# MMCS320
Managing Creativity
S1 Day 2016
*Department of Media, Music, Communication and Cultural Studies*

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## Disclaimer
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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
Y3A 193E
2pm to 4pm on Tuesdays

Credit points
3

Prerequisites
39cp

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://students.mq.edu.au/important-dates

Learning Outcomes
1. Practice creative thinking and create new knowledge concerning the management of creativity.
2. Summarise management literature and use key ideas to produce collaborative creativity in teamwork.
3. Interpret and evaluate various case studies in order to generate ideas pertaining to
group creativity.
4. Apply knowledge of how you can prepare your mind for constant creativity.
5. Research the study of creativity and analyse the arguments within a broad historical context.
6. Apply knowledge of how to combine ideas in surprising new ways.
7. Create new ideas regarding the relationship between intrinsic and extrinsic motivation, leadership and team building.

Assessment Tasks

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<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<td>Literature Review</td>
<td>10%</td>
<td>Thursday March 24</td>
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<tr>
<td>Group Creativity Presentation</td>
<td>20%</td>
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<tr>
<td>Analysis Essay</td>
<td>30%</td>
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<td>Research Essay</td>
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Literature Review
Due: **Thursday March 24**
Weighting: **10%**

In 1,000 words, summarize the arguments contained in the readings that have been set for the first 4 weeks of this unit. Topics/questions to be addressed include: Is creativity manageable? How does Pixar foster collective creativity? How do collective creations emerge through collaboration? How does conflict in teams lead to the development of creative ideas?

**Marking criteria:**

- Demonstrated ability to differentiate, relate, compare, and to ultimately organise, the different literature covered on the unit so far into a body of work that will be useful for developing your own intrinsic interests within this field of study
- Demonstrated ability to select and then judge, critique and appraise the arguments put forth in the readings so far in order to begin creating a body of knowledge that you will value
- Demonstrated understanding of the weight of various theories within this disciplinary context
- Demonstrated ability to assemble academic sources in a suitably dense way in order to lay the foundation for the construction of your own original work
- Clear identification of assignment aims (and whether these are achieved)
Cited works should be referenced using an established system
Clarity of expression in line with expected academic standards

An example literature review is available on the unit iLearn site. This contains more information pertaining to this task.

This Assessment Task relates to the following 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.
- 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 the following marking criteria:

Marking Criteria: In order to pass this assessment task, students will need to:
- Develop a presentation that appraises key debates, theories, and perspectives covered on the unit, and which the group values, in an attempt to create original work.
- Design, assemble and formulate a unique idea that can be presented as a group.
- Interpret and evaluate various case studies in order to generate ideas pertaining to group creativity and apply these through this assessment task.
- Apply professional and personal judgment and initiative regarding the relationship between intrinsic and extrinsic motivation, leadership and team building through this 'hands on' assessment task.

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

This Assessment Task relates to the following 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 knowledge of how you can prepare your mind for constant creativity.
- Apply knowledge of how to combine ideas in surprising new ways.

Analysis Essay

Due: Week after last presentation

Weighting: 30%

1250 Words. Students are required to 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. **Marking criteria:** For this assessment task, students will need to:
• Demonstrate an understanding of research methodologies such as the participant observer method that is required for this assessment task.
• Examine and test how key ideas concerning the management of both individual and group creativity worked in practice.
• Demonstrate an ability to clearly and articulately structure an argument using academic language.
• Construct and defend an argument concerning the success or failure of your group's creative endeavour. Provide evidence of analysis and
• Demonstrate an ability to design and develop a research project that appropriately critiques academic sources.

In addition, the following criteria applies:

• Relevance of sources.
• Credibility of sources.
• Clear identification of assignment aims (and whether these are achieved).
• Detailed analysis of key texts and further readings.
• Demonstrated ability to conduct independent wider research.
• Cited works should be referenced using an established system.
• Clarity of expression in line with expected academic standards.

This Assessment Task relates to the following 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 knowledge of how you can prepare your mind for constant creativity.
• Create new ideas regarding the relationship between intrinsic and extrinsic motivation, leadership and team building.

Research Essay

Due: **Tuesday June 14**

Weighting: **40%**

2,000 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. In order to assist in the development of your own self-directed research project, a list
featuring research question ideas will be distributed during the second half of the semester. By way of its design, this unit will enable you to generate moments of insight on an on going basis and therefore this list of question ideas will be a record of these moments of insight. You will then be able to play with these ideas by combining these insights and by engaging in conceptual elaboration, metaphorical thinking and conceptual combination when it comes to designing your own research project. By contributing to the development of the essay question options and ideas through group brainstorming sessions, that will take place in the seminars in the latter weeks of the semester, you will be able to crowd source ideas from the student body and then collaboratively generate the essay question and topic that you would like to research.

- Questions and further details will be available on iLearn and discussed at the lecture.
- Grading Criteria in the form of a rubric is available on iLearn.
- Assignments must be submitted via the Turnitin dropbox that is available via the unit iLearn site.

**Marking criteria:** For this assessment task, students will need to:

- Demonstrate an ability to create their own research question
- Produce original work by drawing connections between, and combining, ideas covered on the unit in new ways
- Justify a stand or decision relating to the literature covered on the unit by designing and then assembling a critical and analytical research essay
- Provide evidence of analysis and understanding of key creativity research demonstrated in a sophisticated application of these theories, or theory, to everyday practice and life
- Identify areas for further creativity research

In addition, the following criteria applies:

- Relevance of sources
- Credibility of sources
- Clear identification of assignment aims (and whether these are achieved)
- Detailed analysis of key texts and further readings
- Demonstrated ability to conduct independent wider research
- Cited works should be referenced using an established system
- Clarity of expression in line with expected academic standards

**Essay grades:** Obviously at the base level there is referencing. This needs to be in order. There is a referencing guide available on the unit iLearn site. Grades above P as a general rule have to be referenced well. After this, there is the issue of writing style. Essays above P have to be written clearly and appropriately. You need to employ a formal/academic writing style and you need to substantiate claims you make with evidence. Your topic sentences need to flow together and your paragraphs need to be tight and punchy. For example, a paragraph typically consists of
the following sentences:  Topic Sentence Statement of Position Evidence/quote Summary  If your paragraphs are constructed in this way, you will avoid the common pitfalls relating to paragraph length: when paragraphs are too short, this signifies to the marker that you most likely have not substantiated the assertions you have made with evidence; when paragraphs are too long, the marker will often lose the thread of your argument because long paragraphs are fatiguing to read.

Essays using a colloquial/conversational and/or journalistic writing style will be viewed unfavourably. Don't use rhetorical questions and don't write in the first person unless you have justified writing in this way by way of your research methodology (for e.g. if you have stated that you are using a participant observer methodology then obviously at some point you may need to write in the first person). You also need to use numerous references in order to contextualise your essay within the surrounding discourse. Remember, you are making a contribution to knowledge. There is academic freedom, not freedom of expression. These are different. Academics are only free to make points that they can prove. Your opinions cannot be based on thin air.  Essays that will receive grades higher than CR will need to have a certain density to them. Academic writing often involves big words and concepts. In this way, academic writing is a form of short hand (for e.g. relativism and essentialism are words that signify larger paradigms of thought) and therefore good academic writing is able to say more using less words. Authors who demonstrate that they are fluent in this shorthand will be viewed favourably. The amount of extra-curricular research conducted and the originality of each individual research initiative will also be considered.

Furthermore an essay is considered to be excellent or outstanding when the student can fluently relate the readings and lectures to the arguments and evidence made in the essay. Students will therefore be assessed on how well they evaluate theories and issues, which means that students will be assessed on how they make judgments about the value of ideas they are expected to comment on, or write about. Making judgments or evaluating would usually be demonstrated by a reflection or discussion on what the student considers to be the limitations or intellectual perspectives of the theory, or a discussion of the limitations and perspectives taken by particular texts or readings, or by comparing and discriminating between ideas, issues and theories.

This Assessment Task relates to the following Learning Outcomes:

• Practice creative thinking and create new knowledge concerning the management of creativity.
• Apply knowledge of how you can prepare your mind for constant creativity.
• Research the study of creativity and analyse the arguments within a broad historical context.
• Apply knowledge of how to combine ideas in surprising new ways.
• Create new ideas regarding the relationship between intrinsic and extrinsic motivation, leadership and team building.
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.

READING LIST

The following readings are electronically available directly via e-reserve and via links to e-reserve that are available via iLearn.

Week 1:

Topic: Is Creativity Manageable?

Reading 1:

Reading 2:

Additional Reading:

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

Week 2:
Topic: Pixar Case Study

Reading 1:

Reading 2:

Additional reading:


Week 3:
Topic: Distributed Creativity: How Collective Creations Emerge from Collaboration

Reading 1:

Reading 2:

Additional Reading:

Links:
Self-Start Workshop
Week 4:

Topic: Creative Conflict

Reading 1:

Reading 2:

Reading 3:

Additional Reading:


Week 5:

Topic: How to Kill Creativity

Reading 1:
Reading 2:

Reading 3:

Additional Reading:

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:

Reading 2:

Additional Reading:


https://unitguides.mq.edu.au/unit_offerings/59280/unit_guide/print

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:**


**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


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: Beyond the Devil's Advocate: Creativity and Positive Arousal in Negotiations**

**Reading 1:**


**Reading 2:**
Week 9:

Topic: The Impact of Public Funding on Creative Processes in Australia: Three Case Studies of Visual Artists

Reading 1:

Reading 2:

Week 10:

Topic: The Cognitive Neuroscience of Creativity

Reading 1:

Reading 2:

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:

Reading 2:

Links:
Jefferton James Designs
http://www.jeffertonjamesdesigns.com.au

Design Thinking: Thoughts by Tim Brown
http://designthinking.ideo.com/

Design Thinking Blog

Week 12:

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

Reading 1:

Reading 2:

Week 13:

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

Reading 1:

**Reading 2:**


**Link:**

2014 FIFA World Cup Brazil  
http://www.fifa.com/worldcup/

2015 AFC Asian Cup  
http://www.afcasiancup.com/
## Unit Schedule

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## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs/). Students should be aware of the following policies in particular with regard to Learning and Teaching:


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/

**Results**

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

**Additional information**

MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_media_music_communication_and_cultural_studies/

MMCCS Session Re-mark Application http://www.mq.edu.au/pubstatic/public/download/?id=167914

Information is correct at the time of publication

**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 Enquiry Service**

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

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

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

Graduate Capabilities

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 knowledge of how you can prepare your mind for constant creativity.
• Research the study of creativity and analyse the arguments within a broad historical context.
• Apply knowledge of how to combine ideas in surprising new ways.

Assessment tasks

• Literature Review
• 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 knowledge of how you can prepare your mind for constant creativity.
- 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.
context.

• Apply knowledge of how to combine ideas in surprising new ways.

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 knowledge of how you can prepare your mind for constant creativity.
• Apply knowledge of how to combine ideas in surprising new ways.

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

• Literature Review
• 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 outcomes

• Apply knowledge of how you can prepare your mind for constant creativity.
• Create new ideas regarding the relationship between intrinsic and extrinsic motivation, leadership and team building.

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

• Create new ideas regarding the relationship between intrinsic and extrinsic motivation, leadership and team building.

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 knowledge of how you can prepare your mind for constant creativity.
• Create new ideas 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 outcomes

• Apply knowledge of how you can prepare your mind for constant creativity.
• Apply knowledge of how to combine ideas in surprising new ways.
• Create new ideas regarding the relationship between intrinsic and extrinsic motivation, leadership and team building.