MMCS320

Managing Creativity

S1 Day 2014

Dept of Media, Music & Cultural Studies

Contents

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General Information

Unit convenor and teaching staff
Unit Convenor
Guy Morrow
guy.morrow@mq.edu.au
Contact via guy.morrow@mq.edu.au

Credit points
3

Prerequisites
39cp including (ARTS210 or MMCS220)

Corequisites

Co-badged status
NCCW(s): ARTS300, ARTS301

Unit description
This unit presents a range of critical readings and specific case studies exploring a wide range of material useful in developing individual research interests around the broad topic of creativity. Topics include individual creativity and the notion of 'flow', as well as the creative power of collaboration and the theory of 'group flow.' Practical methodological issues will be considered through an examination of various case studies including how the company Pixar fosters collective creativity. This unit will enable students to better navigate and critique contemporary developments in the arts and entertainment industries, including the way in which open source culture can influence arts management practices.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Practice creative thinking and create new knowledge concerning the management of creativity.

Summarise management literature and use key ideas to produce collaborative creativity in teamwork.

Interpret and evaluate various case studies in order to generate ideas pertaining to

group creativity.

Apply professional and personal judgment and initiative regarding the relationship between intrinsic and extrinsic motivation, leadership and team building.

Research the study of creativity and analyse the arguments within a broad historical context.

Assessment Tasks

Name	Weighting	Due
Reading Exercise	10%	Friday April 4
Group Creativity Presentation	20%	Week allocated
Analysis Essay	30%	Week after last presentation
Research Essay	40%	Tuesday June 17

Reading Exercise

Due: **Friday April 4**
Weighting: **10%**

In 800 words, summarize the arguments contained in the readings that have been set for the first 4 weeks of this unit.

Reading exercise assignments will be examined in relation to the following criteria: 1) Does the assignment demonstrate an adequate familiarity with and communication of the relevant literature covered on the unit so far? 2) Does the assignment clearly identify its aims and achieve these? 3) Is the assignment presented in a competent literary style and with satisfactory referencing?

On successful completion you will be able to:
- Practice creative thinking and create new knowledge concerning the management of creativity.
- Summarise management literature and use key ideas to produce collaborative creativity in teamwork.
- Interpret and evaluate various case studies in order to generate ideas pertaining to group creativity.
- Research the study of creativity and analyse the arguments within a broad historical context.

Group Creativity Presentation

Due: **Week allocated**
Weighting: **20%**

For this assessment task, students will be put into groups in the first two seminars. The task will culminate with a group presentation. Throughout the seminars for this unit, students will work in groups and will use the creative thinking techniques, and other theoretical materials covered on this unit, in order to create a project that relates to the arts. The groups can create actual art; a play, a song, a film etc, or they can create a new idea for an arts related business or process. Each student will need to present their creation as a group and then use a participant observer methodology in a critical and analytical essay that concerns how their group collaborated in order to manage their creativity. This will be assessed with particular regard to how each student engages with, and understands, the key readings and theories covered on the unit.

NB - This assessment task will be graded in accordance with the University's assessment policy (see below).

GROUP ASSESSMENT

A group assessment task prepared and presented as a single entity where the contributions of individual students cannot be identified are to be:

§ graded on a pass/fail basis, and

§ limited to 30% of the total assessment for the unit.

On successful completion you will be able to:
- Practice creative thinking and create new knowledge concerning the management of creativity.
- Summarise management literature and use key ideas to produce collaborative creativity in teamwork.
- Interpret and evaluate various case studies in order to generate ideas pertaining to group creativity.
- Apply professional and personal judgment and initiative regarding the relationship between intrinsic and extrinsic motivation, leadership and team building.

Analysis Essay

Due: **Week after last presentation**
Weighting: **30%**

1250 Words. Students will use a 'participant observer'* method of research to critically analyse how their group produced their project. Students are required to engage with theoretical material covered on the unit when writing these individual essays.

*Some research methods (such as questionnaires) stress the importance of the researcher not

becoming "personally involved" with the respondent, in the sense that the researcher maintains both a personal and a social distance between themselves and the people they are researching. Participant observation, however, is a form of subjective sociology, not because the researcher aims to impose their beliefs on the respondent (this would simply produce invalid data), but because the aim is to understand the social world from the subject's point-of-view. Participant-observation is organised so as to produce a type of writing called 'ethnography'; which is a qualitative research method designed for learning and understanding cultural phenomena which reflect the knowledge and system of meanings guiding the life of a cultural group. Data collection is often done through participant observation, interviews, and questionnaires.

A key principle of the method of participant observation is that one may not merely observe, but must find a role within the group observed, from which they can participate in some manner, even if only as "outside observer." This method involves the researcher "getting to know" the people they're studying by entering their world and participating in that world. This means you put yourself "in the shoes" of the people you're studying in an attempt to experience events in the way they experience them (http://www.sociology.org.uk/ Accessed 14.2.12). Thus with regard to your group seminar presentation, you're a participant and an observer and you therefore need to employ this methodology to write this essay.

Essays will be examined with address to the following criteria: 1) Does the essay demonstrate an adequate familiarity with and communication of the relevant literature in the field? 2) Does the essay clearly identify its aims and achieve these? 3) Does the essay make an original contribution to the area? 4) Is the essay presented in a competent literary style and with satisfactory referencing?

On successful completion you will be able to:
- Practice creative thinking and create new knowledge concerning the management of creativity.
- Summarise management literature and use key ideas to produce collaborative creativity in teamwork.
- Interpret and evaluate various case studies in order to generate ideas pertaining to group creativity.
- Apply professional and personal judgment and initiative regarding the relationship between intrinsic and extrinsic motivation, leadership and team building.

Research Essay

Due: **Tuesday June 17**
Weighting: **40%**

3000 to 3500 Words. Students will collaborate with the unit convenor to design their own self-directed research project that utilises theories and methodologies concerning the management of creativity. Essays will be examined with address to the following criteria: 1) Does the essay

demonstrate an adequate familiarity with and communication of the relevant literature in the field? 2) Does the essay clearly identify its aims and achieve these? 3) Does the essay make an original contribution to the area? 4) Is the essay presented in a competent literary style and with satisfactory referencing?

On successful completion you will be able to:

- Practice creative thinking and create new knowledge concerning the management of creativity.
- Apply professional and personal judgment and initiative regarding the relationship between intrinsic and extrinsic motivation, leadership and team building.
- Research the study of creativity and analyse the arguments within a broad historical context.

Delivery and Resources

Assignment submission

Electronic Submissions

Assignments for this unit are to be submitted online via the Turn It In/Grademark software that can be accessed through the MMCS320 iLearn unit.

To submit an assignment:

1. Go to the MMCS320 iLearn site.

2. Click on the relevant Turn It In assignment name.

3. Click on the Submit Paper tab.

4. Select Student Name.

5. Enter a Submission Title.

6. Select Submission Part if there are multiple parts available.

7. Click Browse and select the file you would like to submit.

8. Click Add Submission.

READINGS:

The readings for this unit are electronically available via e-reserve and/or the unit iLearn site.

READING LIST

Week 1:

Topic: Not a Dirty word: Arts Entrepreneurship and Higher Education

Reading 1:

Bridgstock, R (2012) 'Not a dirty word: Arts entrepreneurship and higher education', *Arts & Humanities in Higher Education*, 12(2–3) 122–137.

Reading 2:

Bilton, C (2010) 'Manageable Creativity', *International Journal of Cultural Policy*, vol. 16, no. 3: 255-269.

Additional Reading:

Bendixen, P (2000) 'Skills and Roles: Concepts of Modern Arts Management', *International Journal of Arts Mangement,* v2n3, Spring.

Evrard, Y and Colbert, F (2000) 'Arts Management: A New Discipline Entering the Millennium', *International Journal of Arts Mangement,* v2n2, Winter.

Week 2:

Topic: Pixar Case Study

Reading 1:

Catmull, Ed (2008), 'How Pixar Fosters Collective Creativity', *Harvard Business Review*, September.

Reading 2:

Kurtzberg, T (2005) Feeling Creative, Being Creative: An Empirical Study of Diversity and Creativity in Teams, Creativity Research Journal, 17:1, 51-65.

Additional Reading:

Csikszentmihalyi, M (1997) 'The Flow of Creativity' in *Creativity: Flow andthe Psychology of Invention*, New York: Harper Collins: 107-126.

Sawyer, K. (2007), *Group Genius: The Creative Power of Collaboration*, New York: Basic Books: 3-57.

Week 3:

Topic: Artist Entrepreneurship: A Conceptualization of Entrepreneurial Curiosity and Construct Development

Reading 1:

Jeraj, M and Antoncic, B (2013) 'A Conceptualization of Entrepreneurial Curiosity and Construct Development: A Multi-Country Empirical Validation', *Creativity Research Journal*, 25:4, 426-435.

Reading 2:

Hausmann, A (2010) 'German Artists Between Bohemian Idealism and Entrepreneurial Dynamics: Reflections on Cultural Entrepreneurship and the Need for Start-Up Management',*International Journal of Arts Management,* v12 n2, Winter.

Reading 3:

Dany Louise, The Guardian *How to be an Arts Freelancer in 2013*

http://www.theguardian.com/culture-professionals-network/culture-professionals-blog/2013/jan/23/how-to-be-arts-freelancer-2013

Additional Reading:

'Human Creativity: The Starting Point of Innovation' in *The Innovator's Toolkit: 10 Practical Strategies to Help You Develop and Implement Innovation,* Harvard Business Press Books (2009).

Links:

Self-Start Workshop

http://www.gipca.uct.ac.za/wp-content/uploads/2013/07/Self-Start-Workshop-Prof-Elizabeth-Bradley-and-Anne-Mundell-Part-1.mp3

http://www.gipca.uct.ac.za/wp-content/uploads/2013/07/Self-Start-Workshop-Prof-Elizabeth-Bradley-and-Anne-Mundell-Part-2.mp3

Week 4:

Topic: Creative Conflict

Reading 1:

Kurtzberg, T and Amabile, T (2001), 'From Guilford to Creative Synergy: Opening the Black Box of Team-Level Creativity', *Creativity Research Journal*, 13:3-4: 285-294.

Reading 2:

Morrow, G (2013) 'The Psychology of Musical Creativity: A Case Study of Creative Conflict in a Nashville Studio', Colombo, B (ed.) *The Psychology of Creativity,* Nova Science Publishers: Hauppauge, New York.

Reading 3:

Roger Martin (2009) 'Choices, Conflict and the Creative Spark' in *The Opposable Mind: Winning Through Integrative Thinking*, Harvard Business School Publishing: Boston.

Additional Reading:

Ming-Huei, C (2006) 'Understanding the Benefits and Detriments of Conflict on Team Creativity Process,' *Creativity and Innovation Management,* vol. 15, no.1.

Baucus, M, Norton, W, Baucus, D, and Human, S (2008) 'Fostering Creativity and Innovation without Encouraging Unethical Behavior,' *Journal of Business Ethics* 81: 97–115.

Amason, A, Thompson, K, Hochwarter, W, and Harrison, A (1995) 'Conflict: An Important Dimension in Successful Management Teams' in *Organizational Dynamics,* vol. 24, no. 2.

Denti, L (2012) 'Conflict in Teams – Does it Stimulate Creativity and Innovation? 6th September,

Innovation Management, Viewed 30th January 2013,

< http://www.innovationmanagement.se/2012/09/06/conflict-in-teams-does-it-stimulate-creativity-innovation/>

Week 5:

Topic: How to Kill Creativity

Reading 1:

Amabile, T (1998) 'How to Kill Creativity', Harvard Business Review, September-October: 77-87.

Reading 2:

Beghetto, R (2005) Does Assessment Kill Student Creativity?,The Educational Forum, 69:3: 254-263.

Additional Reading:

Mumford, M (2003) Where Have We Been, Where Are We Going?Taking Stock in Creativity Research, *Creativity Research Journal*, 15:2-3, 107-120.

Additional Viewing:

Sir Ken Robinson: Schools kill creativity

http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html

Sir Ken Robinson: Changing education paradigms

http://www.ted.com/talks/ken_robinson_changing_education_paradigms.html

Sir Ken Robinson: Bring on the learning revolution!

http://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution.html

Week 6:

Topic: Creativity and the Role of the Leader

Reading 1:

Scratchley, L and Hakstian, R (2001) The Measurement and Prediction of Managerial Creativity, *Creativity Research Journal*, 13:3-4, 367-384.

Reading 2:

Amabile, T and Khaire, M (2008), 'Creativity and the Role of the Leader', *Harvard Business Review*, October.

Additional Reading:

Runco, M and Acar, S (2012) Divergent Thinking as an Indicator of Creative Potential, Creativity Research Journal, 24:1, 66-75.

Kilgour, M. (2006), 'Improving the Creative Process: Analysis of the Effects of Divergent Thinking

Techniques and Domain Specific Knowledge on Creativity', *International Journal of Business and Society*, Vol 7 no 2, 79-107.

Martins, E. C and Terblanche, F (2003), 'Building Organisational Culture that Stimulates Creativity and Innovation', *European Journal of Innovation Management*, Vol 6, No 1, 64- 74.

Links:

Stanford University's Entrepreneurship Corner

Mark Zuckerberg on Entrepreneurial Thought Leadership

http://ecorner.stanford.edu/authorMaterialInfo.html?mid=1506

Week 7:

Topic: Beasts of the Southern Wild Case Study

Reading 1:

Sawyer, K (2003) 'Jamming in Jazz and Improv Theater' in *Group Creativity: Music, Theater, Collaboration*, Lawrence Erlbaum Associates: New Jersey.

Required Viewing:

How Benh Zeitlin Made Beasts of the Southern Wild

The Oscar nominee for Best Director transformed filmmaking as he assembled a new myth out of Hurricane Katrina

http://www.smithsonianmag.com/arts-culture/how-benh-zeitlin-made-beasts-of-the-southern-wild-135132724/

http://www.earthisland.org/journal/index.php/elist/eListRead/true_story_behind_beasts_of_the_southern_wild/

Making of Beasts of the Southern Wild - Part I

http://www.youtube.com/watch?v=7OUM1Yy6gIM

Court 13

http://court13.com/about

The Creators Project

http://thecreatorsproject.vice.com/about

Week 8:

Topic: Creativity and Positive Arousal in Negotiations

Reading 1:

Schei, V (2013) Creative People Create Values: Creativity and Positive Arousal in Negotiations, *Creativity Research Journal*, 25:4, 408-417.

Reading 2:

Amabile, T, Fisher, C and Pillemer, J (2014) 'IDEO's Culture of Helping', *Harvard Business Review* 92, nos. 1-2 (January–February 2014): 54–61.

Additional Reading:

Kelley, T and Littman, J (2005) 'Introduction: Beyond the Devil's Advocate' in *The Ten Faces of Innovation: IDEO's Strategies for Defeating the Devil's Advocate and Driving Creativity Throughout Your Organization,* Double Bay: New York.

Link:

IDEO

http://www.ideo.com/

Week 9:

Topic: Metaphorical Thinking, Artscience, and Creativity in the Post-Google Generation

Reading 1:

Edwards, D (2008) 'Idea Translation in Cultural Institutions' in *Artscience: Creativity in the Post-Google Generation*, Harvard University Press: Boston.

Reading 2:

Sanchez-Ruiz, M, Santos, M and Jiménez, J (2013) 'The Role of Metaphorical Thinking in the Creativity of Scientific Discourse', *Creativity Research Journal*, 25:4, 361-368.

Additional Reading:

Le, P and Masse, D and Paris, T (2013) 'Technological Change at the Heart of theCreative Process: Insights From the Videogame Industry', *International Journal of Arts Management*, v15 n2, Winter.

Week 10:

Topic: The Cognitive Neuroscience of Creativity

Reading 1:

Sawyer, K (2011) 'The Cognitive Neuroscience of Creativity: A Critical Review', *Creativity Research Journal*, 23:2, 137-154.

Reading 2:

Robert Weisberg (2010) 'The Study of Creativity: from Genius to Cognitive Science,' *International Journal of Cultural Policy*, 16:3, 235-253.

Links:

Todd Sampson's Redesign My Brain Season 1 Episode 1 - Make Me Smarter

http://www.youtube.com/watch?v=uuFXmq5vVGE

Todd Sampson's Redesign My Brain Season 1 Episode 2 - Make Me Creative

http://www.youtube.com/watch?v=kmH-85yDu8w

The Brain that Changes Itself

http://www.normandoidge.com/normandoidge.com/MAIN.html

Week 11:

Topic: Music and Design Thinking: Jefferton James Designs Case Study

Reading 1:

Lockwood, T (2009) 'Notes on the Evolution of Design Thinking: A Work in Progress' in *Design Thinking: Integrating Innovation, Customer Experience, and Brand Value*, Allworth Press: New York.

Reading 2:

Thomke, S and Feinberg, B (2009), 'Design Thinking and Innovation at Apple', *Harvard Business School*.

Links:

Jefferton James Designs

http://www.jeffertonjamesdesigns.com.au

Design Thinking: Thoughts by Tim Brown

http://designthinking.ideo.com/

Design Thinking Blog

http://www.designthinkingblog.com/http:/www.designthinkingblog.com/tag/david-kelley/

Week 12:

Topic: Does the Creative Potential of Managers Help to Attract and Retain Artistic Talent?

Reading 1:

Xavier Caroff & Todd Lubart (2012) Multidimensional Approach to Detecting Creative Potential in Managers, *Creativity Research Journal*, 24:1, 13-20

Reading 2:

Scapolan, A and Montanari, F (2013) 'How to Attract and Retain Artistic Talent: The Case of an Italian Ballet Company', *International Journal of Arts Management,* v16 n1, Winter.

Week 13:

Topic: Cultural Policy: Are Arts Events a Good Way of Augmenting the Economic Impact of Sport?

Reading 1:

Snowball, J (2013) 'Are Arts Events a Good Way of Augmenting the Economic Impact of Sport? The Case of the 2010 FIFA World Cup and the National Arts Festval in South Africa', *International Journal of Arts Management,* v16 n1, Winter.

 Link:

2014 FIFA World Cup Brazil

http://www.fifa.com/worldcup/

Unit Schedule

Week 1	Not a Dirty word: Arts Entrepreneurship and Higher Education
Week 2	Pixar Case Study
Week 3	Artist Entrepreneurship: A Conceptualization of Entrepreneurial Curiosity and Construct Development
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Week 5	How to Kill Creativity
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Week 8	Creativity and Positive Arousal in Negotiations
Week 9	Metaphorical Thinking, Artscience, and Creativity in the Post-Google Generation
Week 10	The Cognitive Neuroscience of Creativity
Week 11	Music and Design Thinking: Jefferton James Designs Case Study

Week 12	Does the Creative Potential of Managers Help to Attract and Retain Artistic Talent?
Week 13	Cultural Policy: Are Arts Events a Good Way of Augmenting the Economic Impact of Sport?

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Interpret and evaluate various case studies in order to generate ideas pertaining to group creativity.
- Apply professional and personal judgment and initiative regarding the relationship between intrinsic and extrinsic motivation, leadership and team building.

Assessment task

- Research Essay

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Apply professional and personal judgment and initiative regarding the relationship between intrinsic and extrinsic motivation, leadership and team building.

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Practice creative thinking and create new knowledge concerning the management of creativity.
- Summarise management literature and use key ideas to produce collaborative creativity in teamwork.
- Interpret and evaluate various case studies in order to generate ideas pertaining to group creativity.
- Apply professional and personal judgment and initiative regarding the relationship between intrinsic and extrinsic motivation, leadership and team building.
- Research the study of creativity and analyse the arguments within a broad historical context.

Assessment tasks

- Reading Exercise
- Group Creativity Presentation
- Analysis Essay
- Research Essay

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Practice creative thinking and create new knowledge concerning the management of creativity.
- Summarise management literature and use key ideas to produce collaborative creativity in teamwork.
- Interpret and evaluate various case studies in order to generate ideas pertaining to group creativity.
- Apply professional and personal judgment and initiative regarding the relationship between intrinsic and extrinsic motivation, leadership and team building.
- Research the study of creativity and analyse the arguments within a broad historical context.

Assessment tasks

- Group Creativity Presentation
- Analysis Essay
- Research Essay

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Summarise management literature and use key ideas to produce collaborative creativity in teamwork.
- Interpret and evaluate various case studies in order to generate ideas pertaining to group creativity.

- Research the study of creativity and analyse the arguments within a broad historical context.

Assessment tasks

- Group Creativity Presentation
- Analysis Essay
- Research Essay

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Practice creative thinking and create new knowledge concerning the management of creativity.
- Summarise management literature and use key ideas to produce collaborative creativity in teamwork.
- Interpret and evaluate various case studies in order to generate ideas pertaining to group creativity.
- Apply professional and personal judgment and initiative regarding the relationship between intrinsic and extrinsic motivation, leadership and team building.

Assessment tasks

- Group Creativity Presentation
- Analysis Essay
- Research Essay

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Summarise management literature and use key ideas to produce collaborative creativity

in teamwork.

- Research the study of creativity and analyse the arguments within a broad historical context.

Assessment tasks

- Reading Exercise
- Group Creativity Presentation
- Analysis Essay
- Research Essay

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Apply professional and personal judgment and initiative regarding the relationship between intrinsic and extrinsic motivation, leadership and team building.