



Center for International Programs and Sustainability Studies

Course name: Creative Leadership Skills

Course code: MGMT 3030

Total contact hours: 48

Pre-requisites: none

COURSE DESCRIPTION

This course allows the fusion of notions in biology, psychology and brain mysteries, management, planning and goals achievement. As previous quote mentioned, art and science go hand in hand; they complement each other just as our two cerebral hemispheres do when they work creatively. Today, more than ever, authentic sustainability as well as the new education for transformation, deserves a good dose of creativity, leadership, and innovation. Doing it through the development of a practical workshop from the students, offers an innovative way of learning by doing and gives them the opportunity to put into practice the possible diverse creative ideas that are in their brains, may be hidden ideas –even to themselves. Today, youth is dejected by the crisis of crises of dystopian modernity, but if we are able to resort properly to our elevated and internal human tools, always will allow us to see a way out, a light at the end of the tunnel.

The class aims to develop the personal creativity and its uses for leadership and communication; as well, as the understanding of different leadership theories in order to become better leaders and be able to interact and manage with different groups. This course is designed to give the student the concepts and tools for the understanding of the art of creativity and leadership for a better communication, social interaction, and personal development. The course will explore concepts such as human behavior, leadership,

creativity, etc. while students propose ideas through assignments to attain the objectives of the class. Creative Leadership Skills is a class from the Center of International Programs at Universidad Veritas. It is an elective class and do not have requisites.

Along this class we study topics such as: Creativity development; Main Leadership theories; Innovation elements; Communication aspects; Main Leaders' biographies; Creativity and innovation for sustainability: Tools and competencies development through a Workshop; The challenges of the construction of everyday life: Creation of a Product (or service) for the 21st Century needs; IKIGAI: A tool for successfulness and happiness using creativity, innovation, and leadership.

Students develop a service or a product (just a blueprint or a draft idea) and, also, they are guided to run a successful Workshop. In the workshop *-working in groups-* they develop an ideal fake company to find the funds for its products/services. Along the years very interesting products and workshops have been developed by students, like: A company that uses recycling materials to create advanced and high-tech medical devices that do not harm the environment, or ideas like Apps for finding new resources and specific jobs matching with creative traits and sustainability ideas. VERITAS art and design focus with facilities like the FabLab or the LAMPET (the products and materials lab), offers ideal conditions for developing such goals. Also, Costa Rica ideals and present examples of sustainability offers an ideal setting for the development of such projects.

AUDIENCE

This course is structured for international students attending the Study Abroad Program at an LCI Education university campus. However, courses are not exclusive to foreigners so local degree-seeking students may enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelor's in Sustainability Management or Business Administration programs."

This is a theoretical-practical course and explores/responds to the following inquiry according to the professional/disciplinary profile:

How creativity development and leadership processes are relevant for our everyday activities and lives?

In order to respond this question, we will study the following **generative topics**:

- Creativity development.
- Leadership theories.
- Communication theories.
- Sociocultural interactions theories.
- The challenges of the construction of everyday life.

Along the course, the following **skills** will be fostered:

- Ability to explore the socio-cultural dynamics that affect human interactions.
- Ability to open creativity channels to think in alternative ways.
- Ability to apply frames and models that help the development of communicative competencies improving personal relationships.

Among the **values** and **attitudes** that will be promoted among students are the following:

- Concern for learning to learn.
- Systemic thinking.
- Respect for diverse thinking.
- Listening and communicational intelligence.

COMPETENCIES, CRITERIA AND EVIDENCE

At VERITAS LCI University competencies are reflexive and integrated actions that respond to the The competencies for the Veritas University are reflexive and integral actions that respond to the professional profile and to the problems of the context, with suitability and

ethical commitment, integrating the know-how, and the knowledge to know in a perspective of improvement.

Below are both the disciplinary and general competencies, linked to their criteria and evidence of performance for this course.

| Types of competencies | Key Competencies | Learning Assessments |
|---|--|---|
| <p>Disciplinary</p> <p>Integrate knowledge and practice in a communication process, focusing on the effect of the different creative possibilities</p> | <ul style="list-style-type: none"> ○ Identify the different possibilities for creativity development ○ Revise different leadership styles ○ Analyze the actors and context in search of sustainable solutions. | <ul style="list-style-type: none"> ○ Discussions in class presentations. ○ Final Project/product ○ Journal |
| General | Performance Criteria | Performance Evidence |
| <p>To Integrate knowledge, skills and attitudes needed for learning in a continuous way through life, considering the development of society</p> <p>To develop the knowledge, skills and attitudes needed to learn how to communicate in an oral and written form.</p> <p>To integrate the knowledge, skills and attitudes needed to learn interpersonal communication techniques</p> | <ul style="list-style-type: none"> ○ Learn to learn. ○ Communicate thoughts in oral and written form. ○ Communication intelligence ○ Teamwork and leadership. ○ Relate with others. ○ Listen deeply. | <ul style="list-style-type: none"> ○ Journal ○ Collaborative work ○ Journal ○ Final Project presentations ○ Class work and assignments |

Sub-competencies and strategies per unit, *Creative Leadership Skills*´ course.

| Sub competency | Contents | Strategies |
|--|--|--------------------------------------|
| UI-Creativity – <i>Students identify different possibilities for their own creativity development</i> UII-Values related to leadership – <i>Students revise different leadership styles (including their own style) and values related to leadership</i> UIII-Communication theories– <i>Students analyze the actors and contexts in search of sustainability solutions; and integrate knowledge and practice in a communication process, focusing on the effects of different creative choices.</i> | Unit I: Development of Creativity and Innovation | |
| | Creativity | Exercises for creativity |
| | Innovation | Developing innovation |
| | Techniques | Discussion |
| | Unit II: Useful theories & concepts | |
| | Social identity & other aspects | Discussions & Games |
| | Leadership theories | Presentation of theories & workshops |
| | Personalities | Bios of leaders |
| | Features and characteristics of Leadership Styles | Bios of leaders |
| | Sustainability | Workshop and project |
| | Unit III: Challenges on the construction of everyday life | |
| | Integration of knowledge | Journal sharing |
| Integration of knowledge | IKIGAI | |

COURSE CONTENTS

UNIT I: DEVELOPMENT OF CREATIVITY AND INNOVATION

- Creativity and innovation
- Techniques and appropriation
- Huawei case study ideas and applications
- Planning applications for the group project
- Reading review about key creativity, leadership, and innovation concepts

UNIT II: USEFUL THEORIES AND CONCEPTS

- Theories about leadership:
 - Great man and key theories along the history
 - Personalities and traits theories
 - Features and characteristics of leadership
 - Leadership styles and innovation intro
 - Applying theories by means of a Biography presentation
- Communication and interpersonal factors
 - Social Identity
 - Intercultural aspects of communication
 - Socio-cultural concepts
 - Culture and society aspects
- Sustainability nowadays
 - Sustainable Development Goals, Creativity, and Innovation.

UNIT III: CHALLENGES ON THE CONSTRUCTION OF EVERYDAY LIFE

- The power of communication.
- Personal uses of creative leadership.
- A holistic management perspective: IKIGAI
- Workshop and projects: “Creativity and innovation for sustainability”

METHODOLOGY

The methodology of blended modality sessions tied with collaborative and participative online and presential exercises, together with readings, discussions, lectures, assignments, and online research, will provide a clearer approach for personal and professional development where classes tend to be of an interactive nature, stimulating the collective construction of knowledge. Therefore, the students can recognize, by their own means, the context in which they are and how they can use it to understand the topics of the course.

Activities are planned at a basic and intermediate level, and they promote teamwork exercises in class, studies analysis, argumentative essays, and research projects. The methodology of theoretical and some practical exercises (sometimes done around campus), together with readings, discussions, assignments, and visits will provide a clearer approach for personal and professional development. Teacher's role is mainly to mediate, facilitate and guide the teaching and learning process, allowing students to build and self-regulate their own learning, based on their previous knowledge. The student is active; the teaching-learning process is collective and socialized, as it fosters social integration and enhances learning and respect.

Along the course the expository method is used both by the professor and by students, individually and in groups, always promoting the participation of the students through their direct intervention in discussions, extension of concepts and analysis of the topics exposed. Finally, the course wills intent to adjust the students for the obtaining of the creative communication and leadership skills needed for everyday life situations. Its purpose is to form students capable of analyzing and facing problems in an alternative way; directing them to acquire those competencies and contributing to the following learning strategies.

EDUCATIONAL RESOURCES

To guarantee good development of the course, therefore, to guarantee learning, the following resources are available:

- An updated bibliographic database.
- Multimedia equipment that students can use for their individual presentations.
- Whiteboards and other school equipment (both online and physically) for weekly sessions.
- Readings provided by the educator.

All of these complement the suggested projects and provide the students with higher possibilities of knowledge ownership. Some classroom lessons may be complemented by practices, which account as a practical class. For 48 hours classes, as Creative Leadership Skills, usually one till a maximum of three close-by, inside university (labs and others) or (if possible) selected-city locations for practice activities are chosen. During independent work periods students will be able to attend the institution (physically if needed, online always). Besides, students have access to the institution's library during opening hours, also when physically present they can access the library and if needed they can access study areas or computer labs and any other convenient area on the university's campus for individual study. The university provides free Wi-Fi access to all students, professors, and staff throughout the campus. The Wi-Fi connection gives students the possibility to work not only in the library or computer labs, but also around campus.

For both online and presential students, VERITAS places the CANVAS Learning Management System at the disposition of all, ensuring pedagogical flexibility making it easier to integrate new technologies into the courses. The professor will make available to students, through the CANVAS platform, the presentations, videos, readings, and other material used during class. TEAMS platform is also at the disposition of students and staff ensuring pedagogical flexibility making it easier to integrate new technologies into the courses and always ensuring seamless and effective communications between the student and professor through an appcenter, and other ICT and multimedia tools.

LEARNING ASSESSMENT

To make the course or program better competencies-based evaluation compiles and evaluates evidence by considering feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences. For each evaluation item there is a rubric, which,

although it gives a score, it is a quantitative and qualitative description of the student's performance.

| Items | Relevance for grade |
|--|--------------------------|
| WRITTEN LEARNING TOOLS: ○ Four pages paper “My Selected Reading” (shared in class, no power point needed, only the paper) | 10% |
| WORKSHOP & PROJECT: <i>Creativity & innovation for sustainability</i> ○ Workshop (guided group work) - <i>draft ideas</i> ○ Product project (personal brand/prototype)- <i>draft ideas</i> | 10% 10% |
| ORAL PRESENTATION: ○ Leader biography tied with <i>at least one</i> leadership theory | 30% |
| WORKSHOP & PROJECT: <i>Creativity & innovation for sustainability</i> ○ Workshop (guided group work) - <i>final version</i> ○ Product project (individual work on personal brand/prototype) - <i>final version</i> | 10% 20% |
| WRITTEN LEARNING TOOLS: ○ Class Journal (sharing of 10 selected excerpts at the end of the term) | 10% |
| TOTAL | 100% |

General format for all written assignments: Even though a specific rubric is provided for each assignment, the general format for all written assignments includes:

- Header with name, class, and date
- Letter size page
- Arial 11 and double spacing
- Margins 3x3 centimeters
- APA format for bibliography sources.

Also, the following items will be considered for all of the presentations:

- Preparation and content

- Organization and style
- Student's critical opinion and punctuality.

Whenever required, assignments should be submitted electronically through Canvas platform (ideally) or can be sent directly to: **Professor's mail**

LEARNING STRATEGIES

The following learning strategies will be developed:

1.- A reading review of a paper and report:

This is a written summary and an oral presentation (power point recommended) of a selected reading for the class to work on writing and communication skills. Paper, 4 pages. The PDF paper will be shared and orally commented with the class. **Individual work shared with the group after finishing Unit 1 lectures, where their classmates also read that paper.**

2.- Group-Workshop/draft ideas:

A workshop activity will be generated by students according to a selected leadership theory presented in class, to understand how it works. The workshop is entitled "Creativity and innovation for sustainability" and it shall contain the way theory becomes applicable and relevant to specific situations. This will be shown following an ***Ideal Sustainable Company*** exercise. This activity will be guided in class along the term. **This is a group work, and after finishing Unit 1 a draft version of the workshop will be ready.**

3.- Individual project/ draft ideas:

An individual project will be developed along the class. Each individual project is part of the group workshop. This project entitled "Creativity and Innovation for Sustainability" means to develop a prototype idea or a design sketch about a future product or service as an academic and pragmatic product of the class. This project aims to generate a

communicative product or service and the purpose is to encourage regular reflection on the concepts presented and discussed in class to help students create their personal **“sustainable brand”**. **This is an individual work tied or assembled in the group work. After finishing Unit 1 a draft version of project will be ready.**

4.- Leader biography & leadership theory presentation:

This activity will enable students to gain firsthand insights into characteristics of leaders and to examine how it reflects in the way they prefer to lead. Each student will choose a person and present a bio and an analysis of his/her leadership and personal style (power point recommended).

This is an individual presentation after finishing Unit 2.

5.- A Class Journal:

A class-work notebook will be developed by each student as a document that contains her/his abilities and leadership & creativity experiences as a type of personal journal (**to show each student’s own development and analysis regarding his/her growing in creativity, innovation and leadership’s skills; tied with the development of the workshop and project ideas**); to be done during the length of the class. It is an instrument for the reflection of concepts and experiences for the student to develop a creative style. Also, can show challenges and reactions to class activities. Expected to have 10 excerpts (phrases, sentences, reflections) along the term (from week 1 till week 10, ideally one per week), this information will be shared at the end of the semester using **any audiovisual mean** (Power point, Blog, Craft paper, etc.). To be orally presented at the end of the term. **This is an individual work presented after finishing Unit 3.**

6.- Group-Workshop/final version:

A workshop activity will be generated by students according to a selected leadership theory presented in class, to understand how it works. The workshop is entitled “Creativity and innovation for sustainability” and it shall contain the way theory becomes applicable and

relevant to specific situations. This will be shown following an *Ideal Sustainable Company* exercise. This activity will be guided in class along the term. **This is a group work, and after finishing Unit 3 a final version of the workshop will be ready.**

7.- Individual project/final ideas:

An individual project will be developed along the class. Each individual project is part of the group workshop. This project entitled “Creativity and Innovation for Sustainability” means to develop a prototype idea or a design sketch about a future product or service as an academic and pragmatic product of the class. This project aims to generate a communicative product or service and the purpose is to encourage regular reflection on the concepts presented and discussed in class to help students create their personal “*sustainable brand*”. It provides an opportunity for students to reflect on their own traits and skills. The project allows the management of communication and creative knowledge that can be applied to future professional projects tied with sustainability needs in today’s world. To be orally presented at the end of the term. Power point and “samples” or “pilot model designs” are recommended. **Individual work tied or assembled in the group work. After finishing Unit 3 a final version of project will be ready.**

ATTENDANCE

Regarding classes:

1. Students are only allowed a two (2) **non-consecutive (back-to-back) class absences**. A student shall fail the course if more than two absences are registered by the professor. Administration does not control attendance.
2. Three **late arrivals** to class (arrival after the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will also count as an absence.
3. In the case of an **absence from any assignment evaluated in class** (presentations,

evaluations, field trips, etc.) a student will be given a grade of zero unless an official document is presented within **one week** of the absence.

4. If a student presents an official document to excuse the absence, the missed assignment is to be presented on that same day.

Regarding field trips:

5. An unjustified **absence on a field trip** will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained upon presentation of a complementary research assignment, to be agreed upon with the professor, within one week of the field trip.

An absence on a field trip may be justified should two course field trips coincide. In such a case, and to avoid losing points, students shall be able to opt for carrying out a research assignment.

CODE OF CONDUCT

Professors have the right to expel a student from the classroom should he / she/ they:

1. Be disruptive in the classroom.
2. Behave in a disrespectful way.
3. Be under the influence of alcohol.
4. Be under the influence of any illegal drug.
5. Shows hygiene or odor problems that may disturb other students.

ELECTRONIC DEVICES

The use of cell phones, smartphones, or other mobile communication devices is disruptive and is therefore prohibited during class. **Please turn all devices OFF and put them away** when class begins. Devices may be used only when the professor assigns a specific activity

and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period. Using devices while the professor or other peers are lecturing, or presenting is perceived as a lack of interest and disrespectful.

STUDY ABROAD PROGRAM POLICIES

The student must comply with the provisions of the Study Abroad Program Policies available on the Canvas platform.

BIBLIOGRAPHY

- Águila De Ramón, E. & M. Garay. (2016). *Liderazgo Creativo*. Santiago: Universidad Finis Terrae.
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- Hughes, D., A. Lee, A. Tian, A. Newman, A. Legood. (2018). Leadership, creativity, and innovation: A critical review and practical recommendations. *The Leadership Quarterly*.
- Marques, J. & Dhiman, S. (editors). (2017). *Leadership Today: Practices for Personal and Professional Performance*. Switzerland: Springer Books. (** Class text book)
- Raluca, C. (2022). *Fostering Creativity in Business: Empowering Strong Transformational Leaders*. Bucharest: Handbook of Research on Changing Dynamics in Responsible and Sustainable Business in the Post-COVID-19 Era
- Taleb, N. N. (2018). *El cisne negro – El impacto de lo altamente improbable*. Barcelona: CPI-Booket. Third Edition
- Uusi-Kakkuri, P. (2017). *Transformational leadership and learning creativity. Thesis dissertation*. Finland: Vassa University.

Other bibliography:

URL sites:

- <https://open.spotify.com/album/4kyvKLXVdIpO8Di4ES78eb>
- https://www.researchgate.net/publication/324108772_Leadership_creativity_and_innovation_A_critical_review_and_practical_recommendations
- <https://www.fastcompany.com/90709954/this-is-how-the-best-leaders-will-lead-in-2022>
- <https://conantleadership.com/best-leadership-links-dec-2021/>

Innovation & Business Skills Australia. (2009). *Developing Innovation Skills: A guide for trainers and assessors to foster the innovation skills of learners through professional practice*. Melbourne: IBSA.

Lehrer, J. (2012). *Imaginar -Cómo funciona la creatividad*. Barcelona: RBA Books.

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Mcentree, E. (1999). *Comunicación oral para el liderazgo del mundo moderno*. Mexico: McGraw Hill.

Pietri, N. (2014). *Future Trends in Leadership Development*. On line resource: Center for Creative Leadership. <https://www.ccl.org/>

Seguel, C. (2014). *Brandstory: Historias que dejan marca. Centro de Creatividad e Innovación para el Liderazgo*. Santiago: Salesianos Impresiones.

Ting-Toomey, S. (1999). *Communicating Across Cultures*. New York: The Guilford Press.

CHRONOGRAM

| SESSIONS | UNIT/THEMES | WEEKS | STRATEGIES |
|---------------------|--|-------|--|
| S1-S2 | Course Intro: <ul style="list-style-type: none"> ▪ Syllabus explanation and class introduction (readings and activities) ▪ Workshop and products explanation | W1-4 | <ul style="list-style-type: none"> ▪ Class activities facilitated by the Professor ▪ Activity: Toothbrush and glass of water ▪ VERITAS MEANS (Labs and more!) ▪ H-W: Leader's selection & readings |
| S3-S6 | Unit I: <ul style="list-style-type: none"> ▪ A class on creativity, innovation, and leadership for life on 21st C. ▪ Creativity & Innovation (C&I) ▪ The eight essentials of innovation ▪ VERITAS MEANS | | Students work and presentations |
| S7-S8 (Week 4) | Session 7th: Paper's sharing (readings) Session 8th: Draft version of products and workshop (class work) | | |
| S9-S14 | Unit II: <ul style="list-style-type: none"> ▪ Overview of Main Leadership Theories (LST) ▪ LST-contingency and situational ▪ LST-contemporary and "Invictus" ▪ Sustainability, C&I & LST ▪ SDGs and leadership | W5-8 | <ul style="list-style-type: none"> ▪ Participative & interactive lectures ▪ Activities with videos ▪ Guiding: Leader's bio & LST |
| S15-S16 (Week 8) | Session 15th and 16th: BIO's tied with LST Presentations | | Students work and presentations |
| S17-S22 | Unit III: | | |

| | | | |
|-----------------------------|---|--------|--|
| | <ul style="list-style-type: none"> ▪ Communication & socio-cultural interactions ▪ Leonid Ponomarev ▪ IKIGAI ▪ Creativity & Innovation for Sustainability ▪ Nature creativity: Biomimicry ▪ Sessions 21 & 22: Finishing products and workshop | W9-W12 | <ul style="list-style-type: none"> ▪ Participative & interactive lectures ▪ Activities with videos ▪ Guiding: Workshop and products ▪ Course' evaluation |
| S23-S24 (Week 12) | Session 23rd: WORKSHOP & PROJECTS Session 24th: Presentation of written learning tools: <i>Journals sharing and checking you "future me" letters.</i> | | Students work and presentations |

Please note that this chronogram is tentative and subject to change.