CUVICS03B Develop innovative ideas at work

Release: 1

CUVICS03B Develop innovative ideas at work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This competency standard covers the skills required to systematically generate and develop innovative ideas in the workplace. It is a generic standard, which may be customised for different work contexts within the cultural industries.
	This competency standard requires the skills to interpret or observe a need and develop a detailed idea. This requires the creative generation and discussion of a number of ideas or solutions and accepting positive and negative feedback. Ideas should be tested in order to establish and present a workable outcome which meets the needs of the end user.
	This standard of competency could be completed by anyone in the cultural industries above entry and basic operational levels. Its six elements cover all six *innovation @ work* skills which are central to innovative thinking. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret the need for innovation	1.1. The need, brief or opportunity for *innovation* within workplace context is recognised. 1.2. *Assumptions* about products/processes are challenged to identify opportunities for innovation. 1.3. Possible future contexts and environments for the innovation are projected. 1.4. End *user requirements* are identified. 1.5. Resources and constraints are identified. 1.6. *Factors* and ethical considerations that may impact on the idea are researched. 1.7. Relevant organisational knowledge is accessed. 1.8. Desired outcomes from innovation are identified.
2. Generate a range of ideas	2.1. Ideas are conceptualised using a range of *creative thinking techniques*. 2.2. *Relevant knowledge* to explore a range of approaches is applied. 2.3. *Stimulation from alternative sources* is sought. 2.4. Ideas are tested against the brief and other factors. 2.5. Preferred idea/s is selected.
3. Collaborate with others	3.1. Idea/s is developed in conjunction with *relevant people*. 3.2. Feedback is sought and accepted from relevant people in an appropriate fashion. 3.3. Idea/s is modified according to feedback. 3.4. A *network of peers* is established, maintained and utilised to develop the idea/s.
4. Reflect on idea/s	4.1. Idea/s is analysed from different perspectives using structured reflection. 4.2. Appropriate strategies are used to capture reflections. 4.3. Time is allowed for the development and analysis of idea/s. 4.4. Reflections are utilised to improve the idea/s.
5. Represent idea/s	5.1. An appropriate *communication method* is selected for the target audience. 5.2. The presentation of the idea/s is developed with the audience in mind. 5.3. The idea/s is presented to *educate*/*inform the client*.

ELEMENT	PERFORMANCE CRITERIA
	5.4. The idea/s is modified according to client feedback.
6. Evaluate the idea/s	6.1. The idea/s is *reviewed* using appropriate *evaluation methods* to ensure it meets required needs.
	6.2. The idea/s is modified as required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- research skills
- active listening
- interpersonal skills
- network skills
- team work
- lateral thinking
- the ability to analyse self and external factors
- time management skills.

Required knowledge

- relevant technical, job and industry knowledge
- knowledge of organisational culture
- knowledge of social, environmental and work culture impacts
- knowledge of principles of innovation

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • accurate interpretation of a brief • the creative generation of a number of ideas or solutions to meet the needs of an end user within specific contexts in the cultural industries.
Context of and specific resources for assessment	Assessment must ensure: • interaction with others to reflect the collaborative nature of the development process.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of the candidate participating in discussions and other collaborative activities to develop ideas or solutions • oral or written questioning to assess knowledge of creative thinking techniques and methods for evaluating ideas or solutions.
Guidance information for assessment	This competency standard may be assessed with any other standards that make up a specific job function for a specific context within the cultural industries. It is probably of most use at AQF level 3 and above. Standards may include: • CULMS617B Undertake research • BSBDES402A Interpret and respond to a design brief • CUVCRS11B Select and prepare work for exhibition • CUVCON06B Develop concepts for arts organisations/projects • CUVPHI03B Research and apply information on the traditions which inform photoimaging practice

EVIDENCE GUIDE	
	Please note: the above is a generic list which may apply across the cultural industries. Some of the units may not be included in this particular Training Package.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Innovation is:	• the process of generating new ideas or solutions, or new uses for old ideas and making them useful or a means of improvement.
Assumptions can be about any convention in the workplace and might include:	• work process • product • materials • system • tools • working conditions.
The *user requirements* refer to:	• who will be using the end product • why it is needed • how it will be used • what advantages it will provide • where it will be used.
Factors impacting on the idea might include:	• aesthetic requirements • functionality • information available • OH&S and environmental considerations • budget • client preferences.
Creative thinking techniques	• brainstorming • visualising

RANGE STATEMENT	
include:	• making associations • building on associations • telling stories • creative writing • lateral thinking games • mind mapping • drawings • Six Thinking Hats • using prompts.
Relevant knowledge refers to:	• technical knowledge • information gained from books or videos • knowledge from different work areas and work colleagues.
Stimulation from alternative sources might come from:	• reading books and industry journals • talking with colleagues and friends • visiting libraries • attending industry workshops • participating in networks.
Relevant people might include:	• colleagues • team members • supervisors • managers • clients.
Maintaining a *network of peers* can include:	• participating in forums • participating in industry training • attending workshops • becoming a member of a network.
Communication methods refer to how you will present your ideas, for example:	• writing a proposal • building a model • showing a film • presenting a talk • preparing a report • drawing a diagram.
Educating/*informing the client* refers to helping the client visualise and understand the idea/s and involves:	• actively listening • asking questions • accepting their opinion • explaining the proposal • clarifying the details.
Reviewing the idea might involve	• that the idea can be implemented

RANGE STATEMENT	
checking:	• that it meets the client/end user needs • that it meets best practice • assessing financial requirements.
Evaluation methods might include:	• developing checklists • discussing the process with colleagues or supervisors • writing a report of the outcomes.

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	Research and Innovation