

ANALYTICAL PROGRAM

1. Identification Details:

• Name of institution and division:	Universidad Autónoma de Nuevo León
• Name of learning unit (course):	Leadership, entrepreneurship and innovation
• Total number of theoretical/practical in-classroom hours:	40 hours
• Total number of out-of-classroom hours:	20 hours
• Modality:	On-campus
• Academic term:	Semester
• Type of course:	Required
• Curricular Area:	General University Education
• UANL credits:	2
• Date prepared:	18/January/2016
• Date last updated:	18/January/2024
• Course designer(s):	M.A. Francisco Jesús Barrera Cortinas, Dr. Luis Agustín Cárdenas Franco, L.B.G. Ángela Gabriela Carrillo Rodríguez, M.C. Irma Leticia Garza González, M.C. José Alfredo Godinez Yerena, Dr. Ricardo Gómez Flores, Mtro. Fernando Javier Gómez Triana, Ing. Adrián Gerardo Marroquín Ortega, and M.E.S. Lucinda Sepúlveda García
	Collaborators: M.C. René Martínez Cruz and L.B.G. Noé Javier CavazosEscamilla

2. Presentation:

The Learning unit (LU) Leadership, entrepreneurship and innovation comprises three phases through which the students will be guided. The leadership phase will be studied first, in which the importance of communication will be recognized while at the same time the leadership theories, leadership styles, and their functions in an organization are explored. Subsequently, the innovation phase begins for the students to recognize its importance in any business project, thus stimulating the development of creativity, seeking to have an impact on the generation of innovative products and services that facilitate a competitive advantage. The last phase seeks to have the students recognize the different types of companies that exist in Mexico and their organizational structure, in addition to the general concepts of entrepreneurship and the areas of university opportunities that contribute to business development. It ends with an integrative product called Personal Development Plan, abbreviated as PDP, which will be made up of three aspects that are addressed throughout each of the phases and will include the following: Descriptive PDP, PDP Personal Marketing and PDP Evaluation Matrix of Transformative Proposal.

3. Purpose:

In this learning unit, the students will develop the competencies that lead them to use logical, critical, and creative thinking, aimed at exercising leadership with the ability to direct and coordinate new inter-, multi- and transdisciplinary academic and professional projects with social responsibility in the local, national and international contexts, contributing to a vision of competitiveness, ambition, and self-management through educational experiences that allow them to develop a proactive attitude towards the strengthening of an organization.

4. State graduate profile competencies:

General competencies to which this learning unit contributes:

Instrumental:

- Apply autonomous learning strategies at different levels and fields of knowledge that allow them to make timely and relevant decisions in the personal, academic and professional spheres.
- Use logical, critical, creative, and proactive thinking to analyze natural and social phenomena that allow them to make relevant decisions in their sphere of influence with social responsibility.
- Develop inter-, multi- and transdisciplinary academic and professional proposals in accordance with the best global practices to promote and consolidate collaborative work.

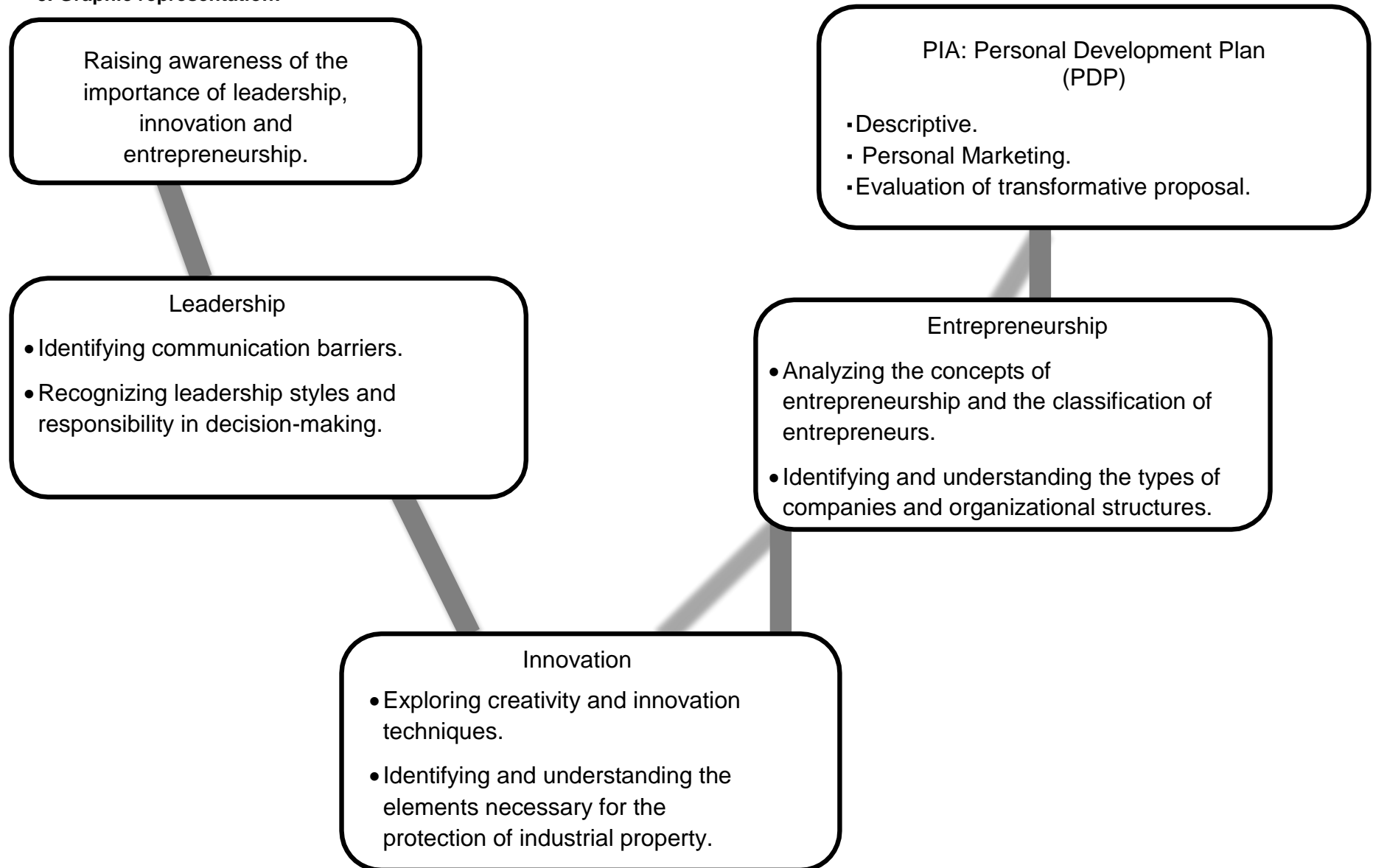
Personal and social interaction:

- Intervene in face of the challenges of contemporary society at the local and global levels with a critical attitude and human, academic, and professional commitment to contribute to consolidating general well-being and sustainable development.

Integrative:

- Assume leadership, committed to social and professional needs to promote relevant social change.

5. Graphic representation:



6. Structuring the learning unit into chapters, stages, or phases:

Phase 1. Leadership. Competency element: 1.1 Recognize leadership styles through various theories of collaborative work, understanding the various roles that exist in a group work dynamic that improve decision-making in any problematic situation.				
Learning evidence assignments	Performance criteria	Learning activities	Contents	Resources
1. Analysis report of a work group where the types of leadership and effects on organizational communication are identified.	<ul style="list-style-type: none"> • Team analysis of a case study with its proposal for a strategy to improve communication. • Present the information creatively and interestingly, including comparative table, maps or diagrams to present the information. • Identify the characteristics of an autocratic leader and a participative leader. • Add visual evidence of the group analyzed. • Include cover previously established in class. 	<ul style="list-style-type: none"> • The professor will introduce students to the fundamentals of communication and their influence on the transmission of information, through interspersed questions. • The professor will put emphasis on barriers to communication, the importance of feedback, and interpersonal communication through the analysis of a problem where the main communication failures are highlighted. Students will analyze elements to avoid such failures and reduce their negative impact. • Students will present a non-verbal communication problem, preferably 	<ul style="list-style-type: none"> • The process of information transmission with its foundations, influence on communication, barriers to communication, feedback and interpersonal communication. • Elements of formal communication in an organization. 	<ul style="list-style-type: none"> • PowerPoint presentation on leadership. • Case study on the advantages of feedback (activityNo.1). • Non-verbal communication (activity No.2).

	<ul style="list-style-type: none">• Match leadership styles to at least 10 actions of elements presented in the films provided by the teacher.	<p>in an organization, and the strategy to solve it through roleplaying or dramatization.</p> <ul style="list-style-type: none">• The professor will allow the students to reflect on the importance of feedback by asking them to organize themselves into teams with one leader each, but some teams will be able to give feedback on various group tasks to the leader and others will not, for example:<ul style="list-style-type: none">- Drawing a geometric shape.		
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		<ul style="list-style-type: none"> - Planning a party. - Devising a product in response to a community's need. 		
		<ul style="list-style-type: none"> • The professor will introduce students to the fundamentals of leadership, the relationship between leading and managing, the situational leadership model and leadership theories with everyday examples from the professional area and from the personal sphere. • Students will answer the 12 situations on problems and problem solving to identify their leadership style. • The teacher will emphasize responsibility in decision-making in an organization by asking students what knowledge they have gained. • Students will assess the decisions made as a team with an activity guided by the professor in which it is stated that they must survive in the desert and must make decisions to move forward as a team and to identify the types of roles they play in a team. • The professor will explain the guidelines to answer the leadership test, including how to find the result, as well as strategies to develop the skills that will allow them to become effective leaders. • Each student will answer the leadership test individually, carry out their self-analysis and establish the strategies they will apply to be an effective leader (activity with 10 	<ul style="list-style-type: none"> • Fundamentals of leadership with the relationship between leading and managing. • The trait approach and the situational leadership model. • Leadership theories that emphasize situations in an organization. • The importance of a leader's flexibility. • Emerging leadership styles and current leadership topics. • Decision-making responsibility in an organization. • How a SWOT analysis is made. 	<ul style="list-style-type: none"> • Film scenes identifying leadership styles (activities No.4 and 5) • Find your leadership style "Leadership test"(activity No.6). • Teamwork activity (activity No. 7).

points grade weighting).

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Phase 2. Innovation.

Competency element:

2.1 Promote creative and innovative thinking through the application of creativity techniques and methods, considering the protection of industrial property such as patents, utility models, trademarks and industrial designs to generate innovative proposals that have an impact on products, processes, and services.

Learning evidence assignments	Performance criteria	Learning activities	Contents	Resources
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<p>2. To submit in writing a creative and potentially innovative idea for the creation or modification of a product or service.</p>	<ul style="list-style-type: none"> • The novelty and the impact of the idea is based on an existing product or service or on a new product or service • Applies creativity techniques to problem solving. • Submits in writing an innovative proposal for an existing or new product or service (Annexes 1.A and 1.B). • Analyzes market intelligence tools to support the proposed innovation. • Submittal of a report on market intelligence techniques to be developed, to support innovation in product/service. 	<ul style="list-style-type: none"> • The group will define the types of imagination, creativity, and innovation and their impact on organizations or companies. • Creativity exercises and activities will be carried out, showing the advantages of implementing creativity and innovation techniques for the solution of inventiveness problems. • Market intelligence tools will be presented, applying practical cases, and exercises applying analysis techniques. 	<ul style="list-style-type: none"> • Creative and innovative thinking. • Impact of innovation on an organization. • Innovating techniques: <ul style="list-style-type: none"> - divergent. - convergent. • Currently applied creativity and innovation techniques (WASI, CPS, 6HATS, etc.). • Implementation of techniques to innovate. • Definition of market intelligence, difference and complement with technological surveillance to support a proposed innovation. 	<ul style="list-style-type: none"> • Creativity exercises solved in a group. • Classroom equipped with a projector. • Oropeza M. R. (1992): "<i>Creatividad e innovación empresarial</i>" (Creativity and business innovation). <i>Panorama Editorial. S.A. de C.V.</i>, Mexico. • Altshuller G. (1997): "<i>Introducción a la Innovación Sistemática: TRIZ, de pronto apareció el inventor</i>" (Introduction to Systematic Innovation: TRIZ, suddenly the inventor appeared). Internet Global, S. L., Spain. • www.mycoted.com – Website with creativity and innovation techniques. • Electronic databases:
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<p>3. Identification report of the legal concepts of the product/service selected by the student, related to the area of his/her profession.</p>	<ul style="list-style-type: none"> Identifies the legal concepts that apply to the selected product or service. Describes what part of the product/service is specifically protected by: <ul style="list-style-type: none"> patent. utility model. industrial design. or any other legal concepts that apply (distinctive signs or copyright, etc.) The report presents the state of the art related to the selected product/service and substantiates its novelty. Regarding the trademark(s), the report describes: <ul style="list-style-type: none"> products or services protected by the trademark (classes). name of the brand. Trademark type: nominated, unnamed, mixed or three-dimensional (annex 2). 	<ul style="list-style-type: none"> The professor will begin by taking as an example a tool or product related to their area of knowledge, to explain orally that this object has intellectual property protection, as well as the concepts, characteristics and classification of intellectual property. The professor will explain the concept and the importance of conducting a state-of-the-art search, as an initial step in proposing an innovative idea for the creation of a product or service. He / She will present the different sources where the students can find patents or other industrial property registrations, as well as information on "non-patent literature", applying practical cases and exercises. The professor will explain that the main step when starting a project as an entrepreneur is to carry out a trademark background search, to see if the protection of the brand of the product or service to be undertaken is viable. For this, the group will carry out: <ul style="list-style-type: none"> a search for a trademark already registered in MARCANET. the identification of the class(es) being protected. annex 3 (Phonetic search flowchart – with no value, as a support to the professor). 	<ul style="list-style-type: none"> To present proposals for a systematic market intelligence process and its application in the company. Introduction to intellectual property, its elements of protection and its classification. Copyright <ul style="list-style-type: none"> artistic and literary works. Industrial property <ul style="list-style-type: none"> Patent. Utility model registration. Industrial design registration. Registration of distinctive signs. Acquirer rights. Definition of technological search or technological surveillance, its importance and application. 	<ul style="list-style-type: none"> Ebscohost, Emerald, Cambridge Collection. W. Chan Kim and Renée Mauborgne, "Blue Ocean Strategy" (2011) https://www.blueoceanstrategy.com/what-is-blue-ocean-strategy/ Brochures on the basic P.I. principles and user guides: <ul style="list-style-type: none"> WIPO brochure on the basic principles of copyright and related rights. http://www.wipo.int/edocs/pubdocs/es/intproperty/909/wipo_pub_909.pdf WIPO brochure on the basic principles of industrial property. http://www.wipo.int/edocs/pubdocs/es/intproperty/895/wipo_pub_895.pdf IMPI user's guide on Patents and Utility Models. http://www.impi.gob.mx/patentes/Paginas/GuiaPatentesModelosUtilidad.aspx IMPI user's guide on Industrial Designs. http://www.impi.gob.mx/patentes/Paginas/GuiaDisenosIndustriales.aspx IMPI user's guide on Distinctive Signs
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		<ul style="list-style-type: none"> The professor will present the report of a product or service to exemplify the process of identifying the legal concepts so that students understand the steps in its elaboration. 		<p>http://www.impi.gob.mx/marcas/Paginas/GuiaSiguosDistintivos.aspx</p> <ul style="list-style-type: none"> Websites of some of the offices in charge of protecting intellectual property: <ul style="list-style-type: none"> World Intellectual Property Organization http://www.wipo.int/about-ip/es/ <i>Instituto Mexicano de la Propiedad Industrial</i> (Mexican Industrial Property Institute) http://www.impi.gob.mx/ <i>Instituto Nacional del Derecho de Autor</i> (National Copyright Institute) http://www.indautor.gob.mx/ United States Patent and Trademark Office. www.uspto.gov European Patent Office. www.european-patent-office.org <i>Oficina Española de Patentes y Marcas</i> (Spain Patent and Trademark Office) <ul style="list-style-type: none"> www.oepm.es <i>Oficina de Patentes de Japón</i>. (Japan Patent Office) http://www.jpo.go.jp Website of MARCANET, the IMPI System of External Trademark
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				Consultations. http://marcanet.impi.gob.mx/marcanet/controler/home
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				<ul style="list-style-type: none"> • Phonetic search flowchart – with no value, as a support to the professor
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Phase 3 Entrepreneurship Competency element: 3.1 Understand what a company is and how it is structured, as well as to become acquainted with the university support offices for those who wish to continue with a project of entrepreneurship, thus promoting a proactive attitude.				
Learning evidence assignments	Performance criteria	Learning activities	Contents	Resources

<p>4. Presentation of a report on the analysis of a real problem in a department of a local or national company in their community, with their proposed solution.</p>	<ul style="list-style-type: none"> • Identifies the type of company and the organizational makeup of the selected company. • Presents the SWOT analysis of the analyzed company. • Considers the internal and external available resources and support for the company's solution proposal. • Manages an innovative dynamic that promotes the participation of classmates to present the information. 	<ul style="list-style-type: none"> • The professor will carry out a diagnostic evaluation through guided questions, asking about the concepts of entrepreneurship, entrepreneur, classification, etc. • The professor will present cases through business simulations, analyzing the context and the parties involved. • Students will analyze the types of companies that currently exist in Mexico and their organizational structure. • In teams, they will investigate the types of entrepreneurs. Which of them do they identify with and why? • Students will identify areas of opportunity and possible failures that arise in businesses. 	<ul style="list-style-type: none"> • Concepts of entrepreneurship. • Classification of enterprisers. • Definition and types of companies. • Organizational structure. • University support units in the area of entrepreneurship. 	<ul style="list-style-type: none"> • Classroom equipped with a projector. • Business simulator tool (business briefcase). • Case - Enviaflores.com: https://www.youtube.com/watch?v=aZBvrvtU21k • Case - 3D Robotics: https://www.youtube.com/watch?v=ayJFZSuDJqY • Case - Armados Omega: https://www.youtube.com/watch?v=fy6y0vqafnY • Case - Thule: https://www.youtube.com/watch?v=vpiuJc1tIGA
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		<ul style="list-style-type: none"> • The professor will give the student examples of success stories of entrepreneurs (check the links in the resources). • The professor will introduce students to the different support options available to entrepreneurs. • Students will present as a team the study of the supports and resources available at the University to develop their business. 		<ul style="list-style-type: none"> • University support unites in the area of entrepreneurship: • UANL Organization chart: http://www.uanl.mx/universidad/organigrama/ciETT.html • <i>Instituto Nacional del Emprendedor</i> (National Institute of Entrepreneurship): https://www.inadem.gob.mx/ • Alcaraz Rodríguez, Rafael (2011[1996]): <i>El emprendedor de éxito</i> (The successful entrepreneur), 4^a. Ed. McGraw Hill/Interamericana Editores, Mexico. • Prieto Sierra, Carlos (2014): <i>Emprendimiento: Conceptos y plan de negocios</i> (Entrepreneurship: Concepts and business plan). Pearson Educación de México. Mexico.
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7. Comprehensive evaluation of processes and products (grade weighting / summative evaluation):

Phase	Evidence assignments / Activities	Points	Total points
Leadership	1. Analysis report of a work group where they identify types of leadership and effects on organizational communication.	10	20
	Critical reflection on Leadership Test.	10	
Innovation	2. Identifies and presents a creative, potentially innovative idea in writing for the creation or modification of a product or service (rubric is included).	10	20
	3. Identification report on the legal concepts of the product/service selected by the student, related to the area of their profession (rubric is included).	10	
Entrepreneurship	4. Presentation of a report on the analysis of a real problem in a department of a local or national company in their community, with their proposed solution.	20	20
Personal Development Plan	PDP Descriptive. PDP Personal Marketing. PDP Matrix evaluation of transformative proposal.	40	40

8. Integrative learning product of the learning unit:

The PIA will be called PDP (Personal development plan) and it is built with 3 aspects: Descriptive PDP, Personal Marketing PDP, and Matrix evaluation of transformative proposal PDP that each one addresses throughout each one of the 3 phases (annex 4).

9. Support and consultation sources (bibliography, periodicals, electronic sources):

BIBLIOGRAPHY:

Casares A. David (2000). *El liderazgo y educación* (Leadership and education). Mexico: Fondo de Cultura Económica.

Rodríguez, E. Mauro. (1995) *Mil ejercicios de creatividad clasificados* (One thousand creativity exercises classified). Ed. McGRAW-HILL.

Pret Ricardo(2004), *El libro de la Innovación y la creatividad* (The book of Innovation and Creativity). Editorial Zalezhidalgo

Alcaraz Rodríguez, Rafael (2011[1996]): *El emprendedor de éxito* (The successful entrepreneur). McGraw Hill/Interamericana Editores, S.A. de C.V., Mexico, D.F., 4a. Ed.

Buzán, Tony, (2008) *El poder de la inteligencia creativa* (The power of creative intelligence). Spain: Ed. Urano.

Castilla A., Garza R., Sáenz L., Sepúlveda, L. (2009). *Emprendedor competitivo: Líder innovador* (Competitive entrepreneur: Innovative leader). Grupo Editorial Patria, S.A. de C.V., Mexico.

Website of the World Intellectual Property Organization (<http://www.wipo.int/about-ip/es/>).

Website of the Mexican Industrial Property Institute (<http://www.impi.gob.mx/>).

Website of the National Copyright Institute (<http://www.indautor.gob.mx/>).

Agreement on the aspects of intellectual property related to trade (http://www.wipo.int/treaties/es/text.jsp?file_id=305906).

Paris agreement on the protection of Industrial Property (http://www.wipo.int/treaties/es/text.jsp?file_id=288515).

Federal Copyright Law (http://www.wipo.int/wipolex/es/text.jsp?file_id=340767).

Law of Industrial Property (http://www.wipo.int/wipolex/es/text.jsp?file_id=264465).

WIPO brochure on the basic principles of copyright and related rights (http://www.wipo.int/edocs/pubdocs/es/intproperty/909/wipo_pub_909.pdf).

WIPO brochure on the basic principles of industrial property (http://www.wipo.int/edocs/pubdocs/es/intproperty/895/wipo_pub_895.pdf).

IMPI user's guide on Patents and Utility Models (<http://www.impi.gob.mx/patentes/Paginas/GuiaPatentesModelosUtilidad.aspx>).

IMPI user's guide on Industrial Designs (<http://www.impi.gob.mx/patentes/Paginas/GuiaDisenosIndustriales.aspx>).

IMPI user's guide on Distinctive Signs (<http://www.impi.gob.mx/marcas/Paginas/GuiaSignosDistintivos.aspx>).

Website of MARCANET, the IMPI System for External Trademarks Consultation

(<http://marcanet.impi.gob.mx/marcanet/controler/home>).

Prieto Sierra, Carlos (2014): *Emprendimiento Conceptos y plan de negocios* (Entrepreneurship: Concepts and Business Plan) Pearson Educación de México, S.A. de C.V., Mexico.

Website of the Secretariat of Economics (www.economia.gob.mx).

Website of the National Entrepreneurship Institute (www.inadem.gob.mx).

Website of the National Institute of Statistics and Geography
(www.inegi.org.mx).

Website of the Secretariat of Foreign Affairs (www.sre.gob.mx).

Website of the Directory of Notaries in Mexico Sitio de Directorio
(www.notarios.com.mx).

Website Tuempresa.gob.mx (www.tuempresa.gob.mx).

Website of the Secretariat of the Treasury and Public Credit
(www.shcp.gob.mx).

Website of the Tax Administration Service (www.sat.gob.mx).

Website of the Mexican Social Security Institute (www.imss.gob.mx).

Website of the National Workers' Housing Fund Institute (www.infonavit.org.mx).

Website of the Mexican Business Information System (www.siem.gob.mx).

Website of the Secretariat of Health (www.salud.gob.mx).

Website of the Secretariat of Labor and Social Benefits
(www.stps.gob.mx).

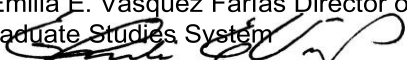
Website of the Mexican Institute of Industrial Property(www.impi.gob.mx).

Website of the Secretariat of Social Development (www.sedesol.gob.mx).

Website of the Secretariat for Agriculture, Livestock, Livestock, Rural Development, Fisheries, and Food
(www.sagarpa.gob.mx).

Website of the Secretariat of the Environment and Natural Resources (www.semarnat.gob.mx).

Oropeza M. R. (1992): "Creatividad e innovación empresarial" (Creativity and business innovation). Panorama Editorial. S.A. de C.V., Mexico.

<p>Curricular Area – General University Education Approved by the H. University Council on June 9th, 2005</p>	<p>Appr.</p> <p>Q.F.B. Emilia E. Vásquez Farías Director of the Undergraduate Studies System</p> 
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ANNEX 1.A. Instrument for the quantitative evaluation of evidence assignment 2 (Phase 2: innovation).

The facilitator must evaluate the evidence assignment for Phase 2 quantitatively and qualitatively. The assignment consists of the presentation of a feasible idea that meets the criteria of novelty, value, and application, through some creativity technique, including the studies on the registration of industrial property for that idea.

The quantitative aspects will count for 6 points of the total grade weighting for the learning unit, and it will be evaluated according to the following checklist:

ACTIVITY	INDICATORS	YES	NO	VALUE
	Is the presentation acceptable?			1 POINT
Creativity technique	Is the technique comprehensible for the audience?			1 POINT
	Does it describe the creative utility?			
Idea	Does the audience get the originality of the idea?			2 POINTS
Original	Is there any evidence that it exists or existed already?			
Industrial Property Registration	Does it describe the conceptualized idea or does it refer to that idea?			2 POINTS
	Can it be considered previous art?			
		Total:		(6 POINTS)

ANEXO 1.B. Instrument for the qualitative evaluation of evidence 2 (Phase 2: innovation).

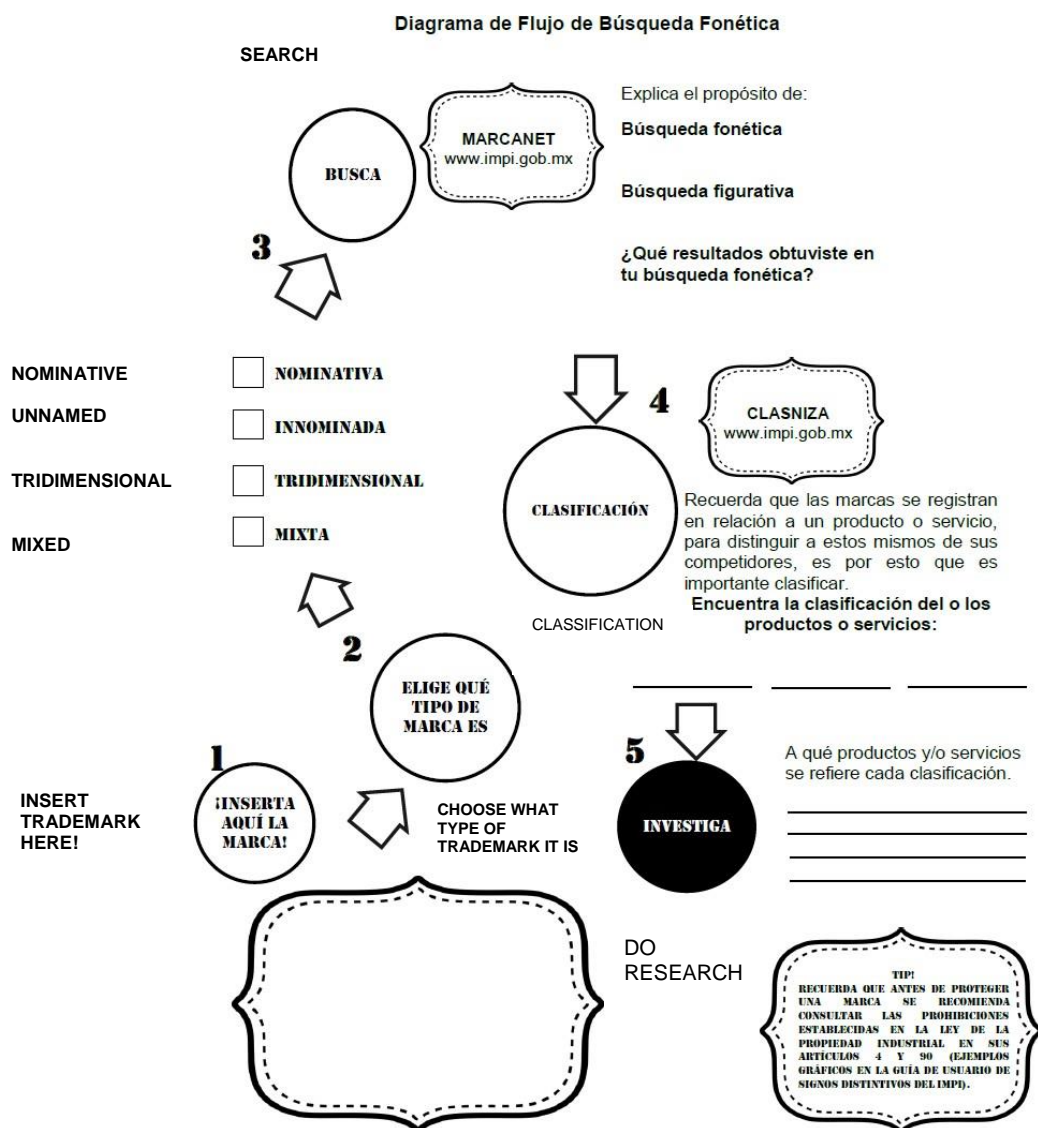
The qualitative aspects will count for 4 points of the total grade weighting for the learning unit and it will be evaluated according to the performance criteria contents in the following rubric:

IN-DEPTH UNDERSTANDING	IN-DEPTH	SHALLOW	SHALLOW	VOID
LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
4 POINTS	3 POINTS	2 POINTS	1 POINT	0 POINTS
The student is able to draw his/her own conclusions based on a structure summarized in the list of relevant aspects.	The student is able to relate the various elements with logic, coherence, and structure, but the personal interpretation is weak.	The student focuses on various relevant aspects, but considers them independently and does not interconnect them.	The student focuses on one relevant aspect only .	The student uses irrelevant information and digresses from the main idea.

ANNEX 2. Instrument for the qualitative evaluation of evidence assignment 3 (Phase 2: innovation).

TOPIC	CRITERIA	MAXIMUM NUMBER OF POINTS
Presentation of project	Written report describing the selected product or service.	1 POINT
Intellectual property	All possible protections of the product or service are correctly identified.	2 POINTS
State of the art	The state of the art of the selected product or service is presented.	1 POINT
	The novelty of the selected product or service is substantiated.	1 POINT
Distinctive signs	The brand's name or logo is presented.	1 POINT
	The classes (products or services) protected through the trademark of the selected product or service are described.	1 POINT
	The type of brand is identified (nominative, unnamed, tridimensional, or mixed).	1 POINT
	The viability of protection of the trademark is substantiated (compliance with the requirements of distinction. There is no identification or similarity with previous trademarks. It does not cause confusion in the consumer, nor does it affect public order or morality.	2 POINTS
		Total: (10 POINTS)

ANNEX 3. Phonetic search flow diagram



Phonetic search flow diagram

Explains the purpose of:
Phonetic search
Conceptual (figurative) search

What results did you get in your phonetic search?

Remember that trademarks are registered in terms of a product or service to distinguish them from their competitors. It is for this reason that it is important to classify.

Find the classification of the product(s) or service(s):

Products and/or services to which each classification refers.

TIP!
REMEMBER THAT BEFORE PROTECTING A BRAND IT IS RECOMMENDED TO CONSULT THE PROHIBITIONS ESTABLISHED IN ARTICLES 4 AND 90 OF THE INDUSTRIAL PROPERTY LAW (GRAPHIC EXAMPLES IN THE USER GUIDE OF DISTINCTIVE SIGNS OF THE IMPI)

ANNEX 4. PERSONAL DEVELOPMENT PLAN

The PIA will be called PDP (Personal development plan) and it is built with 3 aspects that each one addresses throughout each one of the 3 phases:

Descriptive PDP

Personal diagnosis. The student will carry out the personal SWOT, based on the activity to get to know their own leadership style and their areas of opportunity (TEST).

The student includes a description of his/her leadership style and builds a personal development plan, considering the existing alternatives to the detected areas of opportunity.

Marketing personal PDP

The student will make a presentation based on his/her descriptive PDP and the evaluation of the transformative proposal. In 5 slides (a slide per point) and 5 minutes to present, the student will endeavor to make his/her plans, ideas, goals, and objectives attractive to the group.

Characteristic	YEAR 1		YEAR 3		YEAR 5	
	Objectives	Activities	Objectives	Activities	Objectives	Activities
Personal diagnosis						
Personal strategy						
Transformative proposal						

PDP Evaluation matrix of transformative proposal

The student will establish strategies to comply with the philosophy for his/her professional growth and development, considering the following characteristics: international vision (language), social, enterprising, innovative and academic per periods (1 year, 3 years, and 5 years).

Fulfilling the appropriate development of each point, considering:

Vision:

The personal vision means **keeping in mind the image of your future self, developed by yourself**, considering the real environment in which you operate; and which will be a guide to build your career project to prevent you from getting sidetracked.

The personal vision becomes the drive that motivates and directs your efforts, giving a sense and meaning to what you do in order to work to fulfill it.

To write his/her personal vision, the student answers the following questions:

- Who am I?
- Where am I headed to?
- How do I see myself in the future?
- How do I want to be seen in the future?

Mission:

The personal mission considers, based on **your dreams and hopes of the future**, what is the greatest responsibility in life to which you want to commit, the most important thing that you want to achieve at the personal, social, and professional level.

The basic aspects to write the personal mission are:

- What do I want to achieve in the long term? This is what I want to accomplish, not specifying when or how much. What I want to make of myself and my environment, that to which I want to give my life and my efforts.
- Why do I want to achieve my goals?
- What are the main values for me, with which I want each of my achievements to be characterized?

To write the personal mission, the student can include the above aspects in a single statement or write one statement for each of them.

Objectives:

Means the aim to be attained, the **goal** to be achieved. The objective is what drives the individual to make decisions or pursue their aspirations, the purpose. Knowing how to structure and think about appropriate goals or objectives to achieve the vision and mission established.

Strategies:

It consists of listing a series of actions aimed at how I intend to fulfill the vision, mission, and personal objectives.

Evaluation matrix of the transformative proposal (MPT) per year.

Characteristic	Vision	Misión.	Objectives	Strategies	Degree of Compliance. --YES --NO	Explanation. Why?
International						
Social						
Enterprising						
Innovation						
Academic						