



Compiled Report on the Needs Analysis for Colombia

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Strategic Leadership in Green Business

**ERASMUS-EDU-2024-
CBHE-STRAND-2**



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Project Information

Strategic Leadership in Green Business (SLGB) was specifically designed to address regional needs, leveraging the opportunity to create a significant and sustainable impact in the region. The project involves collaboration and participation from multiple Latin American countries (Ecuador, Colombia, and Argentina) alongside three European countries (Spain, Sweden, and Finland) to develop a Strategic Leadership for Green Business program. The participating Latin American countries share similarities in terms of socio-economic and cultural contexts. The SLGB project aims to enhance specific knowledge and, consequently, the capacity of Latin American students to become effective leaders and entrepreneurs, tackling the challenging issues of sustainable prosperity in Latin America and the transition of productive sectors toward decarbonization, as part of the European Green Deal.

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V.3	15.07.2025	UVA	CUC, UNAD, WA	Final version with

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Deliverable Summary

This report is a compiled comprehensive report on the needs analysis for Colombia involving Universidad Universidad de la Costa (CUC) and Universidad Nacional Abierta y a Distancia (UNAD). This report offers detailed insights gathered from students, professors, and industry experts regarding their needs for the SLGB program. It highlights the significant themes of competencies, skills, knowledge gaps, and expectations from data obtained from three groups. Based on these identified themes, this report offers recommendations for curriculum development, teaching methods, support mechanisms, and industry collaboration to ensure the success of the SLGB programme.

Keywords

Need analysis; compiled report; CUC; UNAD; Students; Professors; Industry experts

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List of acronyms

CUC	Universidad de la Costa
UNAD	Universidad Nacional Abierta y a Distancia

Introduction

This section provides the key findings of the survey conducted with students, professors, and industry experts in Colombia. Two universities have been involved in conducting these surveys namely Universidad de la Costa (CUC) and Universidad Nacional Abierta y a Distancia (UNAD). The scope of this analysis encompasses three main target groups: students, professors, and industry experts from Colombia. Each group offers exclusive insights into the requirements and expectations for the SLGB program. The analysis includes several themes, including competencies and skills needed, current knowledge and skills, improvement areas, course content and methodology, challenges and needed support, complementary activities, and specialization preferences. By examining these themes across all three groups, this report focuses on identifying commonalities and differences between different themes across three target groups that will inform the development of a comprehensive and effective SLGB program.

To obtain these insights, a comprehensive methodological approach was adopted. Rather than relying solely on traditional focus groups, the research team chose to conduct an in-depth survey process complemented by meetings and collaborative sessions with professors and industry professionals. This decision was based on the need to collect a broader and more structured set of data, allowing for quantitative and qualitative analysis across a larger and more diverse sample.

The approach included team-based work sessions and direct interactions with participants, which allowed for a deeper understanding of individual and collective perspectives. This format enabled a richer collection of data than typical focus groups would have provided, ensuring that the findings were well-grounded and representative of the target populations. By analysing these themes across the three groups, this report aims to highlight both the commonalities and differences that will inform the design and development of the SLGB training programme.

Methodology

For the methodology, this report covers the structured questionnaires that were prepared for the target groups, i.e. students, professors, and industry experts. These questionnaires were developed to obtain detailed insights into several factors related to the SLGB program. The target groups for this analysis are as follows:

Students:

The student questionnaire includes questions on demographic information, current knowledge and skills, improvement areas, competencies and skills needed to succeed in the SLGB, expectations from the course regarding content and structure, course format and methods, challenges and needed support, complementary activities, and specialization preferences. The student survey was conducted with a sample size of 198 respondents from CUC and 32 respondents from UNAD.

Professors:

The professor questionnaire includes questions on competencies and skills needed from students to succeed in the SLGB program, students' current knowledge and skills, improvement areas, integration and design of the course, and needed support to succeed in the program. The professor survey was conducted with a sample size of 107 respondents from CUC and 62 respondents from UNAD.

Industry Experts:

The industry expert questionnaire includes questions on industry challenges related to sustainable and green business, important values for business, competencies, and skills needed from students to succeed in the SLGB program, skill gaps and improvement areas required from students, course content and methods from an industry perspective.

The industry expert survey was conducted by CUC with a sample size of 25 companies from various economic sectors and of different sizes, selected based on their interest in sustainability. The questionnaire addressed key topics such as:

- The level of knowledge and experience of companies in sustainability,
- The environmental actions they are currently implementing,
- Perceived challenges and barriers to advancing toward green business models,
- The competencies considered essential for future leaders in the sector, and
- Potential forms of university-industry collaboration to drive sustainable innovation.

The information collected in this phase is essential to ensure that the design of the SLGB program responds to the real needs of the business ecosystem, fosters meaningful synergies between the productive sector and academia, and supports the development of human talent capable of generating a positive impact within their organizations and communities.

In addition, the industry expert survey was conducted by UNAD with 111 representatives of the Colombian industrial sector, with the objective of collecting information on their demographic profile, educational level, productive sectors, corporate values, desired competencies in graduates, training gaps, emerging trends, and willingness to collaborate with the university within the framework of the Strategic Leadership in Green Business (SLGB) program.

The data collected from these questionnaires were analyzed to identify common themes and specific needs across all three groups. This analysis forms the basis for the recommendations provided in this report.

Demographic Background of Participants

Demographic Backgrounds – Students

As part of the Strategic Leadership in Green Business (SLGB) project, funded by the Erasmus+ program, a survey was conducted to identify students' interests, levels of knowledge, motivations, challenges, and professional aspirations related to sustainable business. This instrument is part of the project's initial diagnostic phase and aims to guide the design of educational experiences aligned with the real expectations and needs of the participants.

CUC – The survey was administered to 198 undergraduate final-year and postgraduate students from Universidad de la Costa, whose responses provide key insights to strengthen the program's content, methodologies, and practical components. A majority of participants, 62.1%, identified as male, while 37.9% identified as female. This distribution shows both men's and women's engagement, with a higher representation of male respondents.

The largest group of respondents is between 18 and 24 years old, making up 39.4% of the total. This is followed by those aged 25–34, at 32.3%, and 35–44, at 17.2%. Smaller portions of the respondents fall into the 45–54 age range (9.1%) and 55 years or older (2%). Overall, the chart reflects strong participation from younger age groups, with a clear presence across various age ranges.

The highest level of education achieved by the survey participants: Undergraduate with postgraduate studies in progress: 93 responses (47.0%), Bachelor in the final undergraduate year: 92 responses (46.5%), Technologist in the final undergraduate year: 7 responses (3.5%), Technician in the final undergraduate year: 6 responses (3.0%). This highlights a well-educated group poised to integrate advanced knowledge into sustainable and entrepreneurial initiatives.

The academic fields among 198 respondents include Engineering and Technology: 117 mentions (59.1%), Economy, Finance and Business: 30 mentions (15.2%), Environmental Sciences or Sustainability: 17 mentions (8.6%), Social Sciences and Humanities: 15 mentions (7.6%), Architecture, Civil Engineering, PRFV Molding, Construction: 10 mentions (5.1%), Sciences (Biology, Chemistry, Physics, etc.): 4 mentions (2.0%), Agroindustry: 1 mention (0.5%), Quality: 1 mention (0.5%), Law: 1 mention (0.5%), Integral Logistics: 1 mention (0.5%), Psychology: 1 mention (0.5%). The majority of participants have backgrounds in engineering and technology, making up nearly 60% of the sample. This is followed by fields related to business and sustainability, showing a strong technical and economic orientation. Smaller representations from disciplines like law, logistics, and psychology highlight the program's interdisciplinary reach.

The survey shows that 43.4% of respondents (86 individuals) reported having a sustainability-focused business idea or project. Meanwhile, 56.6% (112 individuals) indicated they do not currently have such an initiative. This result reflects a strong

level of interest in sustainability, with nearly half of the participants actively engaged in or considering sustainable entrepreneurship. The respondents showed a clear emphasis on circular economy, clean energy, ecological housing, responsible consumption, and community empowerment.

UNAD – The survey was conducted with 32 final-year students from UNAD and UNAL Manizales in Colombia. Its objective was to gather information on demographic characteristics, area of study, educational level, work experience, learning objectives related to green business leadership, knowledge, skills, topics, and pedagogical approaches in which they would like to improve their knowledge or skills, preferred course format and structure for the implementation of the Strategic Leadership in Green Businesses (SLGB) training program.

Gender: 71.9% male, 28.1% female. The majority of respondents are male (71.9%), which could be interpreted as most of those interested in the project are male, and it would be important to include attraction strategies to achieve homogeneous participation between men and women in the project.

Regarding age range, there is predominant percentage between 25 and 44 years old, reaching 62.5%, and a notable 25% between 18 and 24 years old. This could indicate that in middle age, involvement in entrepreneurship and green business topics acquires greater significance.

Most of the students are studying engineering or master's programs without completion in the areas of Engineering and Technology, and Economics, Finance, and Business, which indicates a beginner and expectant academic level to consolidate specialized learning processes in green businesses.

62.5% have no professional experience, 9.4% have less than one year of experience, and 15.6% have more than 6 years of professional experience in the area. The results of this survey in engineering and master's programs show the inexperience of future professionals in different sectors of the economy and the growing need to link training in key areas of the economy such as entrepreneurship and environmental protection.

Table 1 provides detailed information on the percentages of the demographic information of students from both the CUC and UNAD.

Table 1. Demographic Background of Students for CUC and UNAD

Demographic Category	Category	CUC (n=198)	UNAD (n=32)
Gender	Male	62.1% (123)	71.9% (23)

	Female	37.9% (75)	28.1% (9)
Age Range	18-24 years	39.4% (78)	25.0% (8)
	25-34 years	32.3% (64)	62.5% (20)
	35-44 years	17.2% (34)	-
	45-54 years	9.1% (18)	-
	55 years or older	2.0% (4)	-
Level of Education	Undergraduate (final year)	46.5% (92)	-
	Undergraduate with postgraduate studies	47.0% (93)	-
	Technologist (final year)	3.5% (7)	-
	Technician (final year)	3.0% (6)	-
	Technologist or intermediate degree	-	100% (32)
Area of Training or Academic Experience	Engineering and Technology	59.1% (117)	-
	Economy, Finance, and Business	15.2% (30)	-
	Environmental Sciences or Sustainability	8.6% (17)	-
	Social Sciences and Humanities	7.6% (15)	-

	Architecture, Civil Engineering, PRFV Molding, Construction	5.1% (10)	-
	Sciences (Biology, Chemistry, Physics, etc.)	2.0% (4)	-
	Agroindustry	0.5% (1)	-
	Quality	0.5% (1)	-
	Law	0.5% (1)	-
	Integral Logistics	0.5% (1)	-
	Psychology	0.5% (1)	-
	Engineering and Technology, Economics, Finance and Business	-	100% (32)
Work Experience in Green Business or Sustainability	No experience	47.0% (93)	62.5% (20)
	Less than 1 year	22.2% (44)	9.4% (3)
	1-3 years	15.7% (31)	-
	4-6 years	4.0% (8)	-
	More than 6 years	11.1% (22)	15.6% (5)

Demographic Backgrounds – Professors

CUC - As part of the Strategic Leadership in Green Business (SLGB) project, funded by the Erasmus+ programme, a survey was conducted among faculty members to identify their experience, perspectives, and recommendations regarding the teaching of topics related to sustainability, entrepreneurship, and leadership in green business. This consultation is part of the project's initial diagnostic phase and aims to support the design of a relevant and context-sensitive training programme. The survey was completed by 107 professors from Universidad de la Costa, whose insights provide key input for the curricular and methodological development of the Green Business Leadership programme.

The gender distribution is as follows: 47 people identified as Male, representing approximately 43.93% of the total respondents, 60 people identified as Female, representing approximately 56.07% of the total respondents. This indicates that the majority of participants in the survey identify as female, with a moderate difference compared to males.

Regarding age, 32 people are between 25 and 34 years old, representing approximately 29.91% of the total, 41 people are between 35 and 44 years old, representing approximately 38.32%, 31 people are between 45 and 54 years old, representing approximately 28.97%, 3 people are 55 years or older, representing 2.80%.

The educational level results include 17 people who have a completed Doctorate or Postdoctorate, representing approximately 15.89% of the total, 16 people who have an incomplete Doctorate or Postdoctorate, representing approximately 14.95%, 2 people who have a completed University Degree, representing approximately 1.87%, 66 people have a completed Master's or Graduate Degree, representing approximately 61.68%, 6 people have an incomplete Master's or Graduate Degree, representing approximately 5.61%.

The distribution of areas of knowledge in which they have academic experience is as follows: 28 people have experience in Engineering and Technology, representing approximately 26.17% of the total, 22 people have experience in Economics, Finance and Business, representing approximately 20.56%, 21 people have experience in Environmental Sciences or Sustainability, representing approximately 19.63%, 16 people have experience in Social Sciences and Humanities, representing approximately 14.95%, 7 people have experience in Sciences (Biology, Chemistry, Physics, etc.), representing approximately 6.54%. The remaining areas have smaller representations, with 1 person in each of the following areas: Health Services Administration, Bacteriology, Law, Design, Innovation, Product Development, Education, Geology, Marketing with a sustainable focus, Cognitive Neuroscience, and Occupational Health and Safety. The majority of respondents have academic experience in Engineering and Technology, followed by Economics, Finance, and Business.

The professional experience years distribution is as follows: 3 people have 1-3 years of experience, representing approximately 2.80%, 10 people have 4-6 years of experience, representing approximately 9.35%, 22 people have 7-10 years of experience, representing approximately 20.56%, 72 people have more than 10 years of experience, representing approximately 67.29%. The majority of respondents have more than 10 years of professional experience.

The distribution of answers to the question about whether they have taught courses on sustainability and/or entrepreneurship is as follows: 20 people have taught in both areas (sustainability and entrepreneurship), representing approximately 18.69%, 9 people have taught only in entrepreneurship, representing approximately 8.41%, 36 people have taught only in sustainability, representing approximately 33.64%, 39 people have not taught in any of these areas, representing approximately 36.45%, 3 people gave other more specific answers, representing approximately 2.80%. The majority of respondents have taught in sustainability, either individually or combined with entrepreneurship, but a significant portion has not taught in these areas.

UNAD - The survey was conducted on 62 professors and researchers from UNAD and had the objective of compiling information on demographic characteristics, experience, educational skills, gaps in knowledge, themes and pedagogical approaches for the implementation of the program of Strategic Leadership in Green Businesses (SLGB).

The gender distribution is as follows: Most of the respondents are men (64.5%) and women (35.5%), which implies that the design and development of the SLGB program must also consider strategies for inclusive participation that foster gender diversity. The teaching population is mainly concentrated in the ranges between 35 and 54 years old with 45.2% in the 45-54 age range and 35.5% in the 35-44 age range. The majority have a master's degree or complete postgraduate degree (62.9%), which indicates an advanced academic level, enabling them to lead specialized training processes in green businesses.

Professional experience includes a large majority (72.6%) having more than 10 years of professional experience, which is valuable for pedagogical development and the transfer of practical knowledge in the program. Experience in implementing green leadership covers as 40.3% have no experience, and interest in acquiring it is high (37.1%), creating an opportunity to train teachers in this emerging field and enhance their active participation.

Table 2 provides detailed information on the percentages of the demographic information of professors from both the CUC and UNAD.

Table 2. Demographic Background of Professors for CUC and UNAD

Demographic Category	Category	CUC (n=107)	UNAD (n=62)
Gender	Male	43.93% (47)	64.5% (40)
	Female	56.07% (60)	35.5% (22)
Age Range	25-34 years	29.91% (32)	-
	35-44 years	38.32% (41)	35.5% (22)
	45-54 years	28.97% (31)	45.2% (28)
	55 years or older	2.80% (3)	-
Level of Education	Completed Doctorate or Postdoctorate	15.89% (17)	-
	Incomplete Doctorate or Postdoctorate	14.95% (16)	-
	Completed University Degree	1.87% (2)	-
	Completed Master's or Graduate Degree	61.68% (66)	62.9% (39)
	Incomplete Master's or Graduate Degree	5.61% (6)	-
Years of working experience	1-3 years	2.80% (3)	-
	4-6 years	9.35% (10)	-
	7-10 years	20.56% (22)	-

	More than 10 years	67.29% (72)	72.6% (45)
Experience in Implementing Green Leadership	No experience	-	40.3% (25)
	Interested in acquiring experience	-	37.1% (23)
	Both areas (sustainability and entrepreneurship)	18.69% (20)	-
	Only entrepreneurship	8.41% (9)	-
	Only sustainability	33.64% (36)	-
	None	36.45% (39)	-

Demographic Backgrounds – Industry Experts

CUC - As part of the diagnostic phase of the Strategic Leadership in Green Business (SLGB) project, a survey was conducted targeting the business sector. The objective was to identify current needs, expectations, knowledge, and gaps related to strategic leadership in sustainable business. This survey was administered between April and May 2025 to a purposive sample of 25 companies from various economic sectors and of different sizes, selected based on their interest in sustainability.

The information collected in this phase is essential to ensure that the design of the SLGB program responds to the real needs of the business ecosystem, fosters meaningful synergies between the productive sector and academia, and supports the development of human talent capable of generating a positive impact within their organizations and communities.

Out of the 25 industry representatives who responded to the questionnaire, 68% identified as male and 32% as female. This distribution reflects a predominant male representation within the sample, which may mirror broader gender dynamics in certain sectors of the green business ecosystem.

Among the 25 industry participants, the age distribution shows a predominant concentration in the 35–44 and 45–54 age ranges, each representing 28% of respondents. The 25–34 age group follows closely with 24%, while 16% of

respondents are aged 55 or older. Only 4% of participants fall within the 18–24 category. These results indicate that the majority of respondents are mid-career professionals, likely occupying leadership or decision-making roles within their organizations.

The vast majority of respondents—56%—reported having completed a Master’s or postgraduate degree, while 20% indicated they had started but not completed such studies. Additionally, 12% had completed a university degree, and smaller proportions reported other education levels: 4% completed high school, 4% completed a technical or technological program, and 4% had an incomplete university degree. These results suggest a highly educated respondent group, with over three-quarters (76%) having completed or pursued postgraduate education. This profile aligns with the targeted selection of participants occupying managerial, technical, or strategic roles in organizations with a declared interest in sustainability and innovation.

The responses indicate a near-even split: 52% of participants reported not having previous experience working with startups, while 48% stated that they have had such experience.

UNAD - The survey was applied to a total of 111 representatives of the Colombian industrial sector, with the objective of collecting information on their demographic profile, educational level, productive sectors, corporate values, desired competencies in graduates, training gaps, emerging trends, and willingness to collaborate with the university within the framework of the Strategic Leadership in Green Business (SLGB) program.

Gender: Female (55.0%), Male (43.2%), Other/Prefer not to say (1.8%).

Age: 18-24 years (64.9%), 45-54 years (12.6%), 35-44 years (9.9%), 25-34 years (9.0%), 55 years or more (3.6%).

Educational level: Completed University (48.6%), Postgraduate (27.9%), Technician/Technologist (18.9%), High School or lower (2.7%).

Area of study: Engineering and Technology (49.5%), Social Sciences and Humanities (20.7%), Economics and Finance (15.3%), Environmental Sciences or Sustainability (9.0%)

Industrial sectors: Technology and Innovation (49.1%), Agroindustry (13.2%), Health (9.4%), Education and Research (6.6%), Energy (3.8%)

Table 3 provides detailed information on the percentages of the demographic information of industry experts.

Table 3. Demographic Background of Industry Experts

Demographic Category	Category	CUC (n=25)	UNAD (n=111)
Gender	Male	68% (17)	43.2% (48)
	Female	32% (8)	55.0% (61)
	Other/Prefer not to say	-	1.8% (2)
Age Range	18-24 years	4% (1)	64.9% (72)
	25-34 years	24% (6)	9.0% (10)
	35-44 years	28% (7)	9.9% (11)
	45-54 years	28% (7)	12.6% (14)
	55 years or older	16% (4)	3.6% (4)
Level of Education	Completed University Degree	12% (3)	48.6% (54)
	Postgraduate Degree	56% (14)	27.9% (31)
	Technician/Technologist	4% (1)	18.9% (21)
	High School or lower	4% (1)	2.7% (3)
Years of working experience with startup	Experience working with startups	52% (13)	-
	No experience	48% (12)	-

Industrial sector	Technology and Innovation	-	49.1% (54)
	Agroindustry	-	13.2% (15)
	Health	-	9.4% (10)
	Education and Research	-	6.6% (7)
	Energy	-	3.8% (4)
Area of Study	Engineering and Technology	-	49.5% (55)
	Social Sciences and Humanities	-	20.7% (23)
	Economics and Finance	-	15.3% (17)
	Environmental Sciences or Sustainability	-	9.0% (10)

Findings

This section combines the findings from both universities (CUC and UNAD) surveyed and insights from industry experts operating in different sectors. It offers a comprehensive analysis, and the survey data collected from students, professors, and industry experts revealed common and relevant themes.

Common Themes Emerged from All Groups

Current Knowledge and Skills

Respondents from the student and professor groups evaluate students' current level of knowledge and skills. Below, we present key findings from each group.

Students

Given the specific nature of skills and competencies, self-reporting by students indicates that the majority of participants have *no or limited experience* with concepts related to green business and sustainable entrepreneurship. While there have been a few exceptions that have evaluated themselves at an expert level of sustainability, approximately 30% of respondents indicate that they have *basic knowledge of some concepts* and their application cases. Most students report a lack of *understanding of business models*, a *limited conception of green business*, and a lack of *knowledge about ecosystem support*, as well as *difficulty applying technical knowledge* to real-world examples.

Professors

The professor's responses indicated that most students lack an *understanding of sustainable business models* and the *practical application of related knowledge*. It was clear that, although students who understand the concepts of green business and sustainable business models in theory *lack practical skills* to apply these concepts to real-world problems. In this regard, they emphasize the continuous training of students and the development of their professional skills to utilize students' competencies in solving real-world problems.

Improvement Areas

Students, professors, and industry experts share their insights on areas for improvement in terms of students' skills and competencies to succeed in strategic leadership within the green business sector. We present insights from each group's responses as follows.

Students

Students' responses show a higher value to improving their skills related to *sustainable business models*, *innovation in ecological products and services*, and

sustainable finance and impact investments. Furthermore, students have a moderate tendency to improve their skills and knowledge in *organizational change management, leadership skills* related to sustainability, and *applied knowledge* in the circular economy. We also found that students are aware of the importance of improving their skills and knowledge in environmental policies and regulations, sustainability strategies within companies, and *entrepreneurship support ecosystems*. These preferences suggest that students are well aware of the systematic changes necessary for green business, as well as the need for practical and applied knowledge in various domains, including financial aspects and sustainability practices, and an understanding of the relevant support systems that promote entrepreneurial activities related to green business.

Professors

The critical evaluation of professors' responses suggests that graduate students require more *comprehensive training* and *professional development initiatives* to bridge the gap between theoretical learning and practical skills. Especially when students lack an understanding of sustainable business models and have limited exposure to real-world industry problems, it was suggested that industry collaborations, such as *internships and industry workshops*, can enhance students' practical knowledge and skills, enabling them to apply theoretical knowledge to real-world problems.

Industry Experts

Industry experts' insights share a common understanding of key areas for improvement among graduate students. Industry experts explain that most graduate students lack a *practical understanding of sustainability practices* and are not well-equipped to apply *technical knowledge concepts to real-world problems*. Moreover, it was evident that students have *limited exposure to real-world business contexts*. In a similar vein, experts suggest that students need to be better equipped with *practical skills and knowledge to tackle real-world challenges*. These issues also reflect on the fundamental knowledge gaps of students, and if unaddressed, they can hinder graduates' effectiveness in sustainability roles. Industry experts also emphasize the development of domain-specific environmental knowledge and competencies in the context of the circular economy and climate change. At the same time, technological competencies are also necessary for success in green business. In sum, industry experts emphasize the *adoption of advanced approaches in educational offerings* to enhance *experiential learning and interdisciplinary skills in policy and technical areas* for graduate students.

Competencies and Skills Needed

The detailed analysis of the survey reveals that students, professors, and industry experts agree on the need to develop competencies and skills in Strategic Leadership and Green Business. Below, we present core findings on insights from students, professors, and industry experts.

Students

We asked students to rate the importance of various skills and competencies required for success in strategic leadership within the green business sector. A vast majority of students indicate that *system thinking* is the most valuable competency, followed by the *ability to understand change management*, along with solid knowledge *in the circular economy*. Furthermore, *students gave considerable importance to leadership skills, ethical decision-making, innovation, creativity, and understanding of sustainable business models*. The significance of these skill requirements indicates that students recognize the importance of a holistic approach that includes transformational aspects through change management, technical knowledge of implementing circular economy practices, business models for sustainable innovations, and ethical considerations essential for sustaining green growth.

Professors

We asked professors to rank the skills and competencies needed for graduate students to succeed in SLGB. They ranked *change management and leadership competencies* as key skills needed for strategic leadership in green business. *Innovation and design of a sustainable business model* have been ranked the second highest by professors. Other essential competencies required for SLGB include *knowledge of the circular economy, data-based decision-making, research and experimentation skills, and logical and computational reasoning*. Furthermore, *Skills in emerging technologies and digital sustainability* have also been mentioned as essential competencies. These preferences suggest that professors have a more comprehensive understanding of the role of strategic leadership in green business. The top priority is given to leadership competencies, which demonstrate the broader role a leader can play in transforming conventional business practices into sustainable, or green business. This is because such transformations require leadership roles to initiate and implement the change process, involving the unfreezing of existing structures and processes. Similarly, the relevance of innovation and design of sustainable business model practices indicates the need for a balance between business economic profits and environmental responsibilities.

Industry Experts

Industry experts explain that companies require specific competencies from university graduates. The most important competencies are *developing sustainable and innovative business models*, along with *systemic and strategic thinking*, which are followed by *change management and active leadership*. Similarly, they place equal importance on *applied knowledge in the circular economy* and the capacity of individuals to solve real-world problems through innovative thinking.

Course Content and Methods

Survey results also provide insights from three distinct groups of respondents: students, professors, and industry experts, regarding the choice of course content, structure, and preferred pedagogical approaches for implementing the course. Below, we provide insights from each group.

Students

We asked students about their learning objectives from the course. In terms of course content, most students agree that their top priorities are to learn about *managing sustainable projects*, understanding *sustainable business models*, and *developing leadership skills* in sustainability. Moreover, they also showed interest in knowledge related to the application of *circular economy-specific fields*, implementing *green business strategies* in their respective companies, and measuring the impact and replicability of implemented strategies. Students also indicate that they are interested in course content that equips them with the *skills and knowledge to work on applied projects*, linking theory with the practical aspects of learning.

Students also shared their insights regarding the structure and pedagogical approaches to enhance their learning. They were inclined more towards having *practical approaches* to solving real-world problems. This can be further achieved by facilitating *interaction with industry experts* and providing *opportunities for networking*. *Collaboration can lead students to understand the available support systems, including conferences, panels, and meetings*, which would significantly enrich the training experience *through the entrepreneurial ecosystem*. In addition to interactions, a need was identified for *mentorship by an industry expert* on implementing green projects. These collaborations and interactions, in the long run, can also enhance graduates' skills and knowledge in applying theoretical knowledge to real-world situations, thereby minimizing the theory-practice knowledge gap. In addition, students also showed interest in *flexible and adaptable methodologies*, such as a mix of online and in-person classes. Hence, to increase the skills and knowledge of graduates, a holistic approach is required.

In the student survey, participants preferred *practical workshops and teamwork* as their top choice regarding course format. At the same time, *theoretical classes with case studies* were the second most important priority for the students. Similarly, *expert conferences, online courses with flexible hours, and group experience sharing* have also been top choices among students. At the same time, a small percentage of students selected *podcasts and web conferences* as one of the learning methods in the course.

Professors

Professors' responses indicate that they prioritize delivering *strategic and system-level knowledge* to develop a broader understanding of students in green business. In terms of course content, professors are more inclined to include

topics such as *innovation in ecological products and services, business sustainability strategies, the conception of green businesses, environmental regulations and policies, entrepreneurship and innovation ecosystems, and the circular economy*. Their responses also suggest incorporating sustainability and green business projects into the course curriculum, as this will encourage students to engage with real-life challenges, enhancing their knowledge and skills in the circular economy and green marketing. Respondents further recommend that sustainability principles be *integrated across all disciplines*, ensuring that all students acquire basic knowledge and foundations in sustainability and green business practices.

Regarding course format, professors recommend a *project-based approach* and the *presentation of case studies* to balance theoretical learning with practical insights. Similarly, professors also mentioned that *mentoring with industry experts* will enhance students' learning experiences. Additionally, they noted that *continuous training programs* and *internships* foster interactive learning among students. Respondents also indicate the inclusion of collaborative learning through methods such as *teamwork, simulations, role-playing, and gamification*.

Industry Experts

Industry experts emphasized the importance of *practical case studies, joint research, and collaborations with universities*, providing students with opportunities to learn and challenge their skills in real-world problems. They suggested developing *field-specific* and practical skills among students, promoting the development of competencies among future leaders. This also links to developing students' competencies in *planning, executing, and overseeing sustainable projects* successfully. They also emphasized the importance of skills and knowledge in the domains of *circular economy and climate change*. In summary, industry experts suggest that, in addition to theoretical knowledge, students should *develop practical skills that can solve real-world problems*.

Challenges and Support Needed

Students

Students shared their insights on the challenges they perceived in applying green principles in their fields. It was interesting to note that a large number of students mentioned a lack of *technical knowledge in sustainability* as the biggest challenge. It highlights the need for courses and curricula that increase students' knowledge base in sustainable business practices. They also mentioned that *resistance to change in the industry, a lack of regulation favoring the implementation of green business, and a lack of interaction with public procurement ecosystems* are the biggest hurdles to implementing green principles. We also asked what kind of support students need to overcome the challenges. Students highlighted the need for *mentorship with industry leaders, and internships or applied project opportunities* are two key enablers in implementing green business practices.

Other key support factors include *access to professional networking events, interactive educational materials, hackathons, accreditation with other advanced training programs, and investor networking forums.*

Professors

We also asked professors to rank the different resources they perceive as necessary for implementing the green business leadership program. The most popular resource was *access to industry networks*. This highlights the importance of establishing professional connections within the industry to facilitate career development and learning opportunities. The second most popular was *working on real industry challenges*, ensuring the need for hands-on experience through solving practical, real-world problems in the green business sector. Furthermore, *individual or group tutoring, interactive digital materials, internship, or professional practice programs* were ranked high by the professors. *Recorded videos* were chosen by only a few participants, showing their relatively lower popularity as an educational tool.

Industry experts

Industry experts reveal that *implementing the circular economy* is the biggest challenge in green business. This was followed by shifting consumption patterns and dynamics in the green economy, indicating that companies are aware of external market conditions, such as changing consumer behavior, that may hinder the adoption of sustainable business models. Respondents also mentioned challenges related to *reducing and mitigating environmental impact*, as well as improving *financial access*. It reflects the dual need of *managing ecological responsibilities* while ensuring *sufficient financial resources* to implement them. Respondents also explained that *the high cost of implementing sustainable practices hinders the transition*, making finances an essential aspect of green business practices. Other significant obstacles include *insufficient governmental and regulatory support, limited access to clean technologies, and a lack of knowledge about sustainable practices.*

Additional Insights from Different Groups

Learning Objectives and Professional Aspirations for Students

Data from students shows that the main learning objective for students is *managing sustainable projects*, and they expect courses to train them in this area. They also aspire to *develop leadership skills in sustainability* and understanding *sustainable business models*, indicating their keen interest in understanding responsible and innovative entrepreneurship. At the same time, a few students mentioned that they want to learn about the *application of circular economy* in various fields of knowledge, along with understanding the implementation process of green business strategies. Regarding students' professional aspirations, students showed greater interest in *sustainable entrepreneurship*. We asked what you need to start a business, and we received interesting answers. A vast majority required *mentorships and funding* as critical requirements, followed by the need for *technical knowledge* and *institutional support*. Other requirements have been human teams, confidence, and motivation for starting a business. In terms of their chosen profession, students' top priority is to work in the field of renewable energy. The second preferred area was *sustainability consulting* and *corporate social responsibility*, followed closely by *green innovation and technology*. *Circular economy and waste management* were also among the top career choices for students.

Prioritize Values for Industry Experts

The results reveal that *integrity* stands out as the most unanimously valued, receiving the highest number of essential attributes from respondents. This was closely followed by *respect, quality, innovation, and sustainability*. Other values, such as *teamwork, customer orientation, social responsibility, transparency, and Efficiency*, were also predominantly marked as "very important" by over two-thirds of the respondents. The data reflects a consistent and high prioritization of ethical, operational, and strategic values among the companies surveyed. This alignment suggests a shared vision of responsible and people-centered business practices, particularly in contexts focused on sustainability and innovation.

Preferred Modes of University-Industry Collaborations

We found that all three groups –students, professors, and industry experts –agreed on the importance of increasing collaborations between universities and industries to enhance students' competencies in real-world problem-solving skills. Data reveals that students have shown greater interest in participating in complementary program activities. Students have been particularly interested in *mentorship with industry experts, internships in sustainable companies, networking events with sector leaders, sustainability-related competitions*, such as hackathons, and environmental impact challenges. However, upon closer

examination, the top priority for students has been mentorship with industry experts, followed by internships and placements in sustainable companies. Interest in networking events has been the third most popular way to collaborate with industry experts, followed by sustainability competitions.

Conclusions

This report analyses the collected data from students, professors, and industry experts and has provided a comprehensive understanding of the needs, expectations, and challenges related to the SLGB program. The surveys were conducted for the Strategic Leadership and Green Business (SLGB) program to get valuable insights into the competencies and skills needed for success, current knowledge and skills, areas for improvement, and expectations regarding course content and teaching methods. The findings reveal a strong agreement between survey participants on the importance of practical skills, hands-on experience, and real-world guidance in order to bridge the gap between theoretical knowledge and practical applications. This report indicates that among students, there is a strong desire to learn and acquire knowledge about *sustainability* and *green businesses*. The majority of them highlighted their wishes to apply the learned knowledge in real contexts, suggesting that the SLGB-based training program should be theoretical-practical, with cases, simulations, or even project prototypes. There is a high potential to train agents of change, so the content on leadership, green business, sustainability, communication, and community pedagogy can be included. Professors highlighted the importance of developing skills that are needed to succeed in the current era of sustainability while industry experts emphasized the skills needed in the corporate world which are aligned with the competitive environment.

All the participants showed a high motivation in the contemporary topics that can connect the theoretical understanding with the practical knowledge. These topics include *managing sustainable projects, sustainable and green business models, leadership in sustainability, circular economy-specific knowledge, innovation in ecological products and services, business sustainability strategies, conception of green businesses, entrepreneurship, and innovation ecosystems, and environmental regulations and policies*. These topics can be covered through an interdisciplinary approach, covering other disciplines such as *Engineering and Technology, Economics, Finance, and Business, Environmental Sciences, and Social Sciences and Humanities*.

The surveys also identified several challenges faced by students, professors, and industry experts in implementing green business principles, including limited access to financing, lack of technical knowledge, and resistance to change. There is a clear need for robust support mechanisms, such as mentorship, funding, and institutional support, to help students overcome these challenges and achieve their learning objectives. Additionally, the findings highlight the importance of university-industry collaboration in advancing sustainability and green business practices. Industry experts emphasized the value of joint research, innovation projects, and environmental impact studies, while students expressed a strong interest in participating in complementary activities such as internships, mentorship, and networking events. In addition, all the participants seek to develop capacities to lead organizational transformation processes, which reinforces the relevance of the strategic approach of the program. There is a

growing interest in sustainable finance, which suggests the need to train students in ethical investment and economic sustainability tools.

Recommendations

Curriculum Development

Based on the findings from the surveys of students and professors from CUC and UNAD, as well as industry experts, it is clear that the curriculum for a Strategic Leadership in Green Business (SLGB) program must be comprehensive and well-rounded to address the diverse needs and expectations of these stakeholders. The curriculum should integrate both theoretical and practical components, ensuring that students gain a solid foundation in green and sustainable business principles while also developing the skills needed to apply these concepts in real-world contexts.

Key Topics to Be Included:

Key topics that must be included in the curriculum are:

- **Managing Sustainable Projects:** 61,9% of overall students and 25% of industry experts consider that their main learning objective for the program could be to learn to manage sustainable projects; this is the dominant training priority. It indicates a practical, results-oriented approach with a strong interest in developing capacities to implement real sustainability initiatives.
- **Sustainable and Green Business Models:** Majority of participants highlighted the need to develop the content on sustainable and green business models. A thorough understanding of various sustainable business models is crucial, including theoretical knowledge and practical applications.
- **Leadership skills in Sustainability:** Our findings highlight the preference of developing leadership skills in sustainability and green business, which indicates an interest in strengthening the transformative role of the individual in their environment, not only from knowledge but from being and doing as a sustainable leader.
- **Circular Economy Specific Knowledge:** Given the high interest and perceived knowledge gaps in this area, the circular economy should be a core component. Circular economy and waste management received high

interest from all the respondents, showing steady interest in material reuse and resource efficiency.

- **Innovation in Ecological Products and Services:** The curriculum should cover the development of new sustainable technologies, green products, and services. This also includes understanding the market for these innovations and how to bring them to scale.
- **Business Sustainability Strategies:** Business sustainability strategies have emerged as crucial elements in the findings. Therefore, the curriculum should cover these strategies and enable students' understanding around how these strategies can be developed and implemented.
- **Conception of Green Businesses:** Conception of green businesses is also considered important in the findings. Thus, the curriculum must cover these aspects to teach students how to conceptualize the green business.
- **Entrepreneurship and Innovation Ecosystems:** Interaction with experts and networking opportunities show a significant interest in connecting with the professional world, which suggests the need to weave networks and shared experiences.
- **Environmental Regulations and Policies:** Students need to understand the regulatory framework for green businesses. This includes national and international policies, environmental laws, and compliance requirements.

Interdisciplinary Learning:

The curriculum should also emphasize interdisciplinary learning, incorporating important perspectives from highly acknowledged academic disciplines such as:

- **Engineering and Technology:** Technical knowledge for developing sustainable solutions and implementing green technologies.
- **Economics, Finance, and Business:** Financial models, market analysis, and business strategies for sustainability.
- **Environmental Sciences:** Scientific understanding of environmental issues, climate change, and biodiversity.
- **Social Sciences and Humanities:** Understanding social impacts, community engagement, and ethical considerations.

Adaptability and Practical Focus:

The curriculum should be adaptable to local and global needs, reflecting the diverse contexts in which students will operate. This adaptability can be achieved by including:

- Theory-based contents
- Project-based evaluation
- Mentorship and guide for green business implementation
- Workshops and Teamwork

These components will allow students to learn from a wide range of experiences and best practices and ensure that the curriculum is relevant and applicable.

Other Recommendations:

- **Introductory to Intermediate Level of Difficulty for the Course Structure:**
The course difficulty level should be from introductory to intermediate level given which can enable students to develop their theoretical as well as practical understanding.
- **Flexible Course Formats – Incorporating Digital and Traditional Methods:**
Emphasis was placed on the development of digital skills, scalable sustainable business models, and data-driven approaches. This can be done through developing flexible course formats.
- **Holistic Approach: Economic, Environmental, and Social Integration**
 - The program should promote sustainable business models that integrate economic viability, environmental impact, and social responsibility.
 - Several participants emphasize avoiding purely philanthropic or voluntary narratives and focusing instead on strategies with measurable and lasting impact.
 - The program is expected to train professionals capable of leading initiatives that connect economic, environmental, and social dimensions.
- **Practical Training and Applied Competencies:** Project-based learning, problem-based learning, and even gamification to enhance engagement. Respondents recommend incorporating active learning methodologies, community engagement, and early university-industry collaboration. Suggested training areas include environmental regulation, certifications, clean technologies, ISO 14001 standards, and circular economy principles.

- **Support Resources:** Access to professional networks, interactive digital materials, and funding information as well as hackathons. In addition, ensuring access to green financing and economic incentives was highlighted as a key enabler. Respondents emphasized the need to integrate funding mechanisms, impact investors, fundraising strategies, and impact monetization approaches.
- **Alignment with Local and Regional Contexts:** Encouraging and facilitating collaboration with industries for research, projects, and internships. Many comments stress the importance of adapting the program to regional needs and the local economic environment. In addition, there is a strong recommendation to look inward to the territory, foster collaboration with local governments, and leverage regional experiences in sustainable practices. The high percentage of respondents with university and postgraduate professional education (more than 75%) indicates that there is a solid academic base in the sector to establish effective alliances with the university. This also opens up the possibility of designing joint programs, knowledge transfer, and continuous training for business talent.

Teaching Methods

Effective teaching methods are crucial for the success of a Strategic Leadership in Green Business (SLGB) program. The findings from the surveys of students and professors from CUC and UNAD, as well as industry experts, indicate a strong preference for *active and participatory learning methods*. These methods engage students in practical problem-solving and encourage them to apply their knowledge in real-world contexts.

Project-Based Learning: Project-based learning is highly valued by students, professors, and industry experts. It allows students to work on real projects, develop practical skills, and gain hands-on experience in sustainable business practices. Professors also emphasized project-based learning as highly effective. Industry experts favor practical experience and internships, aligning with this hands-on approach.

Collaborative Learning and Teamwork: Collaboration can lead students to understand the available support systems, including conferences, panels, and meetings, which would significantly enrich the training experience through the entrepreneurial ecosystem. Professors also noted that continuous training programs and internships foster interactive learning among students.

Mentoring by Industry Experts: In addition to interactions, a need was identified for mentorship by an industry expert on implementing green projects. These

collaborations and interactions, in the long run, can also enhance graduates' skills and knowledge in applying theoretical knowledge to real-world situations, thereby minimizing the theory-practice knowledge gap. Professors also valued mentoring with experts. This indicates a strong desire for real-world connections and practical guidance from those working in the sector.

Real-Case Studies: Real-case studies are also preferred by all groups.

Gamification and Methodological Classes were favored by all participants but with a lower tendency.

Additional Resources: Access to professional networks and interactive digital materials were also identified as valuable resources, supporting active learning and professional development.

In summary, the data suggests a strong preference for active learning methodologies that combine theory with practice. Implementing project-based learning, collaborative work, real-case studies, expert mentorship, flexible course formats (including online and hybrid options), and internship opportunities will significantly enhance the SLGB program's effectiveness and student satisfaction.

Specialization Option

Offering specialization options within the SLGB program can cater to diverse student interests and career aspirations.

Areas of Interest:

- **Students** indicated strong interest in areas such as:
 - Sustainable Energy Solutions
 - Sustainability Consulting and Corporate Social Responsibility
 - Green Innovation and Technology
 - Circular Economy and Waste Management
- **Industry Experts** highlighted the need for competencies in:
 - Development of Innovative Business Models
 - Systemic and Strategic Thinking
 - Change Management and Active Leadership
 - Knowledge in the Circular Economy

Integration into Curriculum:

- Specialization options can be integrated through:
 - **Elective Courses:** Focused courses on specific topics.
 - **Workshops:** Practical workshops to develop specific skills.
 - **Projects:** Projects that delve into specialized areas.

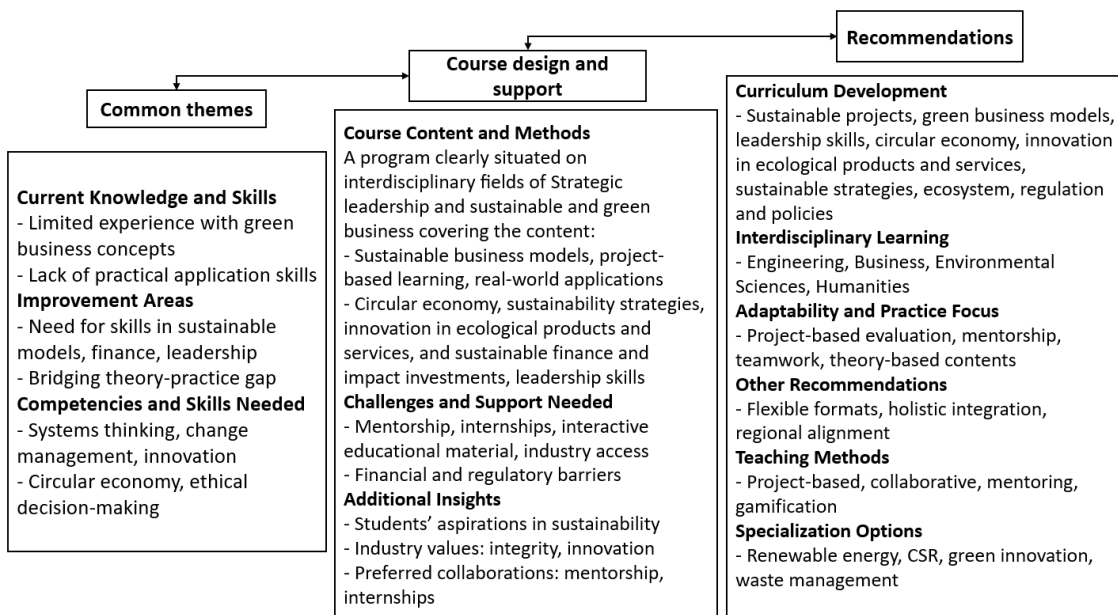


Figure 1 Analysis of the Current State and Direction to Design the SLGB Training Programme

Appendix

Appendix 1 – Questionnaire for Students

1. Gender: How do you identify?
2. What age range are you in?
3. Educational Level What is your highest level of education attained?
4. Area of training or academic experience In what area do you have training or experience? (Select the one most relevant to you)
5. Work Experience What is your level of work experience in areas related to green business or sustainability?
6. Have you had access to help for entrepreneurs?
7. What are your learning objectives for the Strategic Leadership in Green Business program?
8. What are your current knowledge and skills in areas related to green business and sustainable entrepreneurship? (1 = None, 5 = Expert)
9. What do you hope to get out of the course?
10. In which of the following areas would you like to improve your knowledge or skills?
 - a. Sustainable Business Models
 - b. Environmental Policies and Regulations
 - c. Sustainable Finance and Impact Investment
 - d. Sustainability Strategies in Companies
 - e. Change Management in Organizations
 - f. Innovation in Eco-friendly Products and Services
 - g. Application of Circular Economy
 - h. Leadership in Sustainability
 - i. I Don't Feel I Have Significant Deficiencies
 - j. Circular Economy
 - k. Entrepreneurship Support Ecosystem
11. What are your expectations regarding the content and structure of the Strategic Leadership in Green Business course?
12. What course format and structure would you prefer? Examples of options:
 - a. Theoretical Classes with Case Studies
 - b. Practical Workshops and Teamwork
 - c. Expert Lectures and Mentorship
 - d. Online Courses with Flexible Schedules
 - e. Webinars
 - f. Podcasts
 - g. Sharing Group Experiences
13. What are your preferred learning methods? Examples of options:
 - a. Theoretical Classes with Case Studies
 - b. Methodological Classes Including: Gamification

- c. Self-directed Learning
- 14. What are your career aspirations related to green business?
- 15. What challenges do you think you might face when applying green business principles in your field?
- 16. What Would support and resources be most helpful to you in this program?
Examples Options:
 - a. Theoretical Classes with Case Studies
 - b. Access to Professional Networks and Networking Events
 - c. Interactive Educational Materials
 - d. Internship or Applied Project Opportunities
 - e. Networking Forums for Investors
 - f. Hackathons
 - g. Accreditation with Other Advanced Training Programs
- 17. How important do you consider the following competencies for success in the Strategic Leadership in Green Business program?
 - a. Systems Thinking
 - b. Change Management
 - c. Circular Economy
 - d. Leadership Skills
 - e. Ethical Decision Making
 - f. Innovation and Creativity
 - g. Development of Sustainable Business Models
 - h. Incorporating Sustainability Values
 - i. Embracing Complexity in Sustainability
 - j. Imagining Sustainable Futures
 - k. Acting for Sustainability
- 18. How willing would you be to participate in complementary activities within the program?
 - a. Mentorship with Industry Experts
 - b. Internships or Placements in Sustainable Companies
 - c. Networking Events with Industry Leaders
 - d. Competitions in Sustainability Innovation
 - e. Hackathons or Environmental Impact Challenges
- 19. Sector in which you work or want to work If you work or plan to work in the green business sector, in which field would you like to specialize?
 - a. Mentorship with Industry Experts
 - b. Internships or Placements in Sustainable Companies
 - c. Networking Events with Industry Leaders
 - d. Competitions in Sustainability Innovation
 - e. Hackathons or Environmental Impact Challenges

Appendix 2 – Questionnaire for Professors

1. Gender How do you identify?
2. What age range are you in?
3. How many years of professional experience do you have?
4. Educational Level What is your highest level of education attained?
5. Have you previously given training in sustainability and/or entrepreneurship?
6. *Have your students demanded content related to sustainability and/or entrepreneurship in the past?*
7. Have your students come to you in the past for business advice?
8. Do you have experience in implementing Green Business Models?
9. What are the key competencies and skills that students need to succeed in the Strategic Leadership in Green Business program? (Select up to 3 options)
 - a. Critical and Systems Thinking
 - b. Change Management and Leadership
 - c. Innovation and Design of Sustainable Business Models
 - d. Skills in Circular Economy
 - e. Logical and Computational Reasoning
 - f. Research and Experimentation Skills
 - g. IT Tools Management
 - h. Data-driven Decision Making
10. What are the main gaps in knowledge and skills that you have identified in students regarding green business and sustainable entrepreneurship?
11. What level of difficulty do you consider most appropriate for the different modules of the Strategic Leadership in Green Business program, taking into account that the profile of the students is senior undergraduate and/or graduate students?
12. What specific topics do you think should be included in the Strategic Leadership in Green Business program to prepare students in this field?
13. What pedagogical approaches would be most effective for teaching the program? (Select up to 3 options)
 - a. Project-based Learning
 - b. Case Studies of Real Companies
 - c. Simulations and Role-playing Games
 - d. Collaborative Learning and Teamwork
 - e. Mentorships with Industry Experts
 - f. Gamification
14. What resources and support would be most beneficial to students? (Select up to 3 options)
 - a. Individual or Group Tutoring
 - b. Access to Industry Contact Networks
 - c. Interactive Digital Materials
 - d. Internship or Professional Practice Programs
 - e. Working with Real Industry Challenges
 - f. Videos
15. What is your area of academic training?
16. In what area of knowledge do you have academic experience?

17. How can the Strategic Leadership in Green Business program be effectively integrated into existing curricula?

Appendix 3 – Questionnaire for Industry Experts

1. Gender: How do you identify?
2. What age range are you in?
3. Educational Level What is your highest level of education attained?
4. Have you worked with technology companies before to market products or services (startups)?
 - a. If you answered **yes** to the previous question, how would you describe your experience working with startups?
5. Do you measure carbon emissions in your company?
6. Does your company currently collaborate with universities on innovation or research projects?
7. What sustainability actions does your company currently carry out? (*Select all that apply*)
8. What are the main current challenges in the green business sector?
9. What obstacles does your industry face in becoming more sustainable?
10. What values do you consider most important to your business, ordered from most to least important?
 - a. Integrity
 - b. Innovation
 - c. Sustainability
 - d. Quality
 - e. Transparency
 - f. Social Responsibility
 - g. Customer Orientation
 - h. Teamwork
 - i. Efficiency
 - j. Respect
11. What skills do you consider essential for graduates seeking to lead the field of green business?
12. Does your organization value sustainability more than profits, or is it the other way around?
13. What are the main shortcomings in the training of current graduates in relation to green business?
14. What are the emerging trends in the sector that should be addressed in the course?
15. What role can graduates play in driving innovation and sustainability in their company or sector?
16. Are there specific projects or collaborations that could be developed between the University and industry in this field?
17. *How willing would you be to participate in complementary activities within the training program?*
18. Area of training or academic experience In what area do you have training or experience? (*Select the one most relevant to you*)
 - a. Sciences (Biology, Chemistry, Physics, etc.)
 - b. Engineering and Technology
 - c. Economics, Finance, and Business

d. Environmental or Sustainability Sciences

e. Social Sciences and Humanities

19. Sector of your industry?

What are your recommendations for the design of the green business program?