programs. These include, for example, textbooks or other materials that are used in the delivery of the programs.

## **Research Outcomes**

We expect the aforementioned research to shed light on the following research questions:

1. What are the different programs and models of metachangemaking?
2. What are the different parameters of these models?
3. How effective or optimal are different parameters in cultivating changemakers?
4. What are the main challenges faced by programs?
5. What are the general lessons that have been learned by such programs?

This research will also culminate in three potentially publishable research outcomes:

1. A database of different models of metachangemaking
2. A research report summarizing the main insights about the aforementioned questions, as well as any other insights that arise from the literature research
3. A map of “metachangemaking”—documentation about the various metachangemaking programs throughout the world

## Methodology

### *Methodological approach: case study*

A case study is an empirical inquiry that explores a real-life, contemporary bounded system over time by drawing upon multiple sources of data and reports a case description and lessons learned (Creswell, 2013; Yin, 2017). A case study approach was chosen because it emphasizes the holistic, unique, and meaningful characteristics of the system under study (Stake, 1995; Yin, 2017). We plan to use an *instrumental multiple case study* design, which seeks to understand a specific issue (i.e., how to cultivate changemakers) through cross-case comparison (Stake, 1995). Multiple-case designs are likely to be stronger than single case studies because conclusions independently arising from two or more cases will likely be more plausible and generalizable (Yin, 2017).

In our study, a single bounded case will represent a particular metachangemaking program over its entire operating history.

### *Participants*

The primary participants will be those we call “metachangemakers”—people who are involved in the design, delivery, or implementation of metachangemaking programs. We may also include former participants of metachangemaker programs. We will use purposive sampling to identify exemplar metachangemaker programs operating with a degree of systematicity. This, at minimum, means that such programs would be run by a recognized institute or organization, such as a school or an organization like the “The Foundation for the Application and Teaching of the Sciences” (FUNDAEC). It is unclear how many metachangemaking programs will eventually be included in our study since, to our knowledge, no one has sought to identify the space of different programs. We may, for instance, study around 20 programs to obtain a diverse collection of perspectives, and about 5 of those in more depth. However, perhaps we may find a larger or smaller number of programs to include in our study.

### *Incentives and Potential Disincentives*

Participation in the research will require time from the participants, at the very least for such things as interviews and replying to emails. This raises a question about what incentives, if any, participants would have to contribute to our research.

We believe the first and foremost incentive for the participants is the same incentive which we ourselves share: a strong desire to contribute to the good of society and a willingness to dedicate a modest amount of time to this end by advancing this research project.

However, we anticipate that there are other incentives. For example, we hope to establish a network of metachangemakers with whom we can freely share generally useful information, insights and other resources.

That said, there may also be potential disincentives, at least from the perspective of potential participants in the program research. One such disincentive is the fear that our research may shine a negative spotlight on limitations or challenges faced by metachangemaking programs.

However, we think there is no cause for concern here: our research guarantees anonymity to the extent that any participants desire it. We need not mention any challenges encountered by specific programs, nor even that we have collaborated with any specific programs. Of course, research materials such as interview transcripts may be distributed internally among members of the Metachangemakers Project, but these would not be shared more widely unless participants explicitly agreed to it. Regardless, we anticipate that many programs will be happy for us to share some identifying details, such as which specific programs were involved in the research and which programs adopt specific approaches to cultivating changemakers.

In any case, the bottom line is that we anticipate no disadvantages to participants aside from a modest sacrifice of time and we guarantee anonymity to the extent that it is desired by participants.

### ***Data Collection Procedure***

We will collect data from a variety of sources in order to build more comprehensive case studies and triangulate our findings. Relevant documents generated by the metachangemaking programs (e.g., marketing materials, reports) will be collected. We will conduct semi-structured interviews with metachangemakers (see the Appendix for a draft interview protocol). We may also administer a survey if deemed useful. The survey and interview questions will seek to elicit reflective insight and information about the parameters of the metachangemaking program (as defined above).

### ***Data Analysis***

We will conduct a cross-case analysis of program materials, interview recordings or transcripts and possibly survey responses to uncover themes (Creswell, 2013).

## Proposed Timeline

We propose the following timeline for this research study:

- **Winter 2022:** *IRB approval* will be obtained and *data collection* will begin
- **Spring 2022:** *Data analysis* will be completed
- **Summer 2022:** *Report writing* will be completed

## Budget

We propose the following budget for this research study:

- Hourly wage for researchers:  $\$90 \times 150 = \$13,500$

It should be noted that we anticipate participants in the study will often be motivated out of a desire to help our research project, given its aspirations to help humanity.

## Appendix

### *Interview Protocol (Draft)*

#### Introduction

Thank you for agreeing to participate in this interview. It is part of a larger study that seeks to better understand the lessons, strengths, and challenges of educational programs that aim to cultivate “changemakers”—people with the ability and motivation to address societal challenges and to make a positive impact on the world. Your identity and answers will be kept confidential and only used for the purposes of this project. Participation is voluntary and you can end the interview at any time without adverse consequences.

To ensure I am able to give my full attention to our conversation and to help with transcribing, I am hoping to record this interview. We won't be sharing the recording outside the research team and we'll keep it confidential. Would it be OK with you if I record this interview?

### Background Information

1. Can you please state your full name?
2. What is the name of your organization?
3. What is your role at the organization?
4. How long has your organization been working to cultivate changemakers?

### Participant Information

1. Approximately how many people have participated in your program?
2. What are the demographic characteristics of the participants in your program?
  - a. Age?
  - b. Race?
  - c. Ethnicity?
  - d. Gender?
  - e. Socio-economic status?
  - f. Pre-requisites (e.g., primary school education)?
  - g. Other relevant demographics?
3. How do participants find out about the program and join it?

### Program Design

1. Does the program aim to motivate participants to make a positive impact on the world and/or address societal problems?
  - a. If so, how?
2. Does the program aim to equip participants with specific competencies or skills that might help them make a positive impact?
  - a. What are these specific competencies and skills?
3. What do the learning environments and experiences for participants in the program look like (e.g. daily classroom lectures, weekly discussion circles with a facilitator, group projects to improve the local community)?
4. Does your organization collaborate with any other institutions, organizations, or agencies in implementing the program?
5. What considerations affected how the program was designed?
  - a. For example, was it the experience of some individual or group of individuals, a specific theory of change, a philosophy, or a body of research?
6. Do you or others have any materials that would help us to understand the program better and that you can share with us (e.g. textbooks used by participants, marketing materials)?

### Reflective Insight

1. Are there efforts to measure the success of the program or how much of an impact it is having?
  - a. How is the success or impact of the program measured?

2. What would you say are the strengths of the program?
3. What are the main challenges that you have faced or are facing?
4. What are the main lessons that have been learned from your efforts running the program?

#### Closing

1. Do you know of any other educational programs that aim to make changemakers?
2. Is there anything else you would like to add?
3. That's all the questions I have. Do you have any questions for me?
4. Thank you so much for your time!

# Project 3: Competence Research

**Abstract:** Metachangemaking refers to the cultivation of changemakers—that is, people with the motivation and competence to make a positive impact on the world, to address its challenges and to contribute to collective wellbeing. Metachangemaking is important since it represents an approach to potentially addressing *vastly many* societal problems by systematically cultivating *many* problem-solvers, so to speak. To better understand how to do metachangemaking, however, we need to have a better sense of which competencies are important for changemakers to possess across different contexts. In this research project, we will survey experienced changemakers to identify the competencies they deem most relevant and important. This will also help us identify which competencies, if any, are necessary for all contexts, and which are necessary only for specific contexts. The publishable outcomes of this project include a ranked list of changemaker competencies and descriptive statistics about their relative importance. The proposed timeline of the research is Winter 2022 to Summer 2022.

## Introduction

Metachangemaking, as we use the term, refers to the cultivation of changemakers. A “changemaker” is someone with the motivation and competence to make a positive impact on the world, to address its challenges and to contribute to collective wellbeing. Metachangemaking is important as it represents a promising approach to having a large, long-term positive impact on the world. This is because instead of focusing on a handful of problems—such as climate change or AI risks—metachangemaking systematically cultivates *many* changemakers who, in principle, can address *vastly* more problems.

To effectively tackle complex societal problems, changemakers will need particular competencies—that is, particular skills or dispositions that can make one an effective changemaker. It is crucial to identify such competencies so that metachangemaking programs can then work to cultivate these necessary skills and dispositions. Here, we provide a summarized list of potentially important changemaker competencies that have been discussed in the literature:

- *Action orientation*: the ability to set goals and take action (Alden-Rivers et al., 2015; Freire, 2018; Mitchell, 2008)
- *Bravery*: courageous character (Damon & Colby, 2015; Payne, 1995)

- *Communication*: high levels of literacy and numeracy, cross-cultural communication, and the ability to influence and persuade others (Alden-Rivers et al., 2015)
- *Critical thinking*: the ability to evaluate assumptions, problem-solving methods, and evidence (Alden-Rivers et al., 2015)
- *Empathy*: the ability to understand other people's experiences and feelings (Alden-Rivers et al., 2015; Damon, 2010; Malin, 2021)
- *Innovation and creativity*: original, inventive, and future thinking (Alden-Rivers et al., 2015)
- *Internal locus of control*: the perceived ability to bring about change through one's own behavior (Alden-Rivers et al., 2015)
- *Leadership*: the ability to inspire others, make decisions, articulate a vision, and implement change (Alden-Rivers et al., 2015; Malin, 2021)
- *Perseverance*: optimism, resilience, and the ability to adapt in the face of adversity and changing circumstances (Alden-Rivers et al., 2015; Damon, 2010)
- *Problem solving*: the ability recognize problems and develop problem-solving strategies (Alden-Rivers et al., 2015)
- *Reflexivity*: active self-reflection about one's own values, goals, strengths, and weaknesses (Alden-Rivers et al., 2015; Damon, 2009; Freire, 2018; Matsuba et al., 2014)
- *Self-confidence*: trust in one's abilities, qualities, and judgment (Alden-Rivers et al., 2015)
- *Social-emotional intelligence*: awareness and management of one's own and other's emotions in social interactions (Alden-Rivers et al., 2015; Malin, 2021)
- *Systems thinking*: the ability to identify and understand complex systems, predict their behaviors, and devise modifications that produce desired effects (Meadows, 2008; Scoones et al., 2020)
- *Values-driven orientation*: a commitment to making decisions based on one's morals and broader ethical frameworks (Alden-Rivers et al., 2015; Damon, 2009)

## Purpose of the Research

A key limitation of previous studies on changemaker competencies is that they do not investigate what changemakers themselves believe are the most important competencies. As the ones actively engaged in tackling societal problems, changemakers offer a vital perspective on which competencies are most salient. Another open question remains as to which competencies, if any, are necessary for all contexts versus which are necessary only for specific contexts. In other words, it is unclear as to which competencies are *domain general* and which are *domain specific*. This research project seeks to fill these gaps.

## **Research Outcomes**

We expect the aforementioned research to culminate in one or more publications which shed light on the following research questions:

1. Which competencies do changemakers identify as relevant, and what is the relative importance of these competencies?
2. Which competencies, if any, are necessary for all contexts, and which are necessary only for specific contexts?

## **Methodology**

### ***Methodological approach: Survey***

We will use a survey methodology. Surveys involve collecting data from a sample of individuals from a population with the goal of making statistical inferences about the population being studied (Groves et al., 2011). Surveys are useful for collecting a large amount of data relatively quickly and inexpensively, and they can be used to collect both facts and opinions, which are the focus of this study.

### ***Participants***

The participants will be experienced changemakers who have made a demonstrable impact on the societal problem(s) they are tackling. We will begin recruiting participants using convenience sampling based on our research team's social network; this includes, for example, tapping in the networks of fellows from well-known changemaker support organizations, including Acumen, Ashoka, and Echoing Green. We will then use a snowball sampling approach in which respondents will be asked to suggest additional participants (Patton, 1990).

### ***Data Collection Procedure***

Since the universe of possible changemaker competencies is unknown a priori, we plan to use a three phase survey approach. In the first phase, we will distribute an online questionnaire with an open-ended question asking participants to indicate which competencies they believe are highly important and then analyze the responses to identify, say, the top ten competencies based on frequency. In the second phase, we will craft definitions of these competencies and perform cognitive pretesting with a different sample of participants to validate their clarity and reliability.

In the third phase, we will distribute a closed-ended online questionnaire asking yet another sample of participants to rate the importance of these ten competencies and rank them relative to each other. This questionnaire will also ask about participant demographics to aid in answering our second research question discussion point. See the Appendix for draft questionnaire items.

### ***Data Analysis***

We will calculate descriptive statistics to determine the relative frequency and importance of the various competencies. We will then group the competencies based on respondent domain areas to identify which competencies may be domain general versus domain specific.

### **Proposed Timeline**

We propose the following timeline for this research study:

- **Winter 2022:** *IRB approval and data collection* will begin
- **Spring 2022:** *Data analysis* will be completed
- **Summer 2022:** *Report writing* will be completed

### **Budget**

We propose the following budget for this research study:

- Cash compensation for survey respondents:  $\$10 \times 200 = \$2,000$
- Hourly wage for researchers:  $\$90 \times 75 = \$6,750$
- Total:  $\$8,750$

### **Appendix**

#### ***Questionnaire (Draft example)***

##### Cover Sheet / Consent Form

Hello, I am a doctoral student at Stanford University. I am inviting you to participate in my research study. The purpose of this study is to explore which competencies are important for changemakers, where changemakers are understood as people with the motivation, skills, and confidence to make positive societal change. Competencies could include, for instance, particular

skills or ways of thinking (that is, dispositions) that you have found really important in your work as a changemaker. You have been chosen to participate because I have identified you as a changemaker.

**TIME INVOLVEMENT:** Your participation in this survey will take approximately 10 minutes.

**RISKS AND BENEFITS:** There are no risks or benefits associated with this study.

**PARTICIPANT'S RIGHTS:** If you decide to participate in this project, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time. You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals. Results will not be reported in any way that could identify you as an individual.

**CONTACT INFORMATION:**

*Questions:* If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, do not hesitate to contact me at [reynante@stanford.edu](mailto:reynante@stanford.edu).

*Independent Contact:* If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the Stanford Institutional Review Board (IRB) to speak to someone independent of the research team at (650)-723-2480 or toll free at 1-866-680-2906, or email at [IRB2-Manager@lists.stanford.edu](mailto:IRB2-Manager@lists.stanford.edu). You can also write to the Stanford IRB, Stanford University, 1705 El Camino Real, Palo Alto, CA 94306.

Please print a copy of this page for your records.

If you agree to participate in this study, please click the >> button below in order to proceed with filling out the survey.

Competencies: Open-Ended

What competencies (skills and dispositions) do you find you most frequently need to draw on in your work? Please list 3-5 competencies and give an example of each.

Before you started your changemaking career, were there any competencies you had to develop which you did not anticipate in the beginning?

Looking back on your entire career as a changemaker, what competencies (skills and dispositions) do you believe have been most important?

What competencies do you believe are most important for changemakers in general?

What competencies do you believe will be most important for changemakers in the near future (10-30 years from now)?

Competencies: Closed-Ended

How important is each of the following competencies in your own work as a changemaker?

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
<i>Action orientation:</i> the ability to set goals and take action					
<i>Bravery:</i> courageous character					
<i>Communication:</i> high levels of literacy and numeracy, cross-cultural communication, and the abilities to influence and persuade others and to learn cooperatively					
<i>Critical thinking:</i> the ability to evaluate assumptions, problem-solving methods, and evidence					
<i>Empathy:</i> the ability to understand other people’s experiences and feelings					
<i>Innovation and creativity:</i> original, inventive, and future thinking					
<i>Internal locus of control:</i> the perceived ability to bring about change through one’s own behavior					
<i>Leadership:</i> the ability to inspire others, make decisions, articulate a vision, and implement change					
<i>Perseverance:</i> optimism, resilience, and the ability to adapt in the face of adversity and changing circumstances					

<i>Problem solving</i> : the ability recognize problems and develop problem-solving strategies					
<i>Reflexivity</i> : active self-reflection about one's own values, goals, strengths, and weaknesses					
<i>Self-confidence</i> : trust in one's abilities, qualities, and judgment					
<i>Social-emotional intelligence</i> : awareness and management of one's own and other's emotions in social interactions					
<i>Systems thinking</i> : the ability to identify and understand complex systems, predict their behaviors, and devise modifications that produce desired effects					
<i>Values-driven orientation</i> : a commitment to making decisions based on one's morals and broader ethical frameworks					

## Demographics

In this section, we will ask about some demographic information to learn about whether people of different demographics have similar or different views. Also remember that you have the right to refuse to answer particular questions.

What is your full name?

- Open text response

What is your email address?

- Open text response

What is the name of your organization?

- Open text response

What is your position/title at your organization?

- Open text response

Where are you located?

- Africa
- Antarctica
- Asia

- Central America
- Europe
- North America
- Middle East
- Oceania (Australia, New Zealand, etc.)
- South America

How many years of experience do you have working as a changemaker?

- Open numerical response

Which sector do you primarily work in?

- Public sector (e.g., government)
- Private sector (e.g., most businesses and individuals)
- Non-profit sector
- Other

Which industry do you primarily work in?

- Open text response

What societal problem(s) do you address in your role as a changemaker?

- Open text response

What was your organization's total budget this past year?

- Open text response

How many people were employed at your organization this past year?

- Open text response

How many people volunteered for your organization this past year?

- Open text response

What are the names and email addresses of other changemakers you would suggest we include in this study?

- Open text response

Thank you for taking the time to complete this survey! Please don't hesitate to contact me (Brandon Reynante, [reynante@stanford.edu](mailto:reynante@stanford.edu)) if you have any questions or concerns about the survey research.

# Project 4: Altruism Research

**Abstract:** Metachangemaking refers to the cultivation of changemakers—that is, people with the motivation and competence to make a positive impact on the world, to address its challenges and to contribute to collective wellbeing. Metachangemaking is important since it represents an approach to potentially addressing *vastly many* societal problems by systematically cultivating *many* problem-solvers, so to speak. To better understand how to do metachangemaking, however, we need to understand how to cultivate the altruistic motivations at the heart of metachangemaking. This proposal then articulates two sub-research projects to advance our understanding in this respect. The first project is an overview and evaluation of various methods of cultivating altruistic motivations. The second project is an in-depth examination of one project that we think has particular promise: the happiness-altruism approach. These projects should result in publishable outcomes, but since the research does not require any novel empirical research, there is no suggested budget. The timeline for the project is Winter 2022 to Spring 2022.

## Introduction

Metachangemaking, as we use the term, refers to the cultivation of changemakers. A “changemaker” is someone with the motivation and competence to make a positive impact on the world, to address its challenges and to contribute to collective wellbeing. Metachangemaking is important as it represents a promising approach to having a large, long-term positive impact on the world. This is because instead of focusing on a handful of problems—such as climate change or AI risks—metachangemaking systematically cultivates *many* changemakers who, in principle, can address *vastly* more problems.

## Purpose of the Research

Changemakers, by definition, are motivated to contribute to the well-being of others in some central way. We call such motivations “altruistic” motivations, and these motivations may concern humans or other non-human forms of life (an example being endangered species). Metachangemaking then requires the cultivation of such motivations.

In this respect, it is clear that altruistic acts may be motivated in various ways (Batson, 2011; Staub, 1974). Oliner & Oliner (1988), for example, report that the rescuers of Jewish people in

Nazi Europe had different motivations: some were motivated by principles of justice or of other concepts, others were motivated by empathy for the Jewish people and others by allegiance to a social group (such as their family) who would disapprove of their failing to help the Jewish people.

What is also clear is that various interventions can affect motivations and behavior in general. For instance, altruistic motivations might be cultivated through the “social norms approach”, an intervention to encourage altruistic acts by communicating “normative” information about what other people are doing or approve of. Some scholars also argue that people have a natural moral sense that can be built upon through specific empathy-building exercises (Damon, 2010; Zaki, 2019). Another approach to building altruistic motivations exploits what we call the potential *happiness-altruism connection*. A substantial body of evidence suggests that humans across cultures can experience higher degrees of happiness or subjective well-being when they engage in acts of kindness or altruism towards others (Aknin et al., 2013; Curry et al., 2018). In this respect, some educational programs encourage acts of altruism and explicitly teach participants that this results in greater happiness (Taggart, 2020b, 2020a).

However, an open-question remains as to which approach, if any, is best for motivating people in particular circumstances. This is especially important since some research suggests particular altruistic motivations can be diminished or eliminated given particular changes in circumstances (Staub, 1974). For example, the happiness-altruism approach might fail in cases where altruism results in substantial sacrifices to one’s happiness, although it may succeed in circumstances where altruism or its endorsement are not prevalent in one’s social group but nevertheless induce more happiness overall. Conversely, the social norms approach may motivate individuals even in cases where altruism requires costly sacrifices to one’s happiness but is nevertheless the norm in one’s social group. For these reasons, it is an open question as to which approaches are best for a given context.

Consequently, this proposal hopes to address this question through two sub-research projects: a review of extant methods to cultivate altruism and a more in-depth examination of one such method—the happiness-altruism approach.

## **Sub-Research Project A: Review of Extant Methods**

This first research project is a review and critical evaluation of extant methods of cultivating altruistic motivations.

From our review of the literature thus far, there are several approaches that appear salient, including the following:

- **The Empathy Building Approach:** This approach involves cultivating empathy in participants as a way of motivating altruistic behaviour (Damon, 2010; Zaki, 2019).

- **The Exemplar Exposure Approach:** Related to the above, this approach involves exposing participants to inspiring exemplars of altruism whose stories may in turn motivate people to be altruistic (Colby & Damon, 2010; Damon, 2010; Damon & Colby, 2015; Han et al., 2017; Kahne & Sporte, 2008).
- **The Happiness-Altruism Approach:** As mentioned, this approach involves fostering altruism by teaching that altruistic behaviour brings happiness to the altruist, or by exposing participants to interventions that enable participants to experience the affective rewards of altruistic behaviour (Curry et al., 2018; Taggart, 2020b, 2020a).
- **Identity-Intervention Approach:** This involves fostering altruism through interventions which encourage participants to identify as altruists or to consider the extent to which they identify as altruists (Bryan et al., 2011; Walton, 2014; Williams & Chawla, 2016).
- **The Social Norms Approach:** As mentioned, this approach involves fostering altruism by communicating normative information about the extent to which others engage in, or approve of, altruistic behavior (Prentice & Paluck, 2020).

This review will seek to answer the following questions about each of these approaches:

- **Definition:** How is the approach defined and what does it involve?
- **Current Implementation:** Where and how is the approach currently implemented?
- **Strengths:** What are potential strengths of the approach, especially relative to others?
- **Limitations:** What are potential limitations or drawbacks of the approach, especially relative to others?

## **Sub-Research Project B: In-Depth Examination of the Happiness-Altruism Approach**

A growing body of evidence suggests humans naturally experience the reward of happiness when engaging in acts of kindness or altruism towards others (Aknin et al., 2013; Curry et al., 2018). In this sense, we might say that there is growing evidence for a happiness-altruism connection.

Some educational programs appear to be leveraging this connection. For example, some schools in Denmark and Ireland have classes which aim to cultivate kindness, and they explicitly teach that altruism results in happiness to the altruist (Taggart, 2020b, 2020a).

However, there has, to our knowledge, been no scholarly attempt to articulate and evaluate this approach to cultivating altruism, even though, as indicated earlier, the literature contains some studies in relevant but distinct areas. We think this is unfortunate, for it seems to us to be an especially promising approach to cultivating altruism. For that reason, we wish to further explore this specific approach to cultivating altruism.

Filling this scholarly gap, then, is the purpose of this second part of the proposal. In particular, attention will be paid to the following questions:

1. **Evidence for the Happiness-Altruism Connection:** What is the evidence that humans can experience happiness when engaging in altruistic acts? What are the strengths and limitations of this evidence?
2. **Promise of the Happiness-Altruism Approach:** To what extent could the happiness-altruism approach represent a promising approach to cultivating altruism? What are its limitations?

## Research Outcomes

The outcomes of this research project would be one or more publications exploring the above questions. Such publications would provide insight into what approaches, if any, are most promising for cultivating altruism in would-be changemakers in various contexts.

## Methodology

As currently conceived, the proposed research amounts to a novel synthesis and evaluation of empirical literature, perhaps with some development of theoretical aspects of the happiness-altruism approach. However, this research, while novel, is not specifically *empirical* research. For that reason, there are no details of methodology to discuss here.

## Budget

We propose the following budget for this research study:

- Hourly wage for researchers:  $\$90 \times 150 = \$13,500$

## Proposed Timeline

- **Winter 2022:** Altruism research begins
- **Spring 2022:** Papers are ready to submit for publication.

# Project 5: Implementation Research

**Abstract:** Metachangemaking refers to the cultivation of changemakers—that is, people with the motivation and competence to make a positive impact on the world, to address its challenges and to contribute to collective wellbeing. Metachangemaking is important since it represents an approach to potentially addressing *vastly many* societal problems by systematically cultivating *many* problem-solvers, so to speak. One outstanding question is how best to implement a metachangemaking initiative in various contexts, including higher education, high school systems and others. In this research project, we will investigate important considerations about how to implement metachangemaking initiatives, and we will explore various implementation possibilities. The outcomes of this project will include a report of synthesized findings about implementing metachangemaking programs and a prototype of a novel metachangemaking initiative. The proposed timeline of the research is Winter 2022 to Summer 2022.

## Introduction

Metachangemaking, as we use the term, refers to the cultivation of changemakers. A “changemaker” is someone with the motivation and competence to make a positive impact on the world, to address its challenges and to contribute to collective wellbeing. Metachangemaking is important as it represents a promising approach to having a large, long-term positive impact on the world. This is because instead of focusing on a handful of problems—such as climate change or AI risks—metachangemaking systematically cultivates *many* changemakers who, in principle, can address *vastly* more problems.

We have completed an initial review of the academic literature related to metachangemaking and are planning to conduct empirical research on metachangemaking programs and practicing changemakers. The findings from those systematic research studies may be used to inform the design of novel metachangemaking initiatives. However, one outstanding question is how best to implement such an initiative. There is a small body of literature on how to design and implement metachangemaking programs at higher education institutions (Fuessel, 2020; Kim et al., 2018). However, it is not clear to what extent that information is applicable to other contexts, such as the U.S. K-12 public education system.

## Purpose of the Research

This research study seeks to uncover insights into how to maximize the success of implementing a metachangemaking initiative. Ideally, such an initiative would be accessible, sustainable, and scalable.

## **Research Outcomes**

We expect the aforementioned research to shed light on the following research questions:

1. What are the important considerations associated with implementing a metachangemaking initiative, including potential barriers and success-raising factors?
2. What form(s) could this initiative take, such as online or in-person instruction?
3. How might one implement a novel metachangemaking initiative?

## **Methodology**

### ***Methodological Approach***

We will investigate the research questions proposed in this study using an approach with some elements from design thinking. Design thinking employs the mindsets and systematic, human-centered problem solving process of design practitioners to innovate new products, services, and systems (Brown, 2008). One widely used design thinking framework, from Stanford's d.school (Stanford d. school, 2010), defines a five-phase process: (1) "Empathize" with relevant stakeholders to collect data about their needs; (2) "Define" the design problem by synthesizing the collected data; (3) "Ideate" a broad range of potential solution ideas; (4) "Prototype" artifacts that embody the best ideas; and (5) "Test" prototypes with stakeholders to solicit feedback. Each step of the process, as well as the entire process itself, can be iterative. That said, the Metachangemakers Project may not implement the fourth and fifth steps. This is because the Metachangemakers Project does not aim to develop and implement any specific metachangemaking program (even if members from the project do that as an independent and distinct enterprise). Rather, the purpose of the Metachangemakers Project is to facilitate research that can benefit the entire metachangemaking community.

### ***Participants***

The participants will include stakeholders with a potential interest in metachangemaking, such as potential users (e.g., educators), potential customers (e.g., school districts), and potential partners (e.g., government entities). We will begin recruiting participants using convenience sampling

based on our research team’s social network. We will then use a snowball sampling approach in which respondents will be asked to suggest additional participants (Patton, 1990).

### ***Data Collection Procedure***

During the Empathize phase we will conduct semi-structured “needfinding” interviews with the participants to uncover their needs (see the Appendix for draft needfinding interview protocols for various stakeholders). During the Test phase we will share prototype solution artifacts with the participants and conduct semi-structured “user testing” interviews to elicit their feedback.

### ***Data Analysis***

We will perform qualitative analysis of the needfinding and user testing interviews to uncover relevant insights.

## **Proposed Timeline**

We propose the following timeline for this research study:

- **Winter 2022:** *Data collection* will begin
- **Spring 2022:** *Data analysis* will be completed
- **Summer 2022:** *Report writing* will be completed

## **Budget**

We propose the following budget for this research study:

- Hourly wage for researchers:  $\$90 \times 150 = \$13,500$

# Appendix

## *Interview Protocol (Draft)*

### Introduction

Thank you for agreeing to participate in this interview. It is part of a larger study that seeks to better understand how to effectively implement programs that aim to cultivate “changemakers”—people with the ability and motivation to address societal challenges and to make a positive impact on the world. Your identity and answers will be kept confidential and only used for the purposes of this project. Participation is voluntary and you can end the interview at any time without adverse consequences.

To ensure I am able to give my full attention to our conversation and to help with transcribing, I am hoping to record this interview. We won’t be sharing the recording outside the research team and we’ll keep it confidential. Would it be OK with you if I record this interview? I’ll start recording now. [**Begin recording**].

### Background Information

- Can you please state your full name?
- What is the name of your organization?
- What is your role at the organization?

### Questions for Potential Users (e.g., Educators)

- What educational tools, materials, and resources do you currently use, and why?
- What are desirable characteristics for educational tools, materials, and resources?
- What are some challenges to implementing educational tools, materials, and resources?
- Can you describe the last time you bought educational tools, materials, or resources and walk me through the process? How did this process make you feel?
- How much do you currently spend on educational tools, materials, and resources?
- How do you learn about new products?
- What factors would make you switch to alternative products?

### Questions for Potential Customers (e.g., Administrators)

- What are desirable characteristics for educational tools, materials, and resources?
- Can you describe the last time you obtained educational tools, materials, and resources? How did this process make you feel?
- How often do you buy educational tools, materials, and resources? How much do you currently spend on educational tools, materials, and resources?

- What are your primary problems/needs regarding educational tools, materials, and resources?
- How important are those problems/needs?
- How are you currently addressing those problems/needs? How well is that working?
- What improvements would you like to have?
- Are you aware of alternative products? If so, what are they, and why do you not use them?
- What factors would make you switch to an alternative?

#### Questions for Potential Facilitators/Partners (e.g., Government Entities)

- Who are primary customers for educational tools, materials, and resources?
- What are desirable characteristics for educational tools, materials, and resources?
- What are the primary customer problems/needs regarding educational tools, materials, and resources?
- How important are those problems/needs?
- How is the customer currently solving the problems/needs? How well is it working out for them?
- What improvements would they like to have?

#### Closing

- What should I have asked you that I didn't?
- Can you suggest another person for me to interview?

# References

- Aknin, L., Barrington-Leigh, C. P., Dunn, E. W., Helliwell, J. F., Burns, J., Biswas-Diener, R., Kemeza, I., Nyende, P., & Ashton-James, C. (2013). Prosocial Spending and Well-Being: Cross-Cultural Evidence for a Psychological Universal. *Journal of Personality and Social Psychology, 104*(4), 635–652.
- Alden-Rivers, B., Armellini, A., & Nie, M. (2015). Embedding social innovation and social impact across the disciplines: Identifying “Changemaker” attributes. *Higher Education Skills and Work-Based Learning, 5*(3), 242–257.
- Batson, C. D. (2011). *Altruism in Humans*. Oxford University Press.
- Brown, T. (2008, June). Design thinking. *Harvard Business Review, 86*(6), 84–92.
- Bryan, C. J., Walton, G. M., Rogers, T., & Dweck, C. S. (2011). Motivating voter turnout by invoking the self. *Proceedings of the National Academy of Sciences of the United States of America, 108*(31), 12653–12656.
- Colby, A., & Damon, W. (2010). *Some Do Care*. Simon and Schuster.
- Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE.
- Curry, O. S., Rowland, L. A., Van Lissa, C. J., Zlotowitz, S., McAlaney, J., & Whitehouse, H. (2018). Happy to help? A systematic review and meta-analysis of the effects of performing acts of kindness on the well-being of the actor. *Journal of Experimental Social Psychology, 76*, 320–329.
- Damon, W. (2009). *The Path to Purpose: How Young People Find Their Calling in Life*. Simon and Schuster.
- Damon, W. (2010). The bridge to character. *Educational Leadership, 67*(5), 36–39.
- Damon, W., & Colby, A. (2015). *The Power of Ideals: The Real Story of Moral Choice*. Oxford University Press.
- Freire, P. (2018). *Pedagogy of the Oppressed: 50th Anniversary Edition*. Bloomsbury Publishing USA.
- Fuessel, A. (2020). *Becoming a changemaker institution*. Ashoka U.
- Groves, R. M., Fowler, F. J., Jr, Couper, M. P., Lepkowski, J. M., Singer, E., & Tourangeau, R. (2011). *Survey Methodology*. John Wiley & Sons.
- Han, H., Kim, J., Jeong, C., & Cohen, G. L. (2017). Attainable and Relevant Moral Exemplars Are More Effective than Extraordinary Exemplars in Promoting Voluntary Service Engagement. *Frontiers in Psychology, 8*, 283.
- Kahne, J., & Sporte, S. (2008). Developing citizens: The impact of civic learning opportunities on students’ commitment to civic participation. In M. Print & H. Milner (Eds.), *Civic education and youth political participation* (pp. 159–186). Brill | Sense.
- Kim, M., Krampetz, E., & Ansari, B. (2018). *Changemaker institutions*. Ashoka U.
- Malin, H. (2021). *Teaching for Purpose: Preparing Students for Lives of Meaning*. Harvard Education Press.
- Matsuba, M. K., Murzyn, T., & Hart, D. (2014). Moral identity development and community. In M. Killen & J. Smetana (Eds.), *Handbook of moral development* (Vol. 2, pp. 520–537). Psychology Press.
- Meadows, D. (2008). *Thinking in Systems: A Primer*. Chelsea Green Publishing.
- Mitchell, T. D. (2008). Traditional vs. critical service-learning: Engaging the literature to differentiate two

- models. *Michigan Journal of Community Service Learning*, 14(2), 50–65.
- Oliner, S. P., & Oliner, P. M. (1988). *The altruistic personality: Rescuers of Jews in Nazi Europe*. The Free Press.
- Patton, M. Q. (1990). *Qualitative Evaluation and Research Methods*. SAGE.
- Payne, C. M. (1995). *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*. University of California Press.
- Prentice, D., & Paluck, E. L. (2020). Engineering social change using social norms: lessons from the study of collective action. *Current Opinion in Psychology*, 35, 138–142.
- Scoones, I., Stirling, A., Abrol, D., Atela, J., Charli-Joseph, L., Eakin, H., Ely, A., Olsson, P., Pereira, L., Priya, R., van Zwanenberg, P., & Yang, L. (2020). Transformations to sustainability: Combining structural, systemic and enabling approaches. *Current Opinion in Environmental Sustainability*, 42, 65–75.
- Stake, R. E. (1995). *The Art of Case Study Research*. SAGE.
- Stanford d. school. (2010). *Design Thinking Bootcamp Bootleg*. Stanford University.
- Staub, E. (1974). Helping a distressed person: Social, personality, and stimulus determinants. *Advances in Experimental Social Psychology*, 7, 293–341.
- Taggart, E. (2020b). *Irish school decides to ditch homework and assign “acts of kindness” instead*. My Modern Met. <https://mymodernmet.com/school-ditches-homework-acts-of-kindness/>
- Taggart, E. (2020a). *Schools in Denmark have mandatory empathy classes as part of the official curriculum*. My Modern Met. <https://mymodernmet.com/empathy-classes-demark/>
- Walton, G. M. (2014). The New Science of Wise Psychological Interventions. *Current Directions in Psychological Science*, 23(1), 73–82.
- Wilcox, J. E., Reynante, B., Stephenson, O. L., Lacopo, C., Ge, K., Mouhyi, Z., McKinnon, J., Thielmann, I., Lieder, F., & Roderick, W. (n.d.). *The metachangemakers annotated bibliography*. The Metachangemakers Project.
- Williams, C. C., & Chawla, L. (2016). Environmental identity formation in nonformal environmental education programs. *Environmental Education Research*, 22(7), 978–1001.
- Yin, R. K. (2017). *Case Study Research and Applications: Design and Methods*. SAGE Publications.
- Zaki, J. (2019). *The War for Kindness: Building Empathy in a Fractured World*. Crown.