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**Subject:** Panel Discussion

**Proposal Type:** Paper presentation

**Proposal ID#:** 60747743

**Title:** Creative Problem Solving for Business Postgraduate Students


**Abstract:** Gaining skills to evaluate organisations and businesses, identify problems and opportunities, critique, assess, and make judgments have become the expected skills from graduates in the industry. Knowledge is necessary to understand the problem, but creativity generates new and innovative ideas and develops original solutions. Nevertheless, graduates need the technical foundation to solve problems with novelty and relevance and decide the feasible solutions. In this sense, if creativity becomes one of the mainstream business courses taught in a learning environment where students are stimulated, business education will prepare students for their future organisational experiences. Creative Problem-Solving at the UTS Business School is a core part of the programs offered to students in Master of Management, Master of Human Resource Management, Master of Event Management, Master of Sport Management, and Master of Not-for-Profit and Social Enterprise Management. It aims to prepare them for a structured process of problem-solving. The subject is practical and uses Project-Based Learning that requires students to think critically about real-world business or industry problems. Students analyse the problem, generate creative solutions by understanding the audience, and design an implementation plan involving an appropriate change framework, timeframe, breakdown of tasks, and risk assessment. Projects vary from engaging with external industry partners to case studies from current affairs. My research explores how students perceive creativity and creative problem-solving processes before and after they study the subject. This presentation discusses the preliminary findings of the ongoing research. Data is collected through anonymous 'getting to know you' surveys distributed to students at the beginning of the semester and student feedback surveys collected at the end. Some findings suggest that students who study this subject discover their creative sides, understand the value of collaboration in the creative process, relate their learning to their current workplaces and consider using creative problem-solving tools in their future careers.

**Conference Pedagogy:** I present will my paper based on evidence-based teaching practice. I will have some slides to capture the

main points of the research and findings. My presentation will encourage conversation and facilitate interaction by showcasing creative activities applied in teaching.

### Theme

Please select below which of the conference subthemes is most reflected by your submission.

Teaching and learning context 

### Type of SoTL project

Please provide below how your submission can be categorised.

- Dissemination of SoTL research
- Learning how to do SoTL
- Research into SoTL as a field
- Organising SoTL and the support of SoTL

select 1 to 4 options

### Anonymized version of the abstract

Please provide below an anonymized version of your abstract for reviewing purposes of a maximum of 300 words.

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Creative Problem Solving for Business Postgraduate Students Gaining skills to evaluate organisations and businesses, identify problems and opportunities, critique, assess, and make judgments have become the expected skills from graduates in the industry. Knowledge is necessary to understand the problem, but creativity generates new and innovative ideas and develops original solutions. Nevertheless, graduates need the technical foundation to solve problems with novelty and relevance and decide the feasible solutions. In this sense, if creativity becomes one of the mainstream business courses taught in a learning environment where students are stimulated, business education will prepare students for their future organisational experiences. Creative Problem Solving at the UTS Business School is a core part of the programs offered to students in Master of Management, Master of Human Resource Management, Master of Event Management, Master of Sport Management, and Master of Not-for-Profit and Social Enterprise Management. It aims to prepare them for a structured process of problem-solving. The subject is practical and uses Project-Based

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