



MMCS320

Managing Creativity

S1 Day 2019

Department of Media, Music, Communication and Cultural Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

Dr Andrew Robson

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10 Hadenfeld Ave - Rm 256

Please email me for an appointment

Justine Martin

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Credit points

3

Prerequisites

39cp at 100 level or above

Corequisites

Co-badged status

NCCW(s): ARTS300, ARTS301

Unit description

This unit presents critical readings and specific case studies that are useful in developing individual research interests around the broad topic of managing creativity. The unit is organised into three parts: individual creativity, group creativity, and creativities and cultural policy. Topics covered in these three sections include: how to be more creative, divergent thinking, creativity and the brain, artist management, creative entrepreneurship and startups, leadership, creative conflict and dispute resolution, the darkside of creativity, promoting creativity in education, and advocating creativity through cultural policy. This unit will enable students to better navigate and critique contemporary developments in the creative and cultural industries, including the way in which agile management methodologies 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 relevant literature and use key ideas to produce collaborative creativity in teamwork.

Apply knowledge for critical and creative thinking.

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

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

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Short Essay</u>	20%	No	Friday 12 April (wk 7)
<u>Critical Summaries</u>	20%	No	11pm Fridays (wks 3 - 10)
<u>Elevator Pitch</u>	20%	No	From week 4 (time TBA)
<u>Idea to Realisation</u>	40%	No	Friday 7 June (wk 13)

Short Essay

Due: **Friday 12 April (wk 7)**

Weighting: **20%**

Word count: 1,000 (inclusive of references)

Answer the following essay question:

In what ways does the term ‘disruption’ apply to (your area of interest) and how might creativity be employed to cope with these changes?

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.
- There is a 1000 word limit for this assessment task including all in-text references and the reference list.

You will be assessed on the following criteria:

- Demonstrated understanding of the essay question
- Demonstrated ability to clearly and articulately structure an argument using academic

language

- Demonstrated ability to research, interpret and apply academic sources
- 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

The essay is to be submitted through Turnitin by 11pm on the due date.

On successful completion you will be able to:

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

Critical Summaries

Due: **11pm Fridays (wks 3 - 10)**

Weighting: **20%**

This task consists of 8 x 150 word summaries, the first of which is due by 11pm Friday 15 March and then every Friday at 11pm until week 10 (17 May).

To complete this task you are required to write a 150 word summary of each weekly reading (weeks 3 - 10 only). Each summary is to be uploaded to ilearn (via the link provided) by 11pm on the Friday of each respective week.

Assessment criteria:

- Ability to critically analyse
- Effectiveness of research and analysis skills
- Clarity and quality of writing
- Appropriate academic writing and referencing

The critical summaries are to be submitted weekly via iLearn.

On successful completion you will be able to:

- Summarise relevant 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.

Elevator Pitch

Due: **From week 4 (time TBA)**

Weighting: **20%**

For this task you are required to present a 2 minute oral presentation or 'elevator pitch' to the class. Your topic will be selected from a list provided by the unit convenor. The idea here is to speak knowledgeably, passionately and without notes (or slides/PPT etc) about your selected topic. Your presentation will be assessed on the following criteria:

- Clear research and planning
- Clear and insightful communication of ideas
- Professional presentation
- Your ability to keep within the 2-minute time limit.
- Relevance and credibility of sources
- Clarity of expression in line with expected academic standards

You are also required to submit a 500 word referenced summary of your presentation through Turnitin (via iLearn). Your summary will be due by 11pm on the same day as your presentation.

On successful completion you will be able to:

- Practice creative thinking and create new knowledge concerning the management of creativity.
- Apply knowledge for critical and creative thinking.

Idea to Realisation

Due: **Friday 7 June (wk 13)**

Weighting: **40%**

Students are required to submit a fully planned and costed proposal for a creative project of their choice. Examples of possible projects include: a performance, a tour, a recording, a production, an exhibition etc.

The completed proposal will consist of 5 sections:

- 200 word project overview
- 1000 word project description
- detailed budget (income + expenses)
- short biographies of artist/s involved (250 word max per artist)
- a timeline (detailed and realistic)

You will be assessed on the following criteria:

- How well the project is researched and planned
- Clear and insightful communication of ideas
- Creative solutions and strategies
- Your ability to keep within the maximum word counts
- Demonstrated ability to research, interpret and apply academic sources
- Relevance and credibility of sources
- Clear identification of assignment aims (and whether these are achieved)
- 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

The major project is to be submitted through Turnitin by 11pm on the due date.

On successful completion you will be able to:

- Practice creative thinking and create new knowledge concerning the management of creativity.
- Apply knowledge for critical and creative thinking.
- Create new ideas regarding the relationship between intrinsic and extrinsic motivation, leadership and team building.

Delivery and Resources

Seminars (2hr) will take place on Wednesdays at 12pm-2pm in the dance studio (184) in Y3A

Please note - seminars will commence in week 1

Assignment submission

Electronic Submissions

Assignments for this unit are to be submitted online via the 'TurnItIn' 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.

Unit Schedule

MMCS320 – Managing Creativity – Session 1, 2019

Weekly Topics and Readings

Please note: The following readings are electronically available via the library's e-reserve.

Week 1 – Introduction - Defining Creativity

Reading: Sawyer, R (2012) 'Introduction' in *Explaining creativity: The Science of Human Innovation*. 2nd ed. Oxford: Oxford University Press, pp. 3-14.

Week 2 – Flow - Getting in the Zone

Reading: Csikszentmihalyi, Mihaly. 'A Theoretical Model for Enjoyment.' In *The Improvisation Studies Reader : Spontaneous Acts*. Heble, Ajay, and Caines, Rebecca, eds. Florence: Taylor and Francis, 2014. Accessed January 29, 2018. ProQuest Ebook Central. Pp. 150-162

Week 3 – Managing Creativity 1 – The Age of Disruption

Reading: Hughes, D, Evans, M, Morrow, G and Keith, S (2016) 'Standing out in the crowd' in *The New Music Industries: Disruption and Discovery*, Palgrave Macmillan: Basingstoke, pp. 37-62.

Week 4 - Managing Creativity 2 – For Better or for Worse (what if things go wrong?)

Reading: Kerouac, Jack. 'Essentials of Spontaneous Prose' In *The Improvisation Studies Reader : Spontaneous Acts*. Heble, Ajay, and Caines, Rebecca, eds. Florence: Taylor and Francis, 2014. Accessed January 29, 2018. ProQuest Ebook Central. Pp. 207-209

Week 5 – Creativity and Leadership

Reading: Amabile, T and Khaire, M (2008) 'Creativity and the role of the leader', *Harvard Business Review*, October.

Week 6 – Group Creativity 1: The Role of Improvisation

Reading: Sawyer, Keith. Group Creativity: 'Musical Performance and Collaboration' In *The Improvisation Studies Reader : Spontaneous Acts*. Heble, Ajay, and Caines, Rebecca, eds. Florence: Taylor and Francis, 2014. Accessed January 29, 2018. ProQuest Ebook Central. Pp. 87-100

Week 7 – Group Creativity 2: Working Together

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

Week 8 – Managing Creative Conflict

Reading: Badke-Schaub, P, Goldschmidt, G and Meijer, M (2010) 'How Does Cognitive Conflict in Design Teams Support the Development of Creative Ideas?', *Creativity and Innovation Management*, 19(2), 119-133.

Week 9 – Creativity in Organisations

Reading: 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 10 – Ethical Practice

Reading: Baucus, M, Norton, W, Baucus, D and Human, S (2008) 'Fostering creativity and innovation without encouraging unethical behavior', *Journal of Business Ethics*, 81(1), pp. 97-115.

Week 11 – Creativity and Cultural Policy

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

Week 12 – Creativity in Higher Education

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

Week 13 – Individual consultations

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Additional information

Late submission of work:

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (including weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

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

If you are a Global MBA student contact globalmba.support@mq.edu.au

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

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 relevant literature and use key ideas to produce collaborative creativity in teamwork.
- Apply knowledge for critical and creative thinking.

Assessment tasks

- Short Essay
- Critical Summaries
- Elevator Pitch
- Idea to Realisation

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

- Apply knowledge for critical and creative thinking.
- Create new ideas regarding the relationship between intrinsic and extrinsic motivation, leadership and team building.

Assessment tasks

- Elevator Pitch
- Idea to Realisation

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 for critical and creative thinking.
- Create new ideas regarding the relationship between intrinsic and extrinsic motivation, leadership and team building.

Assessment tasks

- Elevator Pitch
- Idea to Realisation

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 relevant literature and use key ideas to produce collaborative creativity in teamwork.
- Apply knowledge for critical and creative thinking.
- Research the study of creativity and analyse the arguments within a broad historical context.

Assessment tasks

- Short Essay
- Critical Summaries

- Elevator Pitch
- Idea to Realisation

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 relevant literature and use key ideas to produce collaborative creativity in teamwork.
- Apply knowledge for critical and creative thinking.
- Research the study of creativity and analyse the arguments within a broad historical context.
- Create new ideas regarding the relationship between intrinsic and extrinsic motivation, leadership and team building.

Assessment tasks

- Short Essay
- Critical Summaries
- Elevator Pitch
- Idea to Realisation

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

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

- Summarise relevant literature and use key ideas to produce collaborative creativity in teamwork.
- Apply knowledge for critical and creative thinking.
- Research the study of creativity and analyse the arguments within a broad historical context.
- Create new ideas regarding the relationship between intrinsic and extrinsic motivation, leadership and team building.

Assessment tasks

- Short Essay
- Critical Summaries
- Elevator Pitch
- Idea to Realisation

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

- Practice creative thinking and create new knowledge concerning the management of creativity.
- Summarise relevant literature and use key ideas to produce collaborative creativity in teamwork.
- Apply knowledge for critical and creative thinking.
- Research the study of creativity and analyse the arguments within a broad historical context.

Assessment tasks

- Short Essay
- Critical Summaries
- Elevator Pitch
- Idea to Realisation

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

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

Assessment tasks

- Short Essay
- Critical Summaries
- Elevator Pitch
- Idea to Realisation

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.

Assessment task

- Idea to Realisation