D3.1.

Strategic Leadership in Green Business

ERASMUS-EDU-2024-CBHE-STRAND-2

Study Plan SLGB

P. Code: **101179307**

Co-funded by the European Union

Index

Technical References

Project Information

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

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V2	31st October 2025	N/A Public deliverable	Halmstad University	Final Version
V3	23st March 2026	N/A Public deliverable	Halmstad University	Updated Version with SP. translation.

Deliverable Summary

The SLGB Study Plan is a structured, 8-week hybrid training program designed to build strategic leadership, sustainability, and innovation capabilities among final-year students and early-career professionals in Colombia, Argentina, and Ecuador, with support from European partners (Spain, Sweden, Finland).

The plan responds to regional needs identified through needs assessments, emphasizing experiential, applied learning to bridge the gap between theory and practice. It targets participants with diverse but mostly early-stage professional experience, using interactive and collaborative methods (project-based learning, hackathons, design thinking, stakeholder mapping).

Structure and Content

- Weeks 1–2: Foundations — sustainability frameworks (SDGs, circular economy), systems thinking, stakeholder mapping.
- Weeks 3–4: Leadership models, green business model innovation, circular business canvases.
- Weeks 5–6: Design thinking, prototyping, decision-making under uncertainty, simulations.
- Weeks 7–8: Entrepreneurship, pitch development, culminating in a Green Innovation Hackathon with expert panel feedback.

Assessment and Pedagogy includes diagnostic, formative, and summative assessments: weekly journals, peer reviews, business strategy project (40%), final hackathon pitch (40%), and reflective leadership journal (20%). Engagement strategies use gamification, mentorship, and real-world case studies to maintain motivation and relevance.

Overall, the program aims to prepare participants as change agents in the green economy, capable of leading sustainable ventures, applying innovation tools, and collaborating across disciplines and borders.

Keywords

Study plan, green businesses, hackathon, pedagogical strategy

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List of acronyms

SLGB	Strategic Leadership in Green Businesses
SDGs	Sustainable Development Goals
ESG	Environmental, Social, and Governance
PBL	Project-Based Learning
ICT	Information and Communication Technologies
HH	Högskolan i Halmstad – Halmstad University
VU	Vaasa University
CUC	Universidad de la Costa
UNAD	Universidad Nacional Abierta y a Distancia
UNSAM	Universidad Nacional de San Martín
UNS	Universidad Nacional del Sur
UPEC	Universidad Politécnica Estatal del Carchi
UEB	Universidad Estatal de Bolívar

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1. SLGB Study Plan

The initial idea of the project was to define a training process and after to conduct a hackathon. After defining the pedagogical approach, the semi-linear process has taken place.

The first part will address aspects that are informative and for deep reflection on the context like regulations, ethics, green businesses, global networks, climate change, industries (big data, AI, biotechnology, renewal energies, etc.), leadership, among others.

The second part will address the tools for the creation of new ventures in green businesses such as business model, emerging technologies, product development, finance and market analysis, among others.

The third part will explore the creative and entrepreneurial aspects such as uncertainty, new ventures in green businesses, problem solving, decision making, negotiation, among others.

1.1. Profile of the participants

Students or newly graduated people from Colombia, Argentina, and Ecuador who join the Strategic Leadership in Green Business (SLGB) program bring diverse but complementary profiles shaped by their academic backgrounds, cultural contexts, and local industry dynamics. Students from Colombia, Argentina, and Ecuador present a rich yet distinct profile for the Strategic Leadership in Green Business (SLGB) program, reflecting their regional contexts, educational backgrounds, and professional aspirations.

In Colombia, students mainly come from technical and business disciplines such as engineering, technology, and economics, with a growing interest in sustainability-driven innovation. Most are in the 18–34 age range, with limited professional experience—over 60% reporting none or less than a year—indicating a strong need for exposure to practical applications and industry projects. They exhibit high motivation to integrate sustainability into entrepreneurship and value interactive, project-based learning that blends theory with real-world application. However, gaps remain in critical thinking, strategic leadership, and applied knowledge of sustainable business models and circular economy principles. Professors and industry stakeholders highlight the need for training in strategic thinking, innovation, and system-level problem solving, supported by mentorship and industry collaboration to bridge the gap between academic learning and practice.

Students in Argentina display a more theory-oriented profile with a balanced gender representation and stronger representation of students between 18–34 years of age. Most are pursuing or have completed undergraduate studies,

predominantly in engineering, environmental sciences, and technology, but also in business and social sciences. While they demonstrate strong analytical and conceptual abilities, their practical exposure is often limited, with fewer students having significant experience in sustainability projects. Needs assessments reveal that Argentine students seek to strengthen leadership competencies, innovation, and creativity, alongside practical exposure to sustainable business ecosystems and circular economy models. They highly value flexible, applied learning methodologies, such as hybrid delivery, project-based tasks, and mentorship opportunities that allow them to engage with experts and real-world problems. Industry experts in Argentina emphasize the importance of building strategic, innovative, and entrepreneurial mindsets, underlining the demand for students who can navigate and lead within sustainability transitions.

In Ecuador, the student profile skews younger, with a majority between 18–24 years old, many of whom are still completing undergraduate studies. Gender representation is tilted toward women, reflecting growing female engagement and leadership in sustainability initiatives. Students from UPEC primarily have technical and scientific backgrounds—engineering and technology being predominant—while UEB students bring more diverse academic profiles, including social sciences, humanities, and natural sciences. Across both universities, more than 70% of students lack professional experience in sustainability, highlighting a strong need for practical training, internships, and access to professional networks. They value interactive, engaging learning experiences, such as gamification, hackathons, and collaborative projects, and express strong interest in specializations such as green technology, circular economy, renewable energy, and sustainable production. Professors and industry experts in Ecuador stress the importance of basic knowledge development, with gradual progression into advanced topics like sustainable finance, innovation ecosystems, and strategic leadership, paired with mentoring and hands-on projects to ensure students gain confidence and applied skills.

Across all three countries, students share key needs and aspirations: the desire for experiential, applied learning; opportunities to interact with experts and networks; and structured support to bridge the gap between academic theory and real-world implementation. They consistently prioritize strategic leadership, innovation, sustainability entrepreneurship, and circular economy principles, highlighting the importance of a curriculum that combines foundational knowledge with advanced, multidisciplinary applications to prepare them as change agents in the green economy.

1.2. Overall Structure

The student profiles from Colombia, Argentina, and Ecuador are deeply connected to the design of the SLGB study plan, shaping its structure, delivery methods, and assessment strategy. The needs analyses conducted across the three countries reveal common challenges—such as limited practical experience, a strong interest

in sustainability and entrepreneurship, and a desire for applied, interactive learning—which are reflected in the 8-week hybrid, experiential, and collaborative study plan.

First, the demographic and educational backgrounds of participants heavily influence the course design. In Colombia and Ecuador, where most students are in early stages of their academic or professional journeys, with more than 60–70% reporting little to no work experience in sustainability, the study plan begins with foundational modules in sustainability leadership, systems thinking, and circular economy principles (Weeks 1–2). This ensures that students build the conceptual base needed to engage meaningfully with the more advanced topics in innovation, design thinking, and entrepreneurship introduced in later weeks. Similarly, the technical and scientific orientation of many Colombian and Ecuadorian students, particularly those from engineering and technology programs, supports the integration of practical, tool-based workshops, such as stakeholder mapping and simulation exercises, which appeal to their analytical strengths while developing soft skills like leadership and collaboration.

For Argentine students, who tend to have stronger theoretical knowledge but less hands-on experience, the study plan emphasizes applied project-based learning and interdisciplinary teamwork. Weeks 3–5, which focus on leadership models, green business innovation, and design thinking, are structured to encourage collaboration and peer learning, enabling students to contextualize theory through real-world case studies and prototype development. This approach directly addresses the Argentine need for practical skill-building in strategic leadership, critical decision-making, and innovation processes, as identified in the needs analysis.

The hybrid delivery model—blending asynchronous online modules with synchronous discussions and interactive sessions—responds to the logistical and technological realities in all three countries. It ensures flexibility for students balancing academic, personal, or professional commitments, while maintaining high engagement levels. Gamified elements, peer-led discussions, and live simulations leverage the participants' preference for interactive and collaborative learning observed in the surveys, particularly among younger students in Ecuador and Colombia, who favour technology-driven and engaging learning environments.

Assessment strategies are also tightly connected to participant profiles. Formative assessments like weekly journals and peer feedback loops provide continuous support and help students track their progress, especially important for those with limited prior exposure to structured leadership or entrepreneurship training. The capstone hackathon in Week 8 serves as a practical culmination of the program, aligning with the expressed desire across all three countries for experiential, real-world learning opportunities and exposure to professional networks. It also addresses industry feedback from the needs analyses that highlighted the importance of building confidence, communication skills, and problem-solving abilities through active application.

Moreover, the emphasis on mentorship, interdisciplinary collaboration, and applied projects in the plan reflects the industry and academic stakeholders' call for stronger university-industry linkages. By incorporating stakeholder interaction, real case studies, and expert feedback sessions, the plan ensures that students not only gain theoretical knowledge but also understand how to apply it in diverse professional contexts, bridging the gap between education and the labour market in their regions.

In summary, the study plan is a direct response to the participant profiles: it supports foundational knowledge for less experienced students, integrates applied and collaborative learning for those seeking practical engagement, and provides flexible, interactive, and experiential methods suited to the technological, cultural, and professional contexts of Colombia, Argentina, and Ecuador.

The training course might be the excuse for collaborative work between industry-university and society.

2. Learning Objectives / Intended Learning Outcomes (ILOs)

Clear statements describing what learners are expected to know, understand, and be able to do by the end of a course or module.
2.1. Knowledge and Understanding
Understand the principles of strategic leadership within the context of sustainable development.

Identify and analyse global and local sustainability challenges affecting green businesses.

Demonstrate comprehensive knowledge of sustainability frameworks such as the SDGs, triple bottom line, and circular economy.

2.2. Skills and Ability
Apply systems thinking and stakeholder mapping tools to real-world sustainability scenarios.

Develop and pitch strategic solutions for green business transformation using active methodologies.

Collaborate in multidisciplinary and multicultural teams to co-create innovative sustainability strategies.

Integrate new technologies to problem solving that leads to green business.

2.3. Judgement and Approach
Critically evaluate sustainability initiatives based on ethical, gender, social, and environmental impact.

Reflect on personal leadership style and values in relation to sustainable business practice.

Demonstrate an adaptive and inclusive approach to leadership in complex and uncertain sustainability contexts.

3. Deployment of the Study Plan

The Strategic Leadership in Green Business (SLGB) study plan is designed as an intensive, eight-week hybrid program, carefully structured to address the diverse profiles, needs, and aspirations of students from Colombia, Argentina, and Ecuador. It blends theoretical foundations with practical, hands-on learning, ensuring students build core competencies in sustainability, leadership, and innovation while gaining the confidence to apply these skills in real-world contexts. The program follows a progressive learning path, starting with foundational concepts and culminating in a collaborative hackathon that synthesizes all acquired knowledge and skills. The selection and organization of the subject, theories, models, and real-world examples. This is the information about the course at this stage of the project:

Course Title: Strategic Leadership in Green Businesses
Format: Hybrid (F2F + Online)
Target Audience: Final-year students and early-career professionals across Colombia, Ecuador, and Argentina
Duration: 8 weeks
Hours: 100

Week 1: Introduction to Strategic Leadership and Sustainability
The program begins in Week 1 with an introduction to sustainability and strategic leadership. This first stage focuses on building a common understanding of sustainability frameworks, including the United Nations Sustainable Development Goals (SDGs), the triple bottom line, and circular economy principles. Through pre-class video materials and guided readings, students establish their theoretical foundation. Interactive group discussions allow them to contextualize global sustainability concepts within their local realities—whether in Colombian cities transitioning to greener practices, Argentine industries seeking decarbonization, or Ecuadorian communities balancing conservation with development. Students are encouraged to reflect on their personal leadership aspirations in reflective journals, fostering early self-awareness and metacognitive engagement.

Goal: Build foundational knowledge of sustainability and leadership principles.

Methodology: Flipped Classroom + Reflective Journaling
Activities:
Pre-class video on sustainability leadership frameworks (e.g., triple bottom line, SDGs).
In-class: Group discussion on sustainability challenges in students' local contexts.
Reflective journal entry: "What kind of green leader do I want to become?"
Cases/examples from the local industries Energy/Healthcare/Agriculture
Watch introductory videos on sustainability and leadership models.
Participate in discussions exploring local sustainability issues in Colombia, Ecuador, and Argentina.
Write reflective journal entries to identify personal leadership goals.

Themes:

- Regulations (SDGs, National, Global, etc.)
- Ethics
- Climate change vulnerability
- Futures competences back casting
- Scenario planning
- Adapted mitigation
- Change management
- Definition on green and sustainable businesses

Focus Areas:

- SDGs, triple bottom line, circular economy principles.
- Climate change challenges and regulatory frameworks.
- Ethical leadership and systems thinking basics.

Assessment: Reflective journaling reviewed with formative feedback to develop self-awareness.

Responsible for this module: UNSAM & UNS

Week 2: Systems Thinking and Stakeholder Mapping
In Week 2, the emphasis shifts to systems thinking and stakeholder mapping, providing students with the analytical tools to understand complex interdependencies within green business ecosystems. Case studies, such as Patagonia or Interface, help participants explore value conflicts and system-level challenges. Practical workshops on stakeholder mapping promote collaborative learning and allow students to identify key actors, power dynamics, and leverage points relevant to their regional contexts. These exercises are particularly valuable for Colombian and Ecuadorian students, who often have strong technical skills but less experience with systemic analysis and multi-stakeholder collaboration.
Goal: Understand systems interactions and identify stakeholders in green business ecosystems.
Methodology: Case-Based Learning
Activities:
Identify and map stakeholders. Conduct stakeholder mapping exercises.
Group presentations on value conflicts and systems interactions.
Analyse real case studies like Patagonia or Interface.

Present group findings and recommendations.

Themes:
- Global networks Intergovernmental Panel on Climate Change.
- Regulatory systems and trends in local and international contexts.

Focus Areas:
- Systems mapping and complexity analysis.
- Stakeholder value conflicts and power dynamics.

Assessment: Peer and instructor evaluation using structured rubrics, aligning with SOLO taxonomy.

Responsible for this module: Halmstad University

Week 3: Leadership Styles for Green Transformation

Week 3 introduces leadership styles for green transformation, emphasizing adaptive, transformational, and servant leadership models. Peer-led sessions allow students to teach one another the nuances of different leadership theories, deepening their understanding while developing critical communication and collaboration skills. Guided discussions explore the practical application of these models across industries such as renewable energy, agriculture, and sustainable finance. For Argentine students, who often exhibit strong analytical abilities but less practical leadership exposure, this week bridges the gap between theory and actionable skills.

Goal: Explore and practice various leadership styles in the context of sustainability.

Methodology: Peer Teaching + Discussion

Activities:

Each group teaches a leadership theory (transformational, servant, adaptive).
Class discusses application of each style to sustainability leadership.
Peer-teaching sessions explaining each leadership model.
Group discussions to connect leadership theory to industry-specific examples (energy, healthcare, agriculture).

Themes:
- Development of key skills for sustainable leadership in context of green business and sustainable business.
- Leadership in green business projects.
- Cases/examples of leadership from the local industries Energy/Healthcare /Agriculture
- Industry transition to sustainability
- Sustainability management, including ethics
- Leadership and team dynamics for resilience

Focus Areas:
- Transformational, servant, and adaptive leadership.
- Leading in times of uncertainty and change.

Assessment: Peer-reviewed presentations evaluated for clarity, relevance, and depth of application.

Responsible for this module: UEB & UPEC

Week 4: Innovation in Green Business Models

The focus of Week 4 is innovation in green business models, where students learn to leverage frameworks like the Circular and Flourishing Business Model Canvases. They analyse real companies to identify opportunities for sustainable innovation, integrating lessons from earlier modules. Guided by faculty and industry mentors, students draft preliminary innovation strategies for organizations, balancing economic, environmental, and social priorities. This practical component responds directly to needs identified across all three countries for applied learning experiences that bridge theory with implementation.

Goal: Develop actionable innovation strategies using modern frameworks.

Methodology: Project-Based Learning (PBL)

Activities:

Teams select a real business and develop a green innovation strategy.

Apply tools such as the Circular Business Model Canvas, Flourishing Business Canvas.

Analyze a real company in teams.

Build and iterate a green innovation strategy.

Themes:

- Big Data, AI, renewal energies, blockchain, additive manufacturing, electric grid, etc.
- Technology transfer, intellectual property rights.
- Biotechnology, synthetic biology, digital tools (Growth Hacking)
- Business model innovation for green businesses
- Benefits of emerging technologies for innovation process

Focus Areas:

- Circular economy, emerging technologies (AI, blockchain, renewables).
- Business model innovation using Circular and Flourishing Canvas.

Assessment: Draft strategy submission with AI-assisted feedback and instructor comments.

Responsible for this module: Halmstad University

Week 5: Design Thinking for Sustainability

Building on this foundation, Week 5 focuses on design thinking for sustainability. Through a structured design thinking workshop, students engage in empathizing with stakeholders, ideating solutions, and prototyping early concepts. Rapid peer testing fosters iterative improvement and critical feedback. This week is particularly tailored for Ecuadorian students, who often bring strong technical and problem-solving backgrounds but need guided opportunities to translate ideas

into actionable prototypes. The collaborative nature of these activities also enhances teamwork, adaptability, and innovation—competencies highlighted as critical in the needs analyses.

Goal: Apply human-centered design to create sustainable solutions.
Methodology: Design Thinking Workshop
Activities:
Define a local sustainability problem.
Prototype a stakeholder-centered solution.
Conduct peer testing and refinement.
Participate in a full-day design thinking workshop.
Prototype solutions and test them with peers for feedback.

Themes:

- Product and service features and feasibility for sustainability
- Key aspects of Design Thinking for Sustainability
- Product and service development and manufacture for sustainability
- Products and services for new markets and industries

Focus Areas:

- Stakeholder empathy and systems perspective in problem-solving.
- Prototyping and feasibility assessment.

Assessment: Prototype evaluated for innovation, feasibility, and alignment with sustainability goals.

Responsible for this module: CUC & UNAD

Week 6: Decision-Making Under Uncertainty

In Week 6, the program introduces decision-making under uncertainty, exposing students to the complexity of sustainability-related dilemmas. Role-playing exercises and simulations challenge them to make strategic decisions when balancing competing priorities, such as profitability, regulatory compliance, and environmental stewardship. Decision logs and reflective debriefs help students analyse their reasoning processes and develop resilience in ambiguous contexts. This experiential learning responds to industry feedback emphasizing the need for graduates capable of critical thinking and adaptive leadership in rapidly changing environments.
Goal: Build confidence in strategic decision-making under complex conditions.
Methodology: Simulation and Role-Play

Activities:
Participate in a sustainability dilemma simulation (e.g., climate regulation vs. profit).
Take on roles (CEO, regulator, NGO, etc.) and negotiate outcomes.
Simulate high-stakes sustainability dilemmas (e.g., policy vs. profit).
Role-play as CEOs, regulators, or NGOs negotiating decisions.

Themes:

- Information for the resolution of uncertainty: Key Aspects of Decision-Making Under Uncertainty
- Financial analysis for supporting the decision-making process
- Monitoring and measuring environmental, social, economic and governance impact

Focus Areas:

- Risk management and scenario planning.
- Integrating ESG data in decision-making.

Assessment: Decision logs and debriefs, with feedback on analytical reasoning and ethical considerations.

Responsible for this module: University of Vaasa & Warm Argentina.

Week 7: Entrepreneurship and innovation process

Week 7 is dedicated to entrepreneurship and the innovation process, equipping students with entrepreneurial tools and the storytelling techniques necessary to communicate green business ideas effectively. Through pitch-development workshops, students refine their concepts and receive feedback from peers and instructors, building confidence in presenting innovative, sustainability-driven solutions. This stage supports the aspirations of students across all three countries to position themselves as leaders and changemakers in the green economy while responding to the call for stronger entrepreneurial training highlighted by industry experts.

Goal: Foster entrepreneurial thinking and pitch development for green innovation.

Methodology: Project-Based Learning (PBL) + Hackathon Prep

Activities:

Practice persuasive storytelling for green leadership.

Peer reviews each other's strategy pitches.

Themes:

- Persuasive Business Presentations
- Use of innovative tools to present ideas, projects, products, etc.
- Market and finance analysis for new projects and entrepreneurial ventures in green businesses

Focus Areas:

- Persuasive storytelling for sustainable ventures.
- Market and financial analysis.

Assessment: Draft pitch submissions with formative instructor and peer feedback.

Responsible for this module: Universidad Politécnica de Valencia (UPV)

Week 8: Green Innovation Hackathon

The program ends in Week 8 with the Green Innovation Hackathon, a capstone experience that integrates all competencies developed during the course.

Students form interdisciplinary teams to design, prototype, and pitch sustainable business solutions to a panel of experts from academia, industry, and policy sectors. The hackathon format provides an immersive, high-energy environment that emphasizes collaboration, innovation, and real-world problem-solving. Feedback from the expert panel offers students valuable external perspectives, reinforcing the practical relevance of their projects and creating opportunities for networking and mentorship.
The main idea is to open the possibilities to work in ventures that can affect the industry beyond one single country. Green businesses might have limited market in one single country considering that small and medium enterprises (SMEs) in Colombia, Ecuador and Argentina need new alternatives for being sustainable, but have limited resources (knowledge, financial, etc.) to represent a good market for new ventures in this area.
Goal: Synthesize learning into actionable projects with real-world applicability.
Methodology: Innovation Lab / Hackathon
Activities:
Teams rapidly design and pitch a sustainable product or policy.
Panel of guest mentors and evaluators provides feedback.

Themes:

- Problem solving
- Benchmarking of solutions
- Innovative level assessment
- Strategic Storytelling and Influence
- Finance and market analysis

Focus Areas:

- Rapid ideation and prototyping.
- Strategic storytelling and influence.

Assessment: Final pitch evaluated with the SOLO taxonomy framework (focus on relational and extended abstract levels).

Responsible for this module: Universidad Politécnica de Valencia (UPV) & Latam Connect.

Throughout the program, the hybrid learning structure ensures flexibility and accessibility while maintaining a high level of engagement. Asynchronous learning through videos, readings, and quizzes is complemented by synchronous sessions featuring interactive discussions, live simulations, and collaborative workshops. Weekly reflective journals allow students to track their progress and integrate feedback from instructors and peers, fostering a growth mindset and self-directed learning.

Assessment is both formative and summative. Weekly formative assessments, such as reflective journals, group discussions, and peer evaluations, provide continuous feedback and support. The summative assessments include the final pitch during the hackathon, a comprehensive business strategy report, and a

reflective leadership journal, which together measure not only knowledge acquisition but also practical application, critical thinking, and personal growth.

By combining foundational knowledge, applied learning, and experiential activities, this study plan directly responds to the needs and aspirations of students from Colombia, Argentina, and Ecuador. It supports less experienced participants by scaffolding their learning with structured foundational modules, while providing advanced students opportunities for deeper application through projects and industry engagement. The program's emphasis on mentorship, collaboration, and real-world problem-solving ensures that graduates are prepared to take on leadership roles and drive sustainable innovation within their local and global contexts.

Ongoing Assessment Tools:
Weekly reflective journal (formative)
Team project on a green business strategy (summative)
Participation in simulation and role-play (formative)
Final hackathon pitch (summative)

Tools and Platforms:
LMS (e.g., Blackboard or Moodle)
Online collaboration tools (e.g., Miro, Zoom)
AI feedback tools (e.g., Avidnote, ChatGPT for revision)
Flexibility is built in to adapt case studies and tools to each country's local context.

Available Resources:
Online platform
Classrooms
Microsoft Office
Free online tools (e.g., ChatGPT, Avidnote)

The following steps:
Detailed explanation of evaluation components, schedule, and assessment criteria.
Evaluation Instruments
Evaluation components
Evaluation structure

Evaluation Components:

Blend virtual and in-person modes: Choose activities that integrate both modalities (e.g., online forums, in-person exams, online collaborative work).

Align with objectives: Ensure that each activity evaluates a specific aspect of the learning outcomes.

Consider variety: Include different types of activities to avoid monotony and assess a range of skills.

4. Schedule and Assessment plan

The following table presents the schedule for the Strategic Leadership in Green Business (SLGB) program, carefully aligned with the diverse profiles, competencies, and learning needs identified through the regional needs analyses in Colombia, Argentina, and Ecuador. It outlines the thematic focus for each week, key activities, and expected deliverables, reflecting the program's hybrid and experiential design. The schedule is intentionally structured to provide a progressive learning journey, beginning with foundational knowledge in sustainability and leadership, gradually integrating applied exercises in innovation and decision-making, and culminating in a collaborative Green Innovation Hackathon. This approach ensures that students, regardless of their prior experience or academic background, can build critical leadership, strategic, and entrepreneurial skills while engaging in real-world problem-solving and industry interaction. Table 1 provides a summary of the study plan:

Table 1. Summary of the study plan

Week	**Focus Area**	**Key Activities**	**Deliverables and Assessment**
1	Introduction to Sustainability Leadership	Pre-class readings and videos on SDGs, triple bottom line, and circular economy; group discussions on local sustainability challenges; reflective journaling on personal leadership goals.	Reflective journal entry with formative feedback.
2	Systems Thinking and Stakeholder Mapping	Case study analysis of green business leaders; stakeholder mapping workshop; team discussions on power dynamics and systemic challenges.	Stakeholder map and group presentation with peer and instructor review.
Week	**Focus Area**	**Key Activities**	**Deliverables and Assessment**
3	Leadership Styles for Green Transformation	Peer-teaching sessions on leadership models (transformational, adaptive, servant); collaborative debates	Group presentation evaluated using the SOLO

		and application to regional industries.	taxonomy; peer feedback.
4	Innovation in Green Business Models	Selection of a real company for analysis; application of Circular Business Canvas and Flourishing Canvas; iterative strategy development with mentor feedback.	Draft of innovation strategy with AI-assisted formative review.
5	Design Thinking for Sustainability	Full-day design thinking workshop; empathy mapping, ideation, and prototyping; peer testing for feedback and refinement.	Prototype concept submission; peer and instructor evaluation.
6	Decision-Making Under Uncertainty	Simulation of complex sustainability dilemmas; role-play exercises (e.g., regulator, CEO, NGO); debrief and discussion of decision frameworks.	Decision log capturing rationale; instructor and peer feedback using SOLO taxonomy.
7	Entrepreneurship and Innovation Process	Storytelling and pitching workshop; iterative peer reviews of green business pitches; coaching on communication and persuasion skills.	Final draft of business pitch with instructor feedback.
8	Green Innovation Hackathon	Team ideation and rapid prototyping; pitch to a panel of academic, industry, and policy experts; live feedback session and networking.	Final pitch presentation (summative assessment); evaluation based on innovation, feasibility, and impact.

4.1. Dedicating Time from the Participants

The estimation of dedication for the modules might variate but one suggested time is in table 2:

Table 2. Time dedication

Day	Activity	Hours
Day 1	Pre-class videos, readings	2
Day 2	Online discussions, quizzes	2

Day 3	Live session (simulation, case analysis, or workshop) Reflection journal	2
Day 4	Group work / project development Self-study and review	3

4.2. Assessment Plan

The assessment plan is designed to foster continuous growth, applied learning, and reflective practice while accommodating the diverse backgrounds and experience levels of students from Colombia, Argentina, and Ecuador. It integrates a balanced combination of diagnostic, formative, and summative evaluations, ensuring that students receive ongoing feedback while progressively building and demonstrating their competencies.

Diagnostic assessments at the start of the program establish a baseline of each participant's knowledge and skills, enabling tailored support throughout the course.

Formative assessments, including weekly journals, peer reviews, and active participation in collaborative projects, encourage self-reflection and iterative improvement.

Summative assessments — such as the Green Innovation Hackathon pitch, the strategic business project report, and the reflective leadership journal — provide comprehensive evidence of students' ability to apply theoretical knowledge to real-world contexts, communicate innovative solutions effectively, and demonstrate leadership potential within sustainability-driven initiatives.

The summary of the assessment is:

- **Diagnostic:** Initial survey and quiz to map knowledge levels.
- **Formative:** Weekly journals, group discussions, simulations (feedback within 48 hours).
- **Summative:**
  - Hackathon pitch (40%)
  - Green business project report (40%)
  - Reflective leadership journal (20%)

The continuous evaluation approach is constructed to ensure that learning is dynamic, iterative, and responsive to students' progress and needs. Rather than relying solely on high-stakes assessments at the end of the course, this approach integrates regular feedback loops through self-assessments, peer evaluations, and instructor reviews across all eight weeks of the program. Weekly reflections, collaborative project updates, and formative reviews allow students to track their development, identify areas for improvement, and apply feedback in real time. This method not only supports skill reinforcement and deeper learning but also

cultivates a growth mindset, where students view assessment as an ongoing dialogue rather than a one-time judgment. By emphasizing continuous improvement and adaptability, the evaluation framework ensures that students from Colombia, Argentina, and Ecuador, regardless of their starting point, are guided toward achieving both the program's learning outcomes and their personal leadership and innovation goals.

The feedback and motivation framework is proposed to create a supportive, empowering, and high engagement learning experience that aligns with the diverse needs of students. Feedback is delivered consistently and constructively, combining instructor guidance, peer reviews, and self-assessment to help students reflect on their progress and identify actionable strategies for improvement. Immediate feedback during interactive activities, such as simulations, design-thinking workshops, and the hackathon, ensures that learning is timely and relevant. Motivation is further reinforced through gamification elements, such as points and leaderboards, as well as opportunities for recognition and mentorship, which foster a sense of achievement and belonging. By blending personalized feedback with engaging, collaborative activities, the program encourages students to take ownership of their learning journey, stay motivated throughout the course, and confidently apply their skills in real-world sustainability and leadership challenges.

The assessment overview is presented in table 3:

Table 3. Assessment overview

Assessment Type	Purpose	Examples	Weight
Diagnostic	Understand students' initial skills	Pre-course survey and quizzes	Not graded
Formative	Guide continuous improvement	Weekly journals, peer reviews, simulation feedback	Ongoing
Summative	Measure overall achievement	Hackathon pitch, final business strategy report	60%
Reflective	Develop metacognitive awareness	Leadership reflection journal	20%

4.3. Engagement and Motivation Strategies

The engagement and motivation strategies are designed to create a dynamic, inclusive, and inspiring learning environment that resonates with the diverse

profiles of students. Recognizing that many participants are early in their professional journeys and eager for practical, interactive experiences, the program integrates innovative, learner-centered approaches that foster active participation and sustained commitment. Strategies such as gamification, peer collaboration, real-world case studies, and mentorship opportunities are embedded throughout the curriculum to make learning both engaging and meaningful. By incorporating technology-driven tools, experiential learning activities, and continuous feedback mechanisms, the program ensures that students remain motivated, develop a sense of ownership over their learning journey, and build the confidence to apply their skills in academic, professional, and entrepreneurial contexts.

5. Bonus: Train-the-Trainers

The Train-the-Trainers (ToT) phase is designed as a foundational step before developing and delivering the course on green businesses in Latin America. Rather than transferring ready-made content, it aims to align pedagogical approaches, build a shared understanding among educators, and equip trainers with the tools to co-create a high-quality, context-sensitive learning experience for Colombia, Ecuador, and Argentina. Through hackathons and targeted workshops, participants strengthen their ability to design experiential, challenge-based learning environments that foster entrepreneurship, sustainability, and collaborative problem-solving tailored to regional realities.
The program combines practice-oriented hackathon sessions with workshops on gamification, blended learning, and sustainable business model development. Trainers explore how to structure learning experiences that integrate digital and on-campus components, use game-based strategies to enhance motivation, and apply tools such as business model canvases, stakeholder mapping, and ecosystem analysis. By emphasizing contextualization and strategic leadership, the ToT process creates a collective design space where educators align their pedagogical philosophy and develop facilitation skills, ensuring that the future course on green businesses is pedagogically robust, regionally relevant, and impactful for learners in Latin America.

5.1. Emerge of Green Businesses in Latam

5.1.1. What is a train of trainers in this context?

These activities are designed as a foundational Train-the-Trainers phase, preceding the actual development and delivery of a course on green businesses in Latin America. Their purpose is not to transfer ready-made content, but to align pedagogical approaches, build shared understanding, and equip trainers with the tools needed to co-create a high-quality educational experience adapted to diverse institutional and regional contexts.
The following sections will deploy the aspects included for Colombia, Ecuador and Argentina.

5.2. Session 1 - Hackathon

The hackathon session during the morning adopts a more practice-oriented perspective, focusing on hackathons as pedagogical tools. In the ToT framework, this activity equips trainers with the capacity to design, facilitate, and assess experiential learning environments that foster entrepreneurship and collaborative problem-solving.

Participants explore how hackathons can be structured to address real-world sustainability and green business challenges, particularly those relevant to Latin American contexts. The workshop also highlights the role of mentorship, emphasizing how trainers can guide teams, support learning under uncertainty, and balance autonomy with structured support.

This session strengthens trainers' ability to move beyond traditional lecture formats and to integrate challenge-based learning into the future course.

The afternoon session adopts a more practice-oriented perspective, focusing on hackathons as pedagogical tools. In the ToT framework, this activity equips trainers with the capacity to design, facilitate, and assess experiential learning environments that foster entrepreneurship and collaborative problem-solving.

Participants explore how hackathons can be structured to address real-world sustainability and green business challenges, particularly those relevant to Latin American contexts. The workshop also highlights the role of mentorship, emphasizing how trainers can guide teams, support learning under uncertainty, and balance autonomy with structured support.

5.3. Session 2

This session strengthens trainers' ability to move beyond traditional lecture formats and to integrate challenge-based learning into the future course.
Two workshops are planned:

Workshop 1 – Pedagogical design and learning experience (Vaasa and Halmstad University)

This workshop focuses on how pedagogical design choices shape the learning experience, with particular attention to gamification as a structured learning strategy.
The main topics are:

- Gamification
- Blended learning

In this context, gamification is understood as the intentional use of game mechanics to support learning goals, motivation, and progression. The emphasis is on learning design.

Blended learning is treated as a pedagogical strategy, not a logistical compromise. The workshop helps trainers design purposeful combinations of on-campus and online activities.

This workshop invites participants to critically reflect on the distinctive value of their contribution. Trainers are encouraged to identify what differentiates this program from other offerings on green business or sustainability, ensuring that the future course has a clear identity and purpose aligned with regional needs in Latin America.

Blended Learning

Blended learning in this Train-the-Trainers process is approached as an intentional combination of online and on-campus activities that strengthens the coherence of the learning experience. The aim is not merely to add a digital component, but to design a structured learning pathway where asynchronous and synchronous elements reinforce one another and support diverse learner needs across institutions in Latin America.

The session introduces trainers to practical ways of aligning digital tools with pedagogical goals, ensuring that online activities prepare participants for more engaged in-person work. Particular attention is given to maintaining interaction, motivation, and continuity across modalities—key aspects when delivering cross-institutional or international programs. Blended formats also offer opportunities to enhance accessibility by accommodating different technological and institutional conditions.

To illustrate this strategy in practice, the workshop includes a short Blended Sprint activity on reducing waste in a local coffee shop. This exercise demonstrates how a brief online micro-starter can establish a common baseline, followed by a fast, collaborative in-person sprint supported by simple digital tools. By moving from online orientation to hands-on group work and peer feedback within a single flow, trainers experience how blended structures can create efficient, motivating, and context-relevant learning moments. Through this example, participants gain a concrete model they can adapt and apply in their own teaching.

Workshop 2 – Sustainable business models and contextual application (Vaasa and Halmstad University)

The workshop also introduces elements of strategic leadership and opportunity identification, supporting trainers in guiding learners to recognize viable green

business opportunities under conditions of resource constraints and institutional complexity.
The main topics are:

- Process for creating a business:

Sustainable business model (BM): how to use Canvas
Ecosystems – stakeholder mapping
ES canvas PIE model

Creating a business in a green business context is not a linear exercise of writing a business plan. It is an iterative design process that connects value creation, stakeholder relationships, and societal impact.

Special emphasis is placed on contextualization, identifying examples of green businesses and innovation ecosystems in developing and emerging economies, provided by the participants. This workshop ensures that trainers are prepared to connect theory with practice and to tailor content meaningfully to Latin American realities.

Overall role within the Train-the-Trainers process

Taken together, these activities serve as a collective design space for trainers. They align pedagogical philosophy, develop facilitation skills, and create a shared language around innovation, green business, sustainability, and entrepreneurship. By completing this ToT phase before course development begins, participating educators are better equipped to collaboratively create material and resources a course on green businesses that is pedagogically robust, context-sensitive, and impactful for learners in Latin America.

Schedule - Colombia

25th February 2026
8:30 – 9:00 Overview and participant presentations
9:00 – 10:30 Hackathon 1 - UPV
10:30 – 10:45 Coffee break
10:45 – 11:45 Hackathon 2 - UPV
11:45 – 12:45 Lunch
12:45 – 14:15 Workshop 1 – Gamification and Blended Learning - HH and VU
14:15 – 14:30 Coffee break
14:30 – 16:00 Workshop 2 - Workshops as a Pedagogical Approach and Canvases as a way to approach ideation and testing - HH and VU
16:00 – 16:30 Wrap – up (Optional)

Schedule - Ecuador

1st March 2026
10:00 – 10:15 Overview and participant presentations
10:15 – 11:45 Hackathon 1 - UPV
11:45 – 12:00 Coffee break

12:00 – 13:00 Hackathon 2 - UPV

2nd March 2026
8:30 – 8:45 Welcome
8:45 – 11:00 Workshop 1 – Gamification and Blended Learning - HH and VU
11:00 – 11:30 Coffee break
11:30 – 13:00 Workshop 2 - Workshops as a Pedagogical Approach and Canvases as a way to approach ideation and testing - HH and VU

Schedule - Argentina

6th March 2026
8:30 – 9:00 Overview and participant presentations
9:00 – 10:30 Hackathon 1 - UPV
10:30 – 10:45 Coffee break
10:45 – 11:45 Hackathon 2 - UPV
11:45 – 12:45 Lunch
12:45 – 14:15 Workshop 1 – Gamification and Blended Learning - HH and VU
14:15 – 14:30 Coffee break
14:30 – 16:00 Workshop 2 - Workshops as a Pedagogical Approach and Canvases as a way to approach ideation and testing - HH and VU

6. References

University of Vaasa. (2025). *Compiled report on the needs analysis for Argentina, project Strategic Leadership in Green Businesses.* Strategic Leadership in Green Businesses Project (ERASMUS-EDU-2024-CBHE-STRAND-2)

University of Vaasa. (2025). *Compiled report on the needs analysis for Colombia, project Strategic Leadership in Green Businesses.* Strategic Leadership in Green Businesses Project (ERASMUS-EDU-2024-CBHE-STRAND-2)

University of Vaasa. (2025). *Compiled report on the needs analysis for Ecuador, project Strategic Leadership in Green Businesses.* Strategic Leadership in Green Businesses Project (ERASMUS-EDU-2024-CBHE-STRAND-2)

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