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The Infinite Design of Creative Self-Leadership

Adrian T. Ashdown
State University of New York College at Buffalo - Buffalo State College, ashdowat01@buffalostate.edu

Advisor
Dr. Susan Keller-Mathers
First Reader
Dr. Susan Keller-Mathers

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The Infinite Design of Creative Self-Leadership

by

Adrian Ashdown

An Abstract of a Project

in

Creativity and Change Leadership

Submitted in Partial Fulfillment

of the Requirements

for the Degree of

Master of Science

May 2024

Buffalo State University

State University of New York

Department of Creativity and Change Leadership

ABSTRACT OF PROJECT

The Infinite Design of Creative Self-Leadership

The purpose of my Master's of Science in Creativity and Change Leadership Project is to develop a Scope and Sequence for a Creative Self-Leadership course, providing participants with a structured framework for intentional personal growth and leadership development. The Infinite Design of Creative Self-Leadership serves as an individualized framework for influencing our human experience deliberately. Throughout this project, the core idea remains consistent: to teach creativity as a transferable skill with applications beyond traditional educational settings. The culmination of this endeavor will result in a comprehensive Scope & Sequence for The Infinite Design Creative Self-Leadership Course, offering participants a solid foundation for their ongoing journey in self-leadership. This structured approach ensures a dynamic and participant-focused learning experience, empowering individuals to cultivate creativity and leadership skills in various aspects of their lives.

Adrian Ashdown

5/13/24

Date

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Dr. Susan Keller-Mathers
Associate Professor

_____

Adrian Ashdown
Student

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Dedication

This project is dedicated to all the administrative leaders and teachers I've encountered throughout my journey. Your influence, though often challenging, has ultimately inspired me to create this leadership course. Despite the difficulties, your examples have motivated me to seek positive change in leadership practices. As a result, I am committed to striving for excellence in leadership and supporting educators and leaders in the educational field to do the same.

I extend my sincere appreciation to my professors at Buffalo State. Your guidance and wisdom have been instrumental in shaping my understanding of leadership and creativity, and I am grateful for the invaluable lessons I've learned from each of you.

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SECTION ONE: BACKGROUND TO THE PROJECT

The Importance of Creative Self-Leadership

Upon starting my journey in the field of education, I knew I wanted to support making a change within the current system. Many ideas have come about throughout the years and my ideas continue to shift and change. However, one idea has stayed consistent; I want to teach creativity as a transferable skill that extends far beyond a classroom. After being in public schools, I realized misalignment between leadership's words and their actions. This has led me to understand the crucial nature of self-leadership- that in order to truly impact your community, you need to impact your own life first. My Master's Project will focus on designing a Scope & Sequence for a Creative Self-Leadership course that provides knowledge and tools to impact the design of leader's personal development.

The Design of Creative Self-Leadership as an Intentional Framework

The Design of Creative Self-Leadership serves as an individualized framework for intentionally influencing our human experience. To delve into this concept, we turn to Amabile and Pillemer's Componential Theory of Creativity (2012), which comprises three intra-individual and one external component. Domain-relevant skills, creative thinking skills, and intrinsic motivation are pivotal aspects influenced by the social environment and necessary for effective creative self-leadership. In outlining the Design of Creative Self-Leadership (see Figure 1), intrinsic motivation is expanded to include intentionality, a more descriptive element for this design. It's worth noting that participants have been engaging with this design long before this paper was written.

The Componential Theory of Creativity unfolds as a dynamic process, with each component influencing every stage of the creative journey. Amabile and Pillemer (2012)

highlight the first stage, "problem or task identification," as the point when an individual becomes aware of an opportunity, challenge, or problem. Here, intentionality aligns seamlessly, signifying an understanding of the open-ended nature of the situation and autonomy in decision-making. The subsequent stage, "preparation," relies on domain-relevant skills for acquiring the necessary capabilities. Moving nonlinearly through the process, "response generation" requires the application of creative-thinking skills and motivation to determine the next course of action. The subsequent stage, "response validation," engages domain-relevant skills for self-reflection on the response. Finally, the "outcome" stage underscores the ongoing nature of creative self-leadership, where changes in relationships with communities, others, and inner-self serve as potential markers. This exploration will further illuminate the intricate interactions among intentionality, creative thinking skills, and domain-relevant skills within the realm of creative leader experiences.

Figure 1

The Design of Creative Self-Leadership
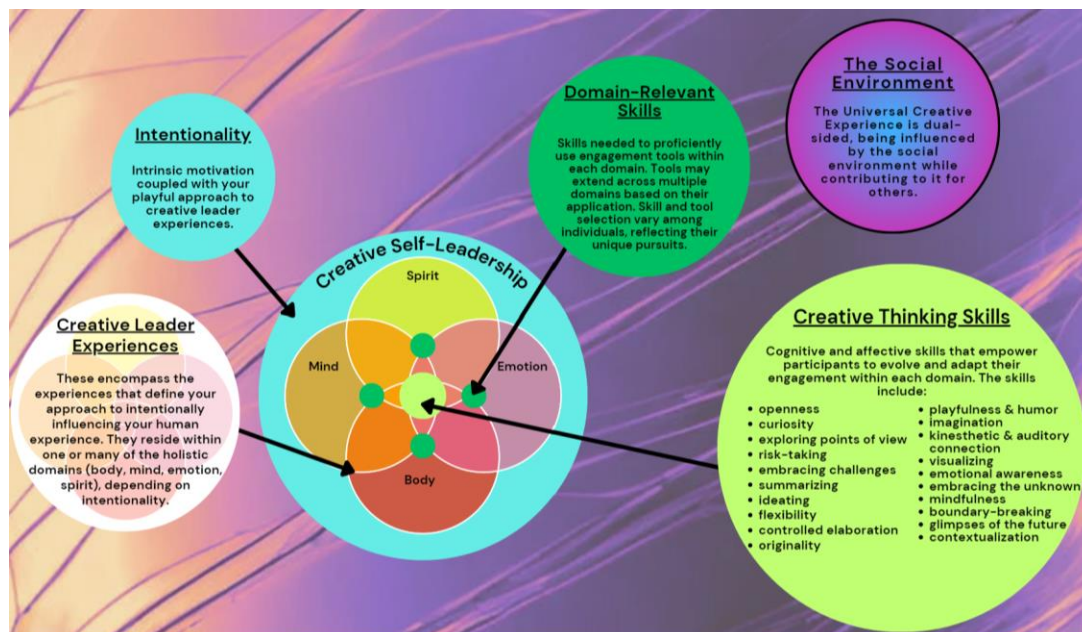
Note. 2D representation of Creative Self-Leadership as a framework. This figure is influenced by Amabile and Pillemer's Componential Theory of Creativity.

Creative Leader Experiences

When exploring creativity, it becomes evident that various domains play a crucial role - *mind*, *body*, *emotion*, and *spirit*, collectively forming holistic domains that influence our well-being. Represented as a Venn diagram, these domains interact with and impact each other, creating an intricate intersectionality.

Depending on your perspective and intention, a wellness activity can be categorized within one or multiple domains of the creative leader experience. Engaging in tools such as art therapy, music therapy, and bibliotherapy, supports people in managing emotions, enhancing self-knowledge, and attaining psychological freedom (McDonnell, 2014; Rothenberg, 2006). Stuart Brown advocates for incorporating play into life through activities like active movement, creating enjoyable experiences, and engaging in social interactions (as cited in Wenner, 2009).

Continuing this play into our physical training increases your ability to control your thoughts, sustain focus, and boost creative thinking (Heisz, 2022). Physical activity directly impacts the three executive functions within System 2 thinking- working memory, inhibitory control, and mental flexibility (Heisz, 2022). Kahneman (2011) describes System 1 thinking is intuitive; it is an automatic, quick, and often unconscious process. While System 2 thinking is associated with agency, choice, and concentration; it requires intense cognitive engagement for effortful mental activities. Transitioning from System 1 thinking (vacation mode) to System 2 thinking (work mode) increases access to higher levels of experiences, fostering creative leader experiences. Accessing your domain-relevant and creative thinking skills, while achieving mental balance creates the opportunities for flow states to occur. By extending your mental capabilities and simultaneously receiving dopamine, this becomes an elevated creative leader experience (Heisz, 2022). You find yourself energized and completely absorbed within the experience, losing all sense of time and feeling as though you are outside reality (Csikszentmihalyi, 1996).

Creative Leader Experiences offer access to flow states by generating new connections, releasing judgments, and expanding imagination. Operating from a place of creative intuition allows us to become "one with the divine" (Domash, 2021). Spiritual perspectives and metaphorical lenses shape worldview, establishing a link between spirituality and imagination (Domash, 2021). Healing the spirit allows individuals to discover your authentic self and immerse yourself fully within your experience, unlocking the opportunity for flow state in all aspects of your life (Domash, 2021).

Depending on the participant's intention and focus, engagements can fall into one or all the holistic domains. Reconnecting with the creative process involves intentionally engaging in everyday creativity, promoting well-being and adaptability to changing environments (Beghetto & Kaufman, 2007; Gillam, 2018). Intentional engagement within creative leader experiences builds skills, connections with the social environment, and autonomy in one's approach. Recognizing the importance of autonomy within this design is crucial, as it relates to the other domains. While facilitation of creative leader experiences can occur through introduction of tools and skills, participants must make decisions about what they want to integrate into their daily lives. Hon (2012) found that when "people are allowed to regulate themselves internally, they believe that they have fully self-chosen and self-endorsed what they are thinking and doing, and they are more likely to report autonomous, self-determined motivation" (p. 60). Self-Determination Theory emphasizes the importance of competency, relatedness, and autonomy in impacting the psychological safety necessary for growth and well-being (Deci & Ryan, 2000). Increasing participants' identification with Creative Self-Leadership is particularly valuable in helping individuals implement changes within their daily lives (Ng et al., 2012).

These experiences are shaped by all the components mentioned above, making Creative Self-Leadership an ongoing pursuit with no singular "right way" to approach it; it is completely individualized to the participant. Embracing diversity is crucial in this context, as individualization becomes a key consideration.

Intentionality

In the realm of Creative Self- Leadership, intrinsic motivation stands as a pivotal component, necessitating internal incentives for engagement. It is crucial to remember that your social environment significantly influences both your intrinsic motivation and creative performance (Hon, 2012; Amabile & Pillemer, 2012). Auger and Woodman's (2016) model of Intrinsic Motivations of Creativity introduces two dimensions- egocentric versus other-centered, and dependence versus independence- linking creativity to intrinsic motivation. Egocentric motivation is driven by personal sensation within the creative endeavor while, other-centered motivation is derived from the sense of accomplishment when serving others. Dependent motivation is action-driven, whereas independent motivation stems from the pleasure of creating. Auger and Woodman (2016) propose four types of intrinsic motivation: expression, mission, passion, and commitment. The Self-Verification Theory further broadens motivation to encompass maximizing individual experiences and reinforcing self-views, illustrating the heterogeneous nature of intrinsic motivation (Swann, 2012).

Expanding on intrinsic motivation, the concept of intentionality emerges, emphasizing the conscious choice of how one engages with Creative Self-Leadership daily. This involves trying new things, acting mindfully, and participating in novel ways of being. This level of intentionality determines whether you are truly immersed in Creative Self-Leadership, as a creative leader experience can occur without intentional engagement in this concept. Creative Self-Leadership is an authentic skill that evolves as you continuously develop into a *well-rounded* individual. To be intentional, one must take initiative and actively participate in this dynamic experience design. Consistency, discipline, and accountability throughout the journey will vary, recognizing that creative experiences are nonlinear, and individuals hold both fixed and malleable mindsets.

Royston and Reiter-Palmon (2019) acknowledge the strength of fixed and malleable mindsets, emphasizing their influence on participant's reactions and performance. Malleable mindsets allow for perseverance, while fixed mindsets may lead to feelings of helplessness. It's essential to grasp that, despite creativity being innate, everyone possesses the ability to grow this skill (Burnette et al., 2013). Your mindset, whether malleable or fixed, impacts your creative self-efficacy and, consequently, your creative outcomes (Royston & Reiter-Palmon, 2019). Creative outcomes serve as markers for competency, playing a crucial role in your feelings of psychological safety, which in turn influences intrinsic motivation (Deci & Ryan, 2000; Hon, 2012; Soares & Lopes 2020).

Considering all the influences on intrinsic motivation and intentionality, it becomes evident how dynamic they are as concepts. Their infinite complexity is further compounded by the ever-evolving role of the social environment. Engaging in Creative Self-Leadership necessitates embracing a change of perspective as you navigate this intricate interplay of motivation and conscious choice.

Domain-Relevant Skills

Domain-relevant skills encompass the abilities you cultivate over time to engage within each domain effectively. The combination of holistic domain-relevant tools and skills is entirely personalized for each participant, reflecting their unique interests, pursuits, and intentions. As you explore various modalities, actively participating within each domain, you will naturally discover areas of interest that fuel your intrinsic motivation. It's important to recognize that while a particular modality may be intrinsically motivating at one point in your human experience, that may not always be the case. We must allow the modalities we engage in to creatively evolve, just as our perspectives of them do. Given that Creative Self-Leadership is an ongoing pursuit with no singular "right way", this understanding applies not only from person to person but also within ourselves. Engaging in Creative Self-Leadership is, fundamentally, embracing autonomy.

Creative Thinking Skills

A comprehensive set of cognitive and affective skills is identified as essential for effecting change and experiencing creative growth (Burnett & Figliotti, 2020; Puccio et al., 2011; Torrance & Safter, 1999). These skills empower creative achievements, as they "usually require special states of consciousness, motivation, imagination, strategies, perspectives, or mental, emotional, or sensory skills" (Torrance & Safter, 1999, p.1). The array of skills include openness, curiosity, exploring points of view, risk-taking, embracing challenges, summarizing, ideating, flexibility, controlled elaboration, originality, playfulness & humor, imagination, sensory engagement, visualizing, emotional awareness, embracing the unknown, mindfulness, boundary-breaking, glimpses of the future, and contextualization (Burnett & Figliotti, 2020). We all relate to these skills, either succeeding or grappling with their application. By consciously cultivating these skills, like the mind-body connection, we can intentionally deploy them to adapt within experiences (Frith et al., 2020). Awareness enables us to recognize our success or struggles subconsciously using these skills daily. Engaging in Creative Self-Leadership is, at its core, embracing self-awareness and becoming self-empowered.

Social Environment

The social environment plays a pivotal role in the Universal Creative Experience, significantly impacting Creative Self-Leadership (see Figure 2). Whether positive or negative, intentional participation in social environments is crucial. Consider your intrapersonal, interpersonal, and community experiences when designing your Creative Self-Leadership journey. To wield Creative Self-Leadership for intentional influence, understand how these environments either foster or impede your engagement (Amabile & Pillemer, 2012).

Ekvall's (1996) creative climate dimensions emphasize the importance of a supportive and psychologically safe environment. Challenge, dynamism & liveliness, playfulness & humor, freedom, risk-taking, idea time, idea support, trust & openness, and debate support creativity,

while conflict hinders it. The climate significantly influences participants, with the attitudes of those around providing tangible advantages and psychological safety (Hon, 2012).

Intentionally shaping our social environment enables us to create an environment aligned with the experiences we seek. According to Chen and Wei (2023), individuals can shape a self-verifying social environment by choosing communication partners and environments, displaying identity clues intentionally, and adopting communication strategies that elicit self-verification feedback. The Self-Verification Striving Theory underscores that our environment mirrors our perspective of reality (Swann, 2012). Active participation in interpersonal and community experiences that provide training and modeling, and fosters intrinsic motivation (Amabile & Pillemer, 2012). Your social environment learns about you by observing your behavior (Kaufman et al. 2010). Modeling Creative Self-Leadership teaches others how to interact with you.

Figure 2

Creative Self-Leadership as an Intentional Influence
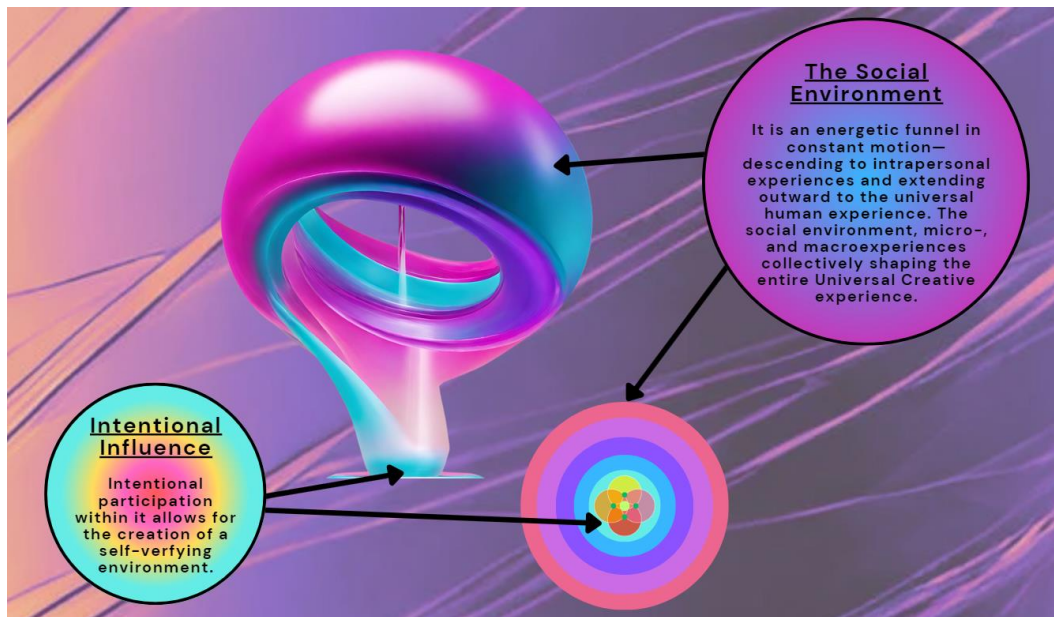
Note. 2D representation and 3D AI-generated image of Creative Self-Leadership as an intentional influence the Universal Creative Experience and the social environment

Figure 2 illustrates Creative Self-Leadership's impact on the Universal Experience. Envision it as an energetic funnel in constant motion— Creative Self-Leadership intentionally influences the social environment, and the social environment influences Creative Self-Leadership. Given the inherent complexity and messiness of human experience and creativity, remember that your interaction with it will be as well. Despite variations in engagement, if there is intentionality, movement persists. Like water, interactions can manifest as waves or ripples; your social environment can be a source of support as you ride the wave of intentional engagement.

The Scope and Sequence for the Curriculum of Creative Self-Leadership Design

My Master's of Science in Creativity and Change Leadership Project will focus on creating the Scope and Sequence for the course on Creative Self-Leadership. This course, developed utilizing Design Thinking, emphasizes participant empathy. Its goal is to transform the self-leadership journey from overwhelming to exciting, fostering psychological safety within the participants and the learning space.

A significant focus of this project will be on communication strategies that build psychological safety, facilitate introspection through effective questioning, create a supportive learning, and promote self-accountability.

My personal goals:

1. Identify and compare similar strategies and courses.

2. Articulate a clear scope and sequence for my course.

3. Propose ways to create a space of psychological safety.

4. Identify researched-based tools and strategies to cultivate self-awareness and healing.

5. Receive recommendations from professors and peers for curriculum improvement.

6. Support participants in building intentionality within their creative self-leadership design.

7. Reframe leadership development to encompass the whole person.

Over the Master's program, my thinking has evolved to create a course that fosters community building, intentionality, knowledge sharing, and active participation in personal growth. These goals guide the curriculum design process, providing clarity on navigating the complexities of the project.

My passion for the Design of Creative Self- Leadership stems from its impact on my personal growth. Engaging with it has increased my flexibility and autonomy, enabling me to discard unworthiness and shame in favor of compassion. This newfound understanding fuels my consistent and patient efforts to grow as a well-rounded leader.

By having a clear knowing of the inherent messiness of this creative experience, I have begun to leave behind feelings of unworthiness and shame when I faulter and am bringing in more compassion and understanding; this is allowing me to work on growing myself as a well-rounded leader more consistently and patiently.

As a leader, I've witnessed the positive effects of Creative Self-Leadership in my small business, Vibrate Your Best Energy (VYBE). Our events, designed to provide opportunities to explore, experiment, and express creativity, receive overwhelming feedback for positively impacting the community. In this setting, we support our participants in building their creative thinking skills on a subconscious level. With this course, I aim to bring subconscious learning to the forefront, allowing participants to develop their creative self-leadership skills actively and intentionally for continued positive community engagement.

SECTION TWO: PERTINENT LITERATURE AND RESOURCES

Reviewing Existing Strategies and Curriculums

To ensure a comprehensive course, it is essential to review existing strategies and courses such as Omniskills, Creative Leadership Development Plan, and Strategic Thinking Plan. Understanding these programs will help identify gaps and inform the development of the Creative Self-Leadership course.

Miller, B. (n.d.). *Creative leadership development plan* [Class handout]. Brightspace.

Reali, P. (n.d.). *Imagine yourself tomorrow*. OmniSkills. http://www.omniskills.com/

Strack, R., Dyrchs, S., & Bailey, A. (2023). *Use strategic thinking to create the life you want.* Harvard Business Review. https://hbr.org/2023/12/use-strategic-thinking-to-create-the-life-you-want

Guiding Frameworks for Curriculum Development

The Design of Creative Self-Leadership framework, shaped by Amabile and Pillemer's Componential Theory of Creativity, will guide the course's development. Design Thinking will be employed for participant experience design, while the Torrance Incubation Model and Creative Problem-solving (CPS) will inform lesson plans. Kaufman's Transcendence Sail will guide the curriculum's sequence and activities.

Amabile, T., & Pillemer, J. (2012). Perspectives on the social psychology of creativity. *The Journal of Creative Behavior*, *46*(1), 3-15.

Hines, M. E., Catalana, S. M., & Anderson, B. N. (2019). When learning sinks in: Using the incubation model of teaching to guide students through the creative thinking process. *Gifted Child Today*, *42*(1), 36–45. https://doi.org/10.1177/1076217518804858

Kaufman, S. B. (2022). *Transcend: The new science of self-actualization*. Sheldon Press.

Firestien, R. L. (2020). *Create in a flash: A leader's recipe for breakthrough innovation*. Green

Tractor Publishing.

Murdock, M. C. & Keller-Mathers, S. (2008). *Teaching and learning creatively with the Torrance

Incubation Model: A research and practice update.* International Journal of Creativity and

Problem Solving, 18(2), 11-33

Torrance, E. P. (1979). An instructional model for enhancing incubation. *Journal of Creative

Behavior*, 13 (1), 23-35.

Torrance, E. P. & Safter, H. T. (1999). *Making the creative leap beyond*. Buffalo, NY: Creative

Education Foundation.

Fostering Psychological Safety and Environmental Support

Developing psychological safety within the group is crucial for effective learning. Drawing

from Edmondson's explanation of psychological safety and Ekvall's work on organizational

climate for creativity and innovation will be instrumental. Understanding the impact of the

physical environment on learning will also inform the creation of a supportive space for

engagement.

Ekvall, G. (1996). Organizational climate for creativity and innovation. *European Journal of Work

and Organizational Psychology*, *5*(1), 105–123.

https://doi.org/10.1080/13594329608414845

Edmondson, A. C. (2018). *The fearless organization: Creating psychological safety in the

workplace for learning, innovation, and growth*. Wiley.

Choi, H., Van Merriënboer, J., & Paas, F. (2014). Effects of the physical environment on

cognitive load and learning: Towards a new model of cognitive load. *Educational

psychology review*, *26*, 225-244.

Puteh, M., Che Ahmad, C., Mohamed Noh, N., Adnan, M., & Ibrahim, M. (2015). The classroom

physical environment and its relation to teaching and learning comfort level. *International

Journal of Social Science and Humanity, 5(3), 237-240.

Empowering Intrinsic Motivation and Intentionality

By understanding intrinsic motivation and supporting participants in defining theirs, I can ensure their leadership journey is sustainable. Utilizing Design Thinking and the Creative Problem-Solving Process (CPS), participants can delve deeper into their intentionality for engaging in creative self-leadership.

Amabile, T. (1997). Motivating creativity in organizations: On doing what you love and loving what you do. *California Management Review*, *40*(1), 39–58. https://doi.org/10.2307/41165921

Auger, P., & Woodman, R. W. (2016). Creativity and intrinsic motivation: exploring a complex relationship. The Journal of Applied Behavioral Science, 52(3), 342–366. https://doi.org/10.1177/0021886316656973

Firestien, R. L. (2020). *Create in a flash: A leader's recipe for Breakthrough Innovation*. Green Tractor Publishing.

Rossman, J. R., Duerden, M. D. (2019). *Designing experiences*. Columbia University Press.

Integrating Research-Based Strategies and Encouraging Creative Engagement

Incorporating research-based strategies and tools ensures participants are well-prepared with strategies to gain self-awareness and understanding. Encouraging participants to engage in creative thinking challenges fosters adaptability within their daily experiences.

Burnett, C., & Figliotti, J. (2015). *Weaving creativity into every strand of your curriculum*. Knowinnovation.

Moore-Hafter, B., Barbee, J., Zacharias-Miller, C., Shaner, L., & Garfield, S. (2021). Free tapping manual: A comprehensive introductory guide to EFT (Emotional Freedom Techniques). EFT International.

Rossi, A. M., Regier, C., Winfrey, R. (2023). *This is your mind: Applied neuroscience for well-being*. Be Mindful. https://courses.bemindful.us.org/course/this-is-your-mind-applied-neuroscience-for-well-being

Tapping Solution. (2021). *Science, Data & Research: Tapping Research Studies*.

This initial literature review sets the foundation for developing a well-informed Creative Self-Leadership course, merging theoretical frameworks with practical strategies to enhance participant experience and engagement.

SECTION THREE: PROCESS PLAN

Crafting a Comprehensive Scope & Sequence for Creative Self-Leadership

For my project, I will develop a Scope and Sequence for the Creative Self-Leadership Design curriculum. Drawing upon the Componential Theory of Creativity, I will structure the workshop sessions to encompass various key elements. These include fostering a conducive social environment to facilitate learning, assessing each participant's intent for self-leadership engagement, fostering creative thinking skills, and guiding engagement with strategies and tools for cultivating domain-relevant skills (Amabile & Pillemer, 2012). To outline my approach, I've begun by creating a mind map to establish a foundational understanding of the course flow (see Figure 3).

Figure 3

Curriculum Mind Map
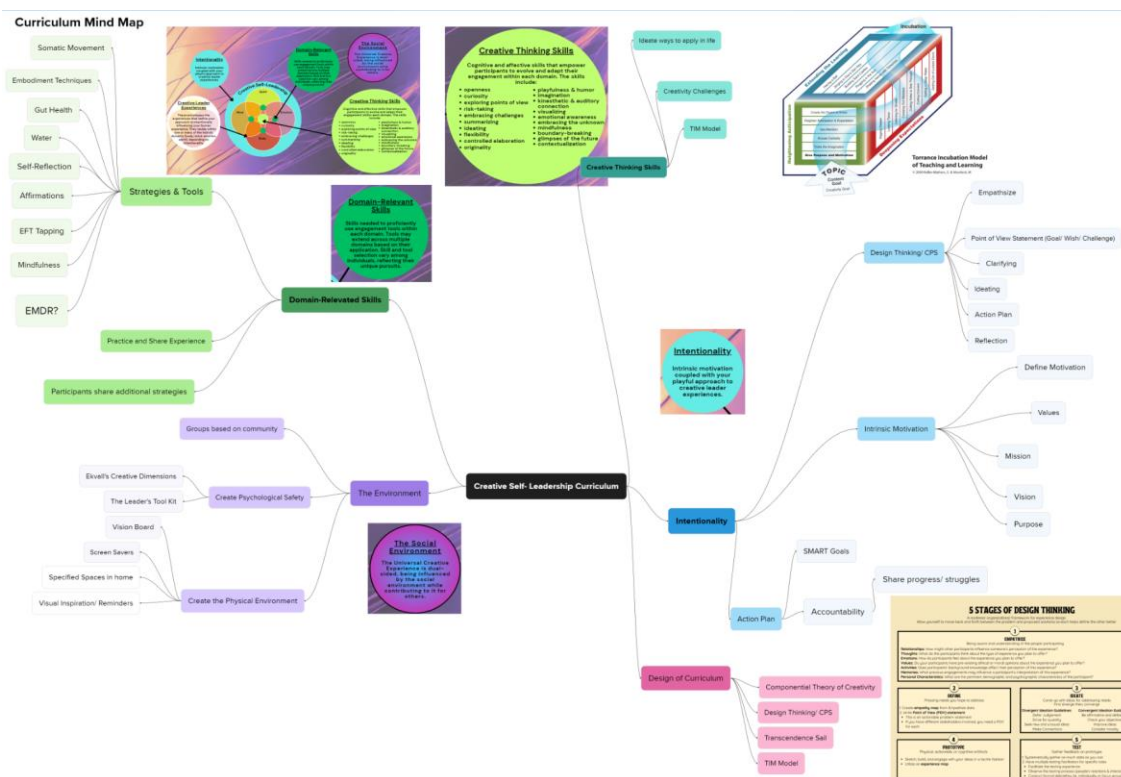
Note. Mind map to outline the scope and sequence for the design of the creative self-leadership course.

The culmination of this project will yield a comprehensive Scope & Sequence for Creative Self-Leadership, empowering participants with a sturdy groundwork for their continual journey in self-leadership. The outlined process ensures a structured and participant-focused approach, fostering a dynamic and holistic learning experience.

In assessing the project timeline, I've not only accounted for the tasks within the Master's project but also incorporated plans for the subsequent implementation of the course (see Table 1). Project Phase 1 encompasses the activities to be undertaken as part of the Master's project, while Phases 2 and 3 outline the ongoing efforts extending beyond its scope.

Table 1

Project Timeline and Action Plan

Project Phase	Action/ Product	Deadline	Hours to Complete	Support Needed
1	Proposal Approval	Monday, February 19, 2024	20 hours	Dr. Susan Keller-Mathers
	Identify and compare similar strategies and course	Friday, March 1, 2024	15 hours	Dr. Gerard Puccio Dr. Susan Keller-Mathers Paul Reali
	Finished Design Thinking for course	Sunday, March 3, 2024	5 hours	Dr. Susan Keller-Mathers
	Finish reading Transcend: The New Science of Self-Actualization	Friday, March 8, 2024	15 hours	Scott Barry Kaufman (if I can contact)
	Receive Feedback and Input	Wednesday March 6, 2024	1 hour	Dr. Susan Keller-Mathers Course Peers
	Submit Sections 1-3 Assignment	Monday, March 18, 2024	8 hours	Dr. Susan Keller-Mathers
	Research and Determine Specific Tools and Activities	Sunday, March 31, 2024	20 hours	Dr. Susan Keller-Mathers
	Receive Feedback and Input	Wednesday, April 3, 2014	2 hours	Dr. Susan Keller-Mathers Dr. Gerard Puccio Course Peers
	Research communication strategies and outline ways to establish a creative	Sunday, April 7, 2024	15 hours	Dr. Susan Keller-Mathers Course Peers

	climate			
	Research designing learning environments	Sunday, April 7, 2024	55 hours	Dr. Susan Keller-Mathers Course Peers
	Finished Scope and Sequence Overview for Course	Sunday, April 14, 2024	15 hours	Dr. Susan Keller-Mathers Course Peers
	Submit Sections 4-6 Assignment	Sunday, April 21, 2024	8 hours	Dr. Susan Keller-Mathers
	If time, Complete 1st workshop's entire lesson plan	Friday, April 26, 2024	5 hours	Dr. Susan Keller-Mathers
	Submit Completed Master's Project Document Assignment	Monday, April 29, 2024	10 hours	Dr. Susan Keller-Mathers
	Upload Master's Project to Digital Commons	Monday, May 6, 2024	3 hours	Dr. Susan Keller-Mathers
	Master's Project Presentation	Wednesday, May 15, 2024	5 hours	Dr. Susan Keller-Mathers
2	Complete all of workshop's lesson plans	Friday, May 31, 2024	30 hours	Shambho
	Gather and create workshop resources	Friday, May 31, 2024	20 hours	Shambho
	School Outreach	Friday, June 1, 2024 - ongoing	N/A	DPS, Aurora, Cherry Creek, Buffalo State
	Develop pre and post test	Sunday, June 16, 2024	8 hours	Shambho
	Implement pilot program	Summer 2024	N/A	VYBE Community
	Revise course as needed	2024 - ongoing	N/A	VYBE Participants
	Implement course in 1 school	2024 – 2025 school year	N/A	Graduate Students or Public School Teachers/ Admin.
3	Research online learning platforms	Fall 2024	2 hours	YouTube Reviews
	Record videos teaching the course	Fall 2024	20 hours	Tayl'rd Media, Shambho, Denver Practitioners
	Create online platform	Winter 2024	20 hours	Skool, Coursera, etc.
	Launch online course	Monday, January 6, 2024	N/A	Shambho
	Reach out to local practitioners to collaborate on online curriculum	Summer 2024	N/A	Denver Practitioners

Table 2 illustrates my objectives alongside their associated deliverables, offering tangible benchmarks for gauging progress towards these goals.

Table 2

Key Evaluation Assessments Towards Goals

Goals	Deliverables
Identify and compare similar strategies and courses	Collect research on existing strategies and courses Determine how to apply acquired knowledge to enhance the curriculum
Articulate a clear scope and sequence for my course	Complete Scope and Sequence document outlining the course structure
Propose ways to create a space of psychological safety	Identify strategies and designed activites to establish a creative climate within the program
Receive recommendations from professors and peers for course improvement	Apply feedback from professors and peers to refine and improve the course
Identify researched-based tools and strategies to cultivate self-awareness and healing	Compile research and resources from experts in a Google Drive
Support participants in building intentionality within their creative self-leadership design	Create lesson plans to present tools, activities, and resources to guide participants in building intentionality and gaining skills for engagement
Reframe leadership development to encompass the whole person	Gather feedback from participants after the implementation of the course to assess the impact on their holistic development

SECTION FOUR: OUTCOMES

Creative Self-Leadership: A Multifaceted Approach for Intentional Influence

By actively engaging in Creative Self-Leadership during your intrapersonal experiences, you naturally embody authentic leadership within interpersonal and community contexts. Creative-Self Leadership fosters self-awareness through a holistic approach to interacting with oneself and the surrounding world. With this in mind, I propose considering the Design of Creative Self-Leadership as a gateway to authentic leadership, and possibly other leadership approaches.

An authentic leader is self-aware, grounded in values and boundaries, open to new perspectives, and transparent about their ongoing development (Northouse, 2022). Northouse contends that authentic leaders exhibit determination, hold others accountable, and demonstrate compassion. Being an authentic leader doesn't necessitate waiting for an endpoint in your creative self-leadership pursuits; but active participation with Creative Self-Leadership is crucial. Klenke (2007) identifies self-identity, leader identity, and spiritual identity as components that lead to authentic leadership. By being aware of yourself and your Creative Self-Leadership, you become empowered to act as an authentic leader (Eriksen, 2009).

Studies have shown that authentic leadership impacts academic performance, learning, psychological meaningfulness, work engagement, workplace climate, psychological safety, trust, thriving, self-efficacy, creativity, sense of calling, job satisfaction (Chang et al., 2020; Chaudhary & Panda, 2018; Liu & Wong 2023; Rehman, 2023; Soares & Lopes, 2020; Stander et al., 2019). These positive outcomes also have their own impacts of knowledge sharing, creativity, work engagement, career satisfaction, creative performance, reduces turnover intention, academic performance (Chang et al., 2020; Chaudhary & Panda, 2018; Liu & Wong 2023; Soares & Lopes, 2020; Stander et al., 2019). Through authentic leadership, you are not only creating a positive experience within your community, but you are also actually co-creating

the social environment. Through this intentional act of co-creation, you can continue to bring about creative outcomes (Füller et al., 2011). Although I didn't focus on other leadership approaches in this research, I would propose the Design of Creative Self-Leadership to be taken into consideration when understanding where to start with your leadership development.

Expanding the Scope: Embracing Diversity in Approach

Recognizing the intricate interplay between experiences, perspectives, and creativity is essential. A myriad of factors, including the social environment, intrinsic motivation, mindset, self-efficacy, psychological safety, and trust, alongside supportive theories, contributes to our understanding of these dynamics. While the Design for Creative Self-Leadership isn't a one-size-fits-all solution, it offers a framework for intentional engagement, acknowledging the complexity inherent in the human experience.

As leaders, individuals wield influence within the social environment, impacting interpersonal and community relationships. Embracing autonomy, diverse approaches, tools, and creative strategies through the Design for Creative Self-Leadership enables effective community transformation.

Scope & Sequence: Navigating the Infinite Design of Creative Self-Leadership

The completion of this project yields a comprehensive Scope & Sequence for Creative Self-Leadership, providing participants with a robust foundation for their ongoing journey. The process plan ensures a systematic, participant-centered approach, fostering a holistic and dynamic learning experience.

Upon outlining the Infinite Design of Creative Self-Leadership Course, as depicted in Figure 4, a clear progression emerges, guiding participants through an 8-week exploration of creativity's influence on personal growth and leadership development. Utilizing the Torrance Incubation Model for Teaching and Learning (TIM), the Creative Problem Solving Process

(CPS), and Design Thinking, participants gain practical skills in accountability, determination, and compassion, vital for navigating challenges and inspiring others effectively.
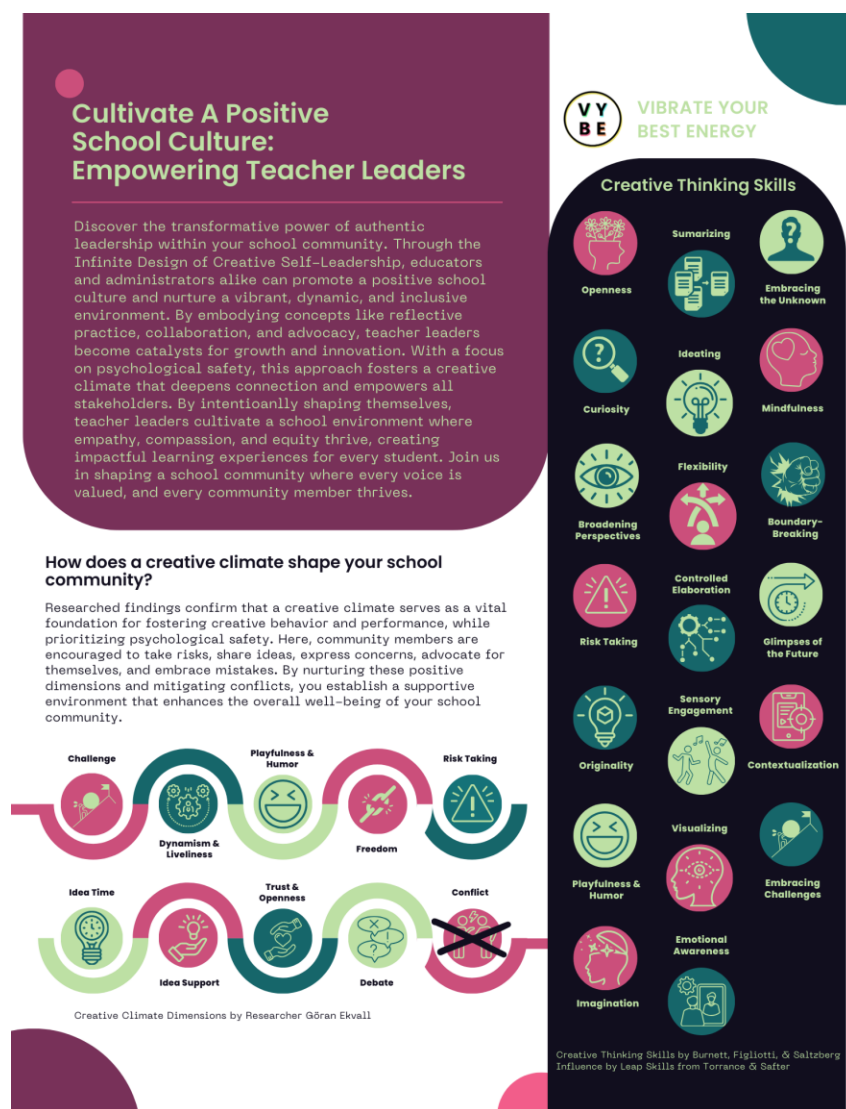
Figure 4

The Infinite Design of Creative Self-Leadership Outline

Expanding beyond the course outline, Figure 5 delves into the elements influencing school cultures, illustrating how this framework extends to any community or organization. Ekvall's creative climate dimensions and Torrance's creative thinking skills serve as foundational pillars, enhanced by insights from Burnett, Figliotti, and Saltzberg.

Figure 5

Elements of Influence for a Positive School Culture

I further elaborated on the factors shaping participants' experiences as creative leaders, as depicted in Figure 6. These factors contribute to equipping participants with tools to effectively engage in personal growth across the domains of mind, body, emotion, and spirit. Figure 6 describes the concept of intentionality while identifying the specific tools that this course will emphasize. These tools represent broader concepts with diverse approaches, allowing participants to explore and select the ones that resonate with them personally. The course will integrate resources curated from experts, providing participants with the opportunity

to learn from instructors who specialize in each domain. It is important to note that these resources will continue to evolve and expand as both my research and the broader research within these fields progress.

Figure 6

Influential Factors for Creative Leader Experiences

In the Scope & Sequence of the Infinite Design of Creative Self-Leadership Course, as illustrated in Figure 7, content goals, creativity objectives, and overarching questions for each session are outlined. These elements will inform the development of each session as I further develop my ideas in creating the workshop lesson plan. It is worth mentioning that these creativity objectives and overarching questions will evolve and adapt as I implement this course.

Figure 7

The Infinite Design of Creative Self-Leadership Scope & Sequence

VIBRATE YOUR BEST ENERGY

The Infinite Design of Creative Self-Leadership Scope & Sequence

Session	Content Goal	Creativity Objective	Big Questions
01 Cultivating Inner Potential	Ignite growth mindset, creative self-efficacy, and intrinsic motivation. Lay your foundation with self-belief, skill acquisition, and clarifying purpose.	**Curiosity:** Cultivate a growth mindset and intrinsic motivation by fostering a sense of wonder and exploration. **Embracing Challenges:** View self-leadership as an opportunity for growth and innovation, rather than as a daunting task.	"Why is nurturing self-leadership essential for personal and professional growth?" "What skills do I need to develop to become an effective self-leader?" "How does clarifying my purpose contribute to my overall growth and success?"
02 Life Visioning	Reflect on your aspirations, imagine your ideal lifestyle, and envision the life you desire.	**Imagination:** Enhance your vision by exploring creative possibilities and imagining different aspects of your ideal lifestyle. **Contextualization:** Integrate your aspirations into a broader framework, considering various aspects of your life and how they fit together cohesively.	"What are the potentialities within me that I am most eager to cultivate, develop, and bring to fruition in this world?" "How can I envision my ideal life?" "How do I define a fulfilling and meaningful life?"
03 Reflective Empathy	Cultivate self-awareness and empathy as you reflect on your current circumstances and acknowledge your journey.	**Mindfulness:** Engage in reflective practices to deepen self-awareness and empathy towards yourself and others. **Emotional Awareness:** Fostering an understanding of one's own emotions and those of others to enhance empathy and interpersonal connections.	"How do my current circumstances shape my understanding of myself and others?" "How can cultivating empathy enhance my relationships and leadership capabilities?" "In what ways can I deepen my self-awareness to better navigate challenges and opportunities?"
04 Self-Connection & Goal Setting	Deepen your self-awareness, assess priorities, and establish intrapersonal goals to guide your self-leadership journey.	**Openness:** Resist premature closure and exploring multiple perspectives when setting intrapersonal goals. **Boundary-Breaking:** Think beyond conventional boundaries when clarifying purpose and establishing goals.	"What aspects of myself do I need to connect with more deeply to foster personal growth?" "How can I prioritize my goals to align with my values and aspirations?" "What intrapersonal goals can I set to enhance my self-leadership journey?"
05 Self-Esteem & Clarity	Identify your strengths and areas for growth while clarifying the steps needed to achieve your goals.	**Risk Taking:** Embrace action and experimentation to address areas for growth and enhance self-esteem. **Originality:** Release obvious solutions and seek novel approaches to address self-esteem challenges and gain clarity.	"What strengths do I possess that can propel me towards my goals?" "How can I address areas for growth to enhance my self-esteem and effectiveness?" "What specific steps do I need to take to achieve my goals with clarity and confidence?"
06 Idea Exploration & Innovation	Engage in creative exploration and generate new ideas to propel you towards your goals.	**Ideating:** Explore beyond the obvious to generate diverse solutions and options for achieving personal and professional goals. **Glimpses of the Future:** Envision and explore innovative ideas and approaches to propel them towards their goals.	"How can I cultivate a mindset of curiosity and openness to new ideas?" "What methods can I use to stimulate creativity and innovation in my approach to achieving goals?" "How can I effectively evaluate and prioritize the ideas generated during exploration to guide my next steps?"
07 Love & Action	Deepen self-love and compassion while crafting an actionable plan and accountability strategy for daily practice.	**Playfulness & Humor:** Infuse joy and fun into the process of crafting actionable plans and accountability strategies. **Embracing the Unknown:** Cultivate confidence and adaptability when implementing action plans, despite uncertainties.	"How can I integrate practices that foster self-love and compassion into my plan?" "What specific actions can I take to nurture my overarching objectives?" "How can I design an effective accountability strategy that ensures consistent practice and growth?"
08 Purpose & Environment	Reinforce your self-leadership purpose, create visuals, and set up supportive environments for consistent action plan implementation.	**Summarizing:** Identify the most essential aspects of one's self-leadership purpose and creating supportive environments for consistent action plan implementation. **Visualizing:** Use vibrant imagery and sensory-rich visualization to reinforce self-leadership purpose and create a conducive environment for goal attainment.	"How can I clarify and reinforce my self-leadership purpose to guide my actions effectively?" "What visual aids can I create to enhance my understanding and commitment to my purpose?" "How can I design and cultivate supportive environments that facilitate consistent implementation of my action plan?"

The ongoing evolution of the Infinite Design of Creative Self-Leadership is paramount, mirroring the infinite journey and growth experienced by participants. I am profoundly grateful for the personal insights gained through my immersion in this framework and am deeply motivated by its potential to positively influence communities on a large scale.

SECTION FIVE: KEY LEARNINGS

Content Insights

The development of the Scope & Sequence, along with outlining the components of the social environment, intentionality, creative thinking skills, and domain-relevant skills within the context of creative leader experiences, has significantly enriched my comprehension of the Infinite Design of Creative Self-Leadership. Creating this course has deepened my immersion within this framework, highlighting its lifelong nature and the importance of patience and experimentation in crafting effective strategies. Balancing flexibility with the establishment of robust routines and accountability mechanisms has been a repetitive process. Additionally, this endeavor has underscored the diverse ways individuals engage with Creative Self-Leadership, even if they do not explicitly adhere to this particular framework.

Challenges and Reflections

Throughout the course development process, authenticity emerged as a significant challenge. Struggling to feel confident in my knowledge while acknowledging its inherent limitations has been a recurring theme. As an educator, there's often pressure to embody expertise across all aspects of holistic growth tools presented to participants. Wrestling with imposter syndrome has been an ongoing journey, reminding me that becoming comfortable with this discomfort may be an enduring process. Recognizing the impossibility of mastering every facet of the content I present has been a pivotal realization. Embracing the concept of outsourcing knowledge from other experts has reinforced the understanding that learning is infinite and communal. No individual can possess exhaustive knowledge, and embracing collective wisdom is paramount.

Implementation Strategies

The acknowledgment of these limitations informed the course development process from its inception. Drawing insights from existing courses and leveraging external resources were instrumental in crafting a comprehensive curriculum. Incorporating research on creating psychologically safe spaces and honing the essential skills to reinforce these concepts broadened my perspective on how creative leaders influence their communities. Soliciting feedback from educators and peers proved invaluable in navigating periods of stagnation and fostering progress. By gathering research and resources from diverse experts, I've begun assembling a toolbox to empower participants to explore topics beyond my immediate expertise.

SECTION SIX: CONCLUSION

Evolution of Creativity and Change Leadership

Through the culmination of my Master's Project, I have come to realize that the development of the Infinite Design of Creative Self-Leadership is an ongoing endeavor. It is essential to continuously revisit and update the course content to reflect the ever-evolving landscape of creativity and personal development. As new information, research, and resources emerge, the Infinite Design of Creative Self-Leadership must adapt accordingly, ensuring it remains aligned with the latest insights in the field of creativity. Likewise, my personal engagement with this framework will continue to evolve, incorporating newfound knowledge and experiences into the course materials. This iterative process reflects the essence of Change Leadership, as I authentically grow and develop myself to better support the growth of my communities.

Next Steps

Moving forward, my immediate focus will be on finalizing the lesson plans for each session of the course. I will immerse myself in the tools and techniques I am researching, applying them in my own life to gain confidence in their effectiveness before presenting them to participants. Additionally, I plan to implement the course within my event company, Vibrate Your Best Energy (VYBE), leveraging existing relationships with community members who have expressed interest. This will provide valuable insights into the course content and facilitation methods. Furthermore, I intend to enhance my facilitation skills by attending the Creative Problem Solving Institute (CPSI) and participating in immersion workshops focused on facilitation techniques. This will enable me to deliver a transformative experience for participants and expand my network of leaders across various sectors. Concurrently, I will continue to cultivate relationships with community, school, and organizational leaders in Denver, CO,

establishing myself as a trusted resource within the broader community. By fostering these connections, I aim to broaden the reach of the course, empowering leaders to embark on their own creative leadership journey and effect positive change within their communities.

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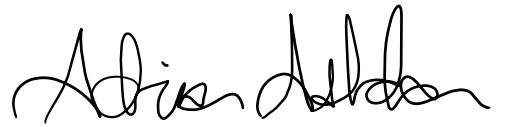
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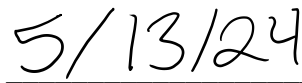
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