



Australian Government

BSBCRT402 Collaborate in a creative process

Release: 1

BSBCRT402 Collaborate in a creative process

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to collaborate in a creative process that is underpinned by a commitment to trust and ethics.

It applies to individuals who are involved in what is traditionally considered a creative endeavour but is also very important in broader business and community activities where creative team effort is highly valued.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Creativity and Innovation – Creative Process

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Enter into a collaborative creative process	1.1 Adopt a personal philosophy of trustworthy and ethical behaviour 1.2 Maximise the possibilities of sustaining creative partnerships through trustworthy and ethical behaviour 1.3 Use professional discretion and judgement in dealing with others 1.4 Acknowledge and respect the different ways that different people may contribute to the creative process 1.5 Acknowledge and work within the legal framework that applies to creative content as part of individual commitment to an ethical approach

ELEMENT	PERFORMANCE CRITERIA
	1.6 Respect collaborative efforts by relinquishing individual ownership of ideas
2 Engage in a collaborative creative process	2.1 Maintain a belief in personal ideas, combined with a willingness to move on as ideas are discarded and others evolve 2.2 Be prepared to let go of own vanity and ego to allow new ideas to emerge 2.3 Use language and adopt a demeanour that demonstrates respect and trust for others 2.4 Listen to, value, respect and trust the contributions of others as material to work with rather than positions to argue against 2.5 Challenge, test and share ideas in a supportive way as part of the creative process 2.6 Move on from initial positions and preconceptions to accept and embrace new and unpredictable ideas as they emerge during the creative process 2.7 Play a role that encourages the movement and shift of ideas within the group towards a well-conceived solution
3 Reflect on own role in the collaborative creative process	3.1 Reflect on own level of participation, relationships with others and personal behaviour in the collaborative process 3.2 Identify ways to do better next time and follow up on any issues that need to be resolved 3.3 Identify and seek opportunities to refine and expand own skills and knowledge, including learning from failing

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.2, 3.3	Reflects on own performance and seeks opportunities to improve own skills and knowledge
Writing	3.2, 3.3	Notes comments, suggestions and ideas for own use
Oral	2.3, 2.4, 2.5, 2.6, 2.7	Presents ideas clearly using language and features suitable to diverse audiences

Communication		• Uses listening and questioning techniques to elicit the views and opinions of others and to confirm understanding
Navigate the world of work	1.1, 1.5	• Understands own legal and ethical responsibilities with specific reference to personal responsibilities in a creative context
Interact with others	1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1-3.3	• Actively identifies the requirements of important communication exchanges, selecting appropriate channel, format, tone and content to suit purpose and audience • Reflects on personal values, behaviours and assumptions and considers how these might be perceived by others • Looks for ways of establishing connections and building genuine understanding with a diverse range of people • Responds to and uses diverse perspectives to enrich the creative process
Get the work done	2.1, 2.5, 2.6, 2.7, 3.2	• Reflects on processes and outcomes and identifies some key principles that may be relevant in future situations • Contributes to creating a climate where people feel comfortable to suggest, explore, adapt and adopt new ideas as a regular part of work life • Uses problem-solving skills to evaluate and challenge ideas and move towards solutions

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCRT402 Collaborate in a creative process	BSBCRT402A Collaborate in a creative process	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBCRT402 Collaborate in a creative process

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Performance Evidence

Evidence of the ability to:

- make a positive contribution to a collaborative creative process that generates, expands and develops ideas into a well-conceived solution
- reflect on and evaluate own role in the collaborative process
- identify and act on ways to enhance own ability to contribute effectively to a collaborative creative process.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legal framework that applies to the creative process
- describe the concepts of trust and ethical behaviour in the context of creative endeavour
- identify different roles people may play in a collaborative creative process and how these roles contribute to the overall effort
- describe how the potential for creativity can be maximised within a team
- explain barriers to creativity in a group environment.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation – critical thinking field of work and include access to a team of people in a collaborative creative process.

Assessors must satisfy NVR/AQTF assessor requirements.

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