



Australian Government

Department of Education, Employment and Workplace Relations

BSBCRT402A Collaborate in a creative process

Revision Number: 1

BSBCRT402A Collaborate in a creative process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to collaborate in a creative process.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who participate in a collaborative creative process in a work or broader life context. It is relevant to individuals who are involved in what is traditionally considered creative endeavour but is also very important in broader business and community activities where creative team effort is highly valued.</p> <p>The unit focuses on effective engagement in a collaborative process, underpinned by a commitment to trust and ethics as a key feature of collaborative creative effort.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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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.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Enter into a collaborative creative process	<p>1.1. Adopt a <i>personal philosophy of trustworthy and ethical behaviour</i></p> <p>1.2. Maximise the possibilities of sustaining creative partnerships through trustworthy and ethical behaviour</p> <p>1.3. Use <i>professional discretion and judgement</i> in dealing with others</p> <p>1.4. Acknowledge and respect the <i>different ways that different people may contribute</i> to the creative process</p> <p>1.5. Acknowledge and work within the legal framework that applies to creative content as part of individual commitment to an ethical approach</p> <p>1.6. Respect collaborative efforts by relinquishing individual ownership of ideas</p>
2. Engage in a collaborative creative process	<p>2.1. Maintain a <i>belief in personal ideas</i>, combined with a willingness to move on as ideas are discarded and others evolve</p> <p>2.2. Be prepared to let go of own vanity and ego to allow new ideas to emerge</p> <p>2.3. Use <i>language</i> and adopt a <i>demeanour</i> that demonstrates respect and trust for others</p> <p>2.4. Listen to, value, respect and trust the contributions of others as material to work with rather than positions to argue against</p> <p>2.5. Challenge, test and share ideas in a supportive way as part of the creative process</p> <p>2.6. Move on from initial positions and preconceptions to accept and embrace new and unpredictable ideas as they emerge during the creative process</p> <p>2.7. Play a role that encourages the <i>movement and shift of ideas</i> within the group towards a well-conceived solution</p>
3. Reflect on own role in the collaborative creative process	<p>3.1. Reflect on own level of participation, relationships with others and personal behaviour in the collaborative process</p> <p>3.2. Identify ways to do better next time and follow up on any issues that need to be resolved</p> <p>3.3. Identify and seek opportunities to refine and expand own skills and knowledge, including learning from</p>

ELEMENT	PERFORMANCE CRITERIA
	failing

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to nurture trust, to model open and supportive communication, and to articulate potentially complex ideas
- creative thinking skills to generate and explore ideas
- learning and self-management skills to reflect on and enhance own ability to contribute effectively to a collaborative creative process
- problem-solving skills to continually be evaluating and challenging ideas and moving them forward towards solutions.

Required knowledge

- concept of shared intellectual property from collaborative creativity
- concepts of trust and ethical behaviour in the context of creative endeavour
- different roles people may play in a collaborative creative process and how this contributes to the overall effort
- how the creative process works in different situations (e.g. as an individual, as part of a group)
- how the potential for creativity can be maximised within a team
- legal framework that affects copyright, moral rights and intellectual property issues
- what stops creativity in a group environment.

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:

- positive and full participation in a collaborative creative process that generates, expands and develops ideas into a well-conceived solution
- communication and creative-thinking skills that make a positive contribution to the collaborative effort
- knowledge and understanding of the ethical framework in which any type of creative endeavour operates.

Context of and specific resources for assessment

Assessment must ensure:

- involvement of a team of people in the collaborative creative process.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- 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 collaborative creative activity
- interviews with others participating in the process to determine the nature and quality of the candidate's participation and interactions
- evaluation of candidate presentation (verbal or written) on the collaborative process, including challenges, benefits and key learning for the future
- oral or written questioning to assess knowledge of concepts of trust and ethical behaviour in the context of creative endeavour.

Guidance information for assessment

A collaborative creative effort always occurs in a specific context. Therefore holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended. Assessors must, however, retain a strong focus on the key aspects of collaboration and

EVIDENCE GUIDE

creativity detailed in this unit. Combined assessment with the following unit would also be appropriate:

- BSBCRT301A Develop and extend critical and creative thinking skills.

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.

<i>Personal philosophy of trustworthy and ethical behaviour</i> may relate to:	<ul style="list-style-type: none"> • acknowledging discomfort or anger • being prepared to fully participate • communicating in an open way • honesty • honouring commitments • sensitivity to social, cultural, personal situations and dynamics • showing respect • understanding of the consequences of actions
<i>Professional discretion and judgement</i> may relate to:	<ul style="list-style-type: none"> • assessing when to keep quiet • being aware of and responding to different personality types • knowing when it is appropriate or inappropriate to share information • knowing with whom information should be shared
<i>Different ways that different people may contribute</i> may relate to:	<ul style="list-style-type: none"> • different approaches to expressing opinions or ideas • inclinations to lead or follow • influence with others • interpersonal skills • networks • past experience • technical skills and expertise
<i>Belief in personal ideas</i> may be demonstrated by:	<ul style="list-style-type: none"> • backing ideas up with information and rationale • being prepared to argue for own ideas • confidence in own ability to create many ideas • confidence to share ideas • confident articulation of ideas • spending time developing and refining own ideas
<i>Language</i> that demonstrates	<ul style="list-style-type: none"> • acknowledging new ideas and effort

RANGE STATEMENT	
respect for others may involve:	<ul style="list-style-type: none"> • avoiding negative words • avoiding personal negatives like 'you cannot' or 'you should not' • choosing words wisely • listening • making differentiations between ideas and people • managing tone • speaking at a level appropriate to the listener
<i>Demeanour</i> that demonstrates respect for others may relate to:	<ul style="list-style-type: none"> • avoiding intellectual bullying • encouraging others to express ideas • facial expression • keeping a positive mindset • listening before speaking • physical position • refraining from blame or accusation • other non-verbal behaviour • understanding the balance between constructive comment and attention seeking
<i>Movement and shift of ideas</i> may involve:	<ul style="list-style-type: none"> • building in 'what if' scenarios • encouraging a stocktake before moving forward • making connections between seemingly disparate ideas • refining ideas that seem positive • returning to earlier ideas • returning to key objectives • suggesting new processes • turning ideas 'on their head' to resolve blockages

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Creativity and Innovation - Creative Process
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Co-requisite units

Co-requisite units		