

**CENTER FOR INTERNATIONAL PROGRAMS & SUSTAINABILITY STUDIES**

**Course Title:** CREATIVE LEADERSHIP SKILLS

**Course code:** MGMT-3030

**Total contact hours & credits:** 48 HOURS 3 CREDITS

**COURSE DESCRIPTION**

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.

This is a theoretical-practical course that seeks to clarify the following question:

***Why is relevant the development of the creativity that crosses everyday activities and the process of leadership?***

**In order to answer this question, the following topics will be studied:**

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

**The acquirement of the following skills will be promoted during this course:**

-  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.

**Besides, the following values and attitudes will be promoted among students:**

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

## COMPETENCIES, CRITERIA AND EVIDENCE

At VERITAS University competencies are reflexive and integrated actions that respond to the professional profile and to context issues ideally and ethically through the integration of abilities, skills and knowledge. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course.

The headings included below, are the performance criteria for general and disciplinary competencies.

**Table 1:** General and disciplinary competencies and performance's criteria and evidences for the *Creative Leadership Skills'* course.

<b>Types of competencies</b>	<b>Key Competencies</b>	<b>Performance Evidence</b>
<b>Disciplinary</b> Integrate knowledge and practice in a communication process, focusing in the effect of the different creative possibilities	Identify the different possibilities for creativity development Analyze the actors and context in search of sustainable solutions. Revise different leadership styles	Discussions in class presentations Final Project/product Journal
<b>General</b>	<b>Performance Criteria</b>	<b>Performance Evidence</b>
To Integrate knowledge, skills and attitudes needed for learning in a continuous way through life, considering the development of society	Learn to learn	Journal Collaborative work
To develop the knowledge, skills and attitudes needed to learn how to communicate in an oral and written form.	Communicate thoughts in oral and written form. Communication intelligence	Journal Final Project presentations
To integrate the knowledge, skills and attitudes needed to learn interpersonal communication techniques	Team work and leadership. Relate with others. Listen deeply.	Class work and assignments

Sub competency	Contents	Strategies
Creativity	<b>Unit I: Development of Creativity and Innovation</b> Creativity Innovation	Exercises for creativity Developing innovation
	Techniques	Discussion
Values related to leadership	<b>Unit II: Useful theories and concepts</b> Social identity & other aspects	Discussions & Games
	Leadership theories	Presentation of theories & workshops
Communication theories	Personalities	Bios of leaders
	Features and characteristics of Leadership Styles	Bios of leaders
	Sustainability	Workshop and project
	<b>Unit III: The challenges of the construction of everyday life</b>	
	Integration of knowledge	Journal sharing
	Integration of knowledge	IKIGAI

## CONTENTS

### Unit I: Development of creativity and innovation

- Creativity and innovation
- Techniques and Appropriation
- Planning application

### Unit II: Useful theories and concepts

- Theories about leadership
  - Personalities
  - Features and characteristics of leadership
  - Leadership styles
- 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: The Challenges of the construction of everyday life

- The power of communication.
- Personal uses of creativity and leadership.
- Holistic perspective: The IKIGAI

## METHODOLOGY

Classes are of an interactive nature, stimulating the collective construction of knowledge; so, the students are able to 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.

**Learning strategies:** The following learning strategies will be used:

-  **Leader biography & leadership theory presentation.** This activity will enable students to gain first hand 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). Individual presentations.
-  **Workshop & Project: Creativity and Innovation for Sustainability.**
  - A workshop activity will be generated by students according to a selected leadership theory presented in class, in order to understand how it works. The way theory becomes applicable and relevant to specific situations will be shown following an ideal Company exercise. This activity will be guided in class along the term. Group work.
  - An individual project will be developed along this class activity. This project means to develop a prototype idea or a design sketch about a future product as an academic and pragmatic product of the class. This project aims to generate a communicative product and the purpose is to encourage regular reflection on the concepts presented and discussed in class in order 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.

 **Written learning tools:**

- **Paper: A leadership review.** This is a general summary of all the theories presented during the semester. Students will name and briefly describe at least five theories, but each student will expand info in at least one theory of his/her preference. Paper, 4 pages. Individual work. This PDF paper will be shown to the rest of the classmates at the end of the term.
- **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 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 at least a couple of entries per week; 10 excerpts (phrases, sentences, reflections) 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.

**Educational resources:** In order 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 for weekly sessions, and 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 are complemented by city fieldtrips (Museums' visits for example), which account as a practical class. For 60 hours classes, fieldtrip costs are included. For 48 hours classes, usually one till a maximum of three close-by, university or city locations are chosen; whenever necessary students will need to bring money for paying public transportation means, and entrance-fees if those are needed (some places can be visited for free -like those from VERITAS!).

During independent work periods students will be able to attend the institution. Students have access to the institution's library during opening hours, also they can access study areas or computer labs and any other convenient area on the university's campus for individual study. Likewise, 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.

The university also places the CANVAS Learning Management System at the disposition of students and staff ensuring pedagogical flexibility making it easier to integrate new technologies into the courses, and ensure seamless and effective communications between the student and professor at all times through an app center. The professor will make available to students, through the CANVAS platform, the presentations, videos, readings and other material used during class.

## Learning evaluation

In order 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.

**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 or can be sent directly to: [itorrealba@veritas.cr](mailto:itorrealba@veritas.cr).

**Table 2:** Evaluation of the "Creative Leadership Skills" Course.

Items	Relevance for grade
ORAL PRESENTATION: Leader biography and leadership theory	30%
WORKSHOP & PROJECT: Creativity & innovation for sustainability <ul style="list-style-type: none"><li>• Workshop (guided group work)</li><li>• Project (individual work on personal brand/prototype)</li></ul>	20% 30%
WRITTEN LEARNING TOOLS: Four pages paper "Leadership' theories: A review" Class Journal and sharing of excerpts at the end of the term	20%
<b>TOTAL</b>	<b>100%</b>

## RUBRICS

### Rubric to evaluate the Oral Presentation (Leader Bio and Leadership theories) 30%

Criteria	EXC (2)	VG (1.5)	ENOUGH (1)	INSUFFIC. (0.5 or less)	COMMENTS
1. Meets the format requirement including a cover slide with information about student's name, class, date & title of his/her presentation					
2. Preparation & Content: Includes and introduction with purpose, general presentation of the subject and clear objectives					
3. P&C: Includes complete biographical information of the selected leader					
4. P&C: Transmits the reason of respect					
5. P&C: Includes good knowledge management of at least one leadership theory (LST) that fits with the chosen leader					
6. P&C: Includes student's critical opinion by means of the evaluation of pros and cons of at least one LST					
7. P&C: Includes at least two solid conclusions					
8. Meets the format requirement including a slide with the main bibliographical sources used					
9. Organization & style (O&S): Student is well prepared to share the information prepared about the selected leader					
10. O&S: All ideas presented are relevant to the discussed topic					
11. O&S: All ideas are presented with clarity and objectivity					
12. Ethics: Punctuality is shown					
13. Ethics: No copy paste (this means correct quotes citation)					
14. Creativity: Presentation design is attractive and interesting					
15. Creativity: Ability to generate interest in the audience					
<b>Total</b>	15x2= <b>30</b>				

**Rubric to evaluate the execution of the Workshop “Creativity & Innovation for Sustainability”  
(20%):**

Criteria	EXC (2)	VG (1.5)	ENOUGH (1)	INSUFFIC. (0.5 or less)	COMMENTS
1. Student shows a good attitude towards activity development in class					
2. At least one Veritas’ mean (Fablab, Lampet, Biomol, Reuse, Hueritas, Computer’s Lab) is used to prepare the workshop activities					
3. Clear methods explanation about how they will hand the workshop are included in the workshop execution					
4. Student’s previous preparation is shown in the workshop’s performance					
5. Reflexive practice and learning conclusions are included at the end or along the workshop execution					
6. The workshop execution generates interest in audience					
7. At least one creativity evidence is recognized by the audience					
8. Ideas presented are relevant to the topic					
9. Ideas are presented with clarity and creativity					
10. Punctuality					
<b>Total</b>	<b>10x2= 20</b>				

**Rubric to evaluate the presentation of the Project “Creativity & Innovation for Sustainability”  
(30%):**

Criteria	EXC (3)	VG (2)	ENOUGH (1)	INSUFFIC. (0.5 or less)	COMMENTS
1. Preparation and content denote dedication and excellence					
2. A draft prototype or sketch design is added					
3. At least 2 sources of information are shown in relevant quotes					
4. At least five most relevant sources of information are shown in a slide at the end of the presentation					
5. Organization and style of the presentation denote					

dedication and excellence; sources of information are shown using APA format.					
6. Quality: The product developed has great (3), medium (2) or low (1) impact on company's mission					
7. Current presence: It would be hard (3), medium difficult (2) or common (1) to find such a product on URL sites today					
8. Most students approve and says the investment necessary to create such a product is worthwhile (half students: 2 points; less than half students: 1 point)					
9. Innovation: Product has qualities that implies unexpected potentialities					
10. Communication: The way how the product is presented to the audience denote a clarity and assertiveness					
<b>Total</b>	<b>10x3= 30</b>				

**Rubric to evaluate the written learning tools (Leadership Review and Journal sharing) 20%**

<b>INDICATOR</b>	<b>EXC (2)</b>	<b>VG (1.5)</b>	<b>ENOUGH (1)</b>	<b>INSUFFIC. (0.5 or less)</b>	<b>COMMENT</b>
1. Preparation & Content: The Leadership review (LSR) includes an introduction with purpose, general presentation of the subject and clear objectives.					
2. PC: The LSR names and describes in general, at least five theories discussed in class.					
3. PC: In the LSR, at least one theory includes a personal evaluation of pros and cons.					
4. PC: The LSR includes at least two solid conclusions					
5. Organization & style: Ideas presented on the LSR and Journal are related to the topic; those are presented with clarity and objectivity; a logical structure is followed.					
6. Both the Journal Presentation and the LSR meet the format requirements (cover page with basic info: student's name, class, date, title of assignment;					

LSR with 4 pages and 10 excerpts from Journal)					
7. PC: Journal´ excerpts are creatively presented, shared and discussed at the end of the term and those belong to the whole term duration.					
8. PC: Student is well prepared to present both his/her LSR and his/her learning journal to the rest of his/her classmates					
9. Creativity: Presentation design is attractive and interesting					
10. Creativity: Ability to generate interest in the audience					
<b>Total</b>	<b>10x2= 20</b>				

## MAIN BIBLIOGRAPHY

Aguila De Ramón, E. & M. Garay. (2016). *Liderazgo Creativo*. Santiago: Ediciones Universidad Finis Terrae.

Hughes, D., A. Lee, A. Tian, A. Newman, A. Legood. (2018). Leadership, creativity, and innovation: A critical review and practical recommendations. *The Leadership Quarterly: June, 2018*.

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

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.

Taleb, N. N. (2018). *El cisne negro – El impacto de lo altamente improbable*. Barcelona: CPI-Booket.

Uusi-Kakkuri, P. (2017). *Transformational leadership and learning creativity. Thesis dissertation*. Vassa University, Finland.

### Other bibliography:

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.

MCCAULEY, C y VAN VELSOR, E. (2004). *Handbook of Leadership Development*. San Francisco: Wiley Imprint.

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

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

## CHRONOGRAM

The time organization of the class will depend if it is an intensive or a regular class.

Sessions	Unit/themes	Week	Strategies
S1-S2	Unit I: Syllabus explanation and class introduction (readings and activities)		<ul style="list-style-type: none"> <li>Class activities facilitated by the Professor</li> </ul>
S3-S4	<ul style="list-style-type: none"> <li>A class on creativity, innovation and leadership for life on 20<sup>th</sup> C.</li> <li>Creativity &amp; Innovation (C&amp;I)</li> <li>The eight essentials of innovation</li> </ul>	W1	<ul style="list-style-type: none"> <li>Activity: Toothbrush and glass of water</li> <li>VERITAS MEANS (Labs and more!)</li> <li>H-W: Leaders selection &amp; readings</li> </ul>
S5-S6	Unit II: <ul style="list-style-type: none"> <li>Overview of Main Leadership Theories (LST)</li> <li>LST-contingency and situational</li> <li>LST-contemporary and “Invictus”</li> </ul>	W2	<ul style="list-style-type: none"> <li>Participative &amp; interactive lectures</li> <li>Activities with videos</li> <li>Guiding: Leaders bio &amp; LST</li> </ul>
S7-S8	<ul style="list-style-type: none"> <li>Sustainability, C&amp;I&amp;LST</li> <li>SDGs and leadership</li> </ul>		
S9-S10	Unit III: <ul style="list-style-type: none"> <li>Workshop &amp; Projects Planning</li> <li>VERITAS MEANS</li> </ul>	W3	<ul style="list-style-type: none"> <li>VERITAS MEANS</li> <li>Guiding: Workshop &amp; Projects Planning</li> </ul>
S11-S12	<ul style="list-style-type: none"> <li>BIO’s and LST Presentations</li> </ul>		
S13-S14	Unit III: <ul style="list-style-type: none"> <li>Communication &amp; socio-cultural interactions</li> <li>Leonid Ponomarev</li> </ul>	W4	<ul style="list-style-type: none"> <li>Participative &amp; interactive lectures</li> <li>Reflections</li> <li>Guiding: Workshop &amp; projects planning</li> </ul>
S15-S16	<ul style="list-style-type: none"> <li>IKIGAI</li> </ul>		
S17-S18	Unit III: <ul style="list-style-type: none"> <li><i>Creativity &amp; Innovation for Sustainability</i></li> </ul>	W5	<ul style="list-style-type: none"> <li>WORKSHOP AND PROJECTS EXECUTION</li> </ul>
S19-S20	<ul style="list-style-type: none"> <li>Presentation of written learning tools: <i>Leadership Review (Paper) &amp; Journals</i></li> </ul>		<ul style="list-style-type: none"> <li>Class evaluation</li> </ul>

## COLLEGE POLICIES AND GENERAL REMARKS

**Audience:** This course is structured for international students attending the Study Abroad Program at Universidad VERITAS. However, courses are not exclusive to foreigners, so a few native students could enroll in this course. Some of the CIPSS’ courses might also been taught in Spanish as part of Veritas’s Bachelors and majors.

**Attendance Policy:** Students are only allowed a total of 2 nonconsecutive (back to back) absences. The student will fail the course if he/she has more than two absences. Students will have a zero on any assignment evaluated in class (presentations, evaluations, class activities, etc.) if he/she is absent unless the student presents an official document no later than one week after the absence. If the student presents an authoritative report to excuse the absence, he/she must submit the missed assignment on that same week. An unjustified absence to a city fieldtrip will immediately

mean losing all of the points assigned to the field trip. If an official document is presented for that class absence, students will have to present a research assignment to obtain 50% of the points.

The only exception to this rule is when two-course field sessions collide in programming. Students can then opt for doing a research assignment not to lose any points on the field trip they don't attend but it must be coordinated ahead of time with the professors. Three late arrivals to class (within the first 15 minutes) are treated as one absence. If you come to class 30 minutes late without an official justification document, it will also count as an absence. If you tend to be late for class, you will lose a percentage of your total grade according rubrics and course's evaluation.

**Code of conduct:** Professors have the right to expel a student from the classroom should he/she:

- 1) Be disruptive in the classroom.
- 2) Behave in a disrespectful way.
- 3) Be under the influence of alcohol or even smell like alcohol.
- 4) Be under the influence of any illegal drug.
- 5) Present hygiene problems that may disturb other students.

**Academic Integrity:** Plagiarism is against university and the CIPSS department's regulations. Students are not permitted to use information (ideas, theory, data, statistics) from another's work without clearly citing the source (with the name and date clearly referenced in the main text of your work and the source title, publication, and place referenced in the bibliography). If your work includes quotes from another's work – then the cited/quoted pieces must be clearly marked with citation marks/quotation points and then the reference must include (name, date and page numbers). The *Chicago* referencing method is one of the most used, however check which method your teacher prefers before you hand-in your work. If you are not clear about the meaning of plagiarism and the use of correct source referencing then please do not hesitate to ask. We are here to learn and to be creative, not to copy. If a student is found plagiarizing, they will be expelled from the course.

**Equal Access:** Please approach the CIPSS staff members and/or your teacher if you have varied abilities, a disability, or other particular and individual needs that might impact upon your learning experience and opportunities. The CIPSS department and its staff are dedicated to making sure that we provide equal access to all of our students.

**Electronic devices:** The use of cell phones, smart phones, 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.

**General observations:** The student must conform to the provisions of the Veritas "REGLAMENTO DE RÉGIMEN ESTUDIANTIL". The rulebook is available for downloading at <http://autogestion.veritas.cr/>