

Title	Studies in Art and the Creative Industries IV.
Codes	M-DM-401
Host	Future School
Location	Classroom / External venue

Basic info						
Course type	Credit	Contact hours	Student working hours	Unit type	Semester	Unit
seminar	5	48	102	ADM core	2026 spring	M-DM-401

Recommendation
<p>This course is intended for graduating Design and Art Management students who are preparing to enter the creative industries. It is relevant to them because it builds the strategic, personal, and leadership capabilities required to navigate an increasingly complex professional environment. By combining self-development, practical fieldwork, and strategic thinking frameworks, the course equips students with the skills needed to make confident, informed career decisions.</p>

Short description
<p>This course is designed for graduating Design and Art Management students who seek to strengthen their strategic, personal, and leadership capacities for entering the creative industries. Through a combination of self-development work, strategic thinking frameworks, and real-world fieldwork, students explore what success means, how leaders navigate complexity, and how creative organisations operate. The course integrates theory with practice: students reflect on their own career identity, analyse leadership and decision-making in professional environments, and develop communication and negotiation skills. Three company visits allow students to observe organisational culture and leadership strategies first-hand. By the end of the semester, students will be able to define their personal career direction, understand strategic challenges in creative work, and present a professional, research-based analysis of a creative company and its leadership.</p>

Teachers			
Name	Contact information	Short BIO	Office hours
Teacher 1	Viktoria Szabo viktoria.szabo@mome.hu	Viktoria Szabo is a lecturer focusing on the intersection of communication, design, and emerging AI technologies, helping students navigate complex creative environments.	by email appointment

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Course scheduling			
Course format		Weekly class appointments	
weekly seminar and fieldwork		Wednesday, 13.40-16.30	
Details of each session's type and schedule, showing the teacher's role			
Week	Date	Weekly educational content	Studio/workshop
1	18 Feb	<p>Defining Success and Career Goals</p> <p>This session explores how the concept of "success" is constructed in public discourse and how it is experienced on a personal level. Students will examine the differences—and potential overlaps—between socially accepted narratives of success and their own inner definitions. Through guided reflection, they will identify their short- and mid-term career objectives and outline the pathways that lead toward their personal vision of success.</p>	classroom
2	25 Feb	<p>Inspiring Career Paths — Guest Speakers from the Creative Industries</p> <p>In this class, invited professionals from the creative sector share their career trajectories, key turning points, and the challenges and opportunities they encountered on their way to early success. Through dialogue and Q&A, students gain insight into multiple forms of creative career-building and develop a more nuanced understanding of how success is shaped by personal choices, contextual factors, and long-term resilience.</p>	cl
3	04 March	<p>Overcoming Internal Barriers — Pair Work and Micro-Presentations</p> <p>Working in pairs, students prepare short thematic presentations on psychological and emotional factors that influence professional growth. Topics may include fear, vulnerability, resilience, boundary-setting, self-confidence, and managing uncertainty. The goal is to build self-awareness and equip students with practical mental strategies that support creative practice and long-term career development.</p>	cl
4	11 March	<p>Leadership Identity and Personal Brand</p> <p>This session examines the personality traits and behavioural patterns commonly associated with effective leadership in the creative industries. Students complete personality and strength-mapping exercises to identify their own emerging leadership style. They also begin formulating a personal brand narrative—an authentic, concise articulation of who they are as creative professionals and how they aim to lead.</p>	cl
5	18 March	<p>Planning and Designing Fieldwork</p> <p>In this session, students prepare for their upcoming field visits to selected creative companies. They identify potential organisations, define their research focus, and design a set of</p>	cl

		targeted interview questions to guide their inquiry. The goal is to equip students to conduct meaningful qualitative fieldwork that will later serve as the basis for a final presentation introducing the company and its leadership.	
6	25 March	<p>Strategic Thinking in Complex Times</p> <p>This class introduces students to the principles of strategic thinking in rapidly changing environments. Through conceptual frameworks and practical examples, students learn how to operate in complexity: formulating precise questions, taking multiple perspectives, and recognising systemic patterns rather than linear cause-and-effect chains. The session draws on contemporary leadership research, including systems thinking and complexity theory.</p>	<i>cl</i>
7	01 April	<p>Communication and Negotiation Techniques</p> <p>This session focuses on effective communication strategies in professional and leadership contexts. Students learn how to structure persuasive communication, manage tension in conversations, and practice basic negotiation frameworks. A key part of the class is identifying and responding to manipulative techniques—common both in business and in the creative industries—so that students develop a confident, ethical communication style.</p>	<i>cl</i>
8	08 April	<p>Sensemaking and Strategic Framing</p> <p>This session provides students with tools to interpret ambiguous or uncertain situations—an essential skill for strategic decision-making. They learn how leaders “make sense” of unclear contexts, use framing to guide teams, and create shared understanding in environments with incomplete information. Through practical exercises, students analyse how different narratives or frames lead to different strategic choices, risks, and opportunities.</p>	<i>cl</i>
9	15 April	<p>Company Visit I</p> <p>The Fieldwork unit provides students with first-hand insights into the operations, leadership practices, and strategic challenges of real organisations within the creative industries. Students visit the selected organisation within the creative sector. During the visit, they conduct interviews and observations focusing on the company’s history, leadership background, organisational culture, leadership styles, decision-making processes and current strategic priorities.</p> <p>The unit concludes with a comprehensive presentation in which students synthesise their findings and reflect on their own learning journey.</p>	ext
10	22 April	<p>Company Visit II</p> <p>see above</p>	ext
11	29 April	<p>Company Visit III</p> <p>see above</p>	ext
12	06 May	<p>Closing Presentation</p> <p>In this concluding session, students present a comprehensive, visually documented report on their fieldwork. Presentations include photographic and video materials, the leader’s personal and professional narrative, the company’s organisational identity,</p>	<i>cl</i>

		and an analysis of the decision-making and strategic approaches observed. Students also reflect on their personal insights and key learnings from the fieldwork process.		
13				
14				
15				

Course completion requirements, prerequisites, and evaluation				
Students' duties				
Requirements, assignments	Form of evaluation	Evaluation criteria	Deadline	% in evaluation
Requirements				
Active, participatory behaviour during class	Attendance sheet	Quality of work, Quantity of engagement in conversations and group work	during the semester	40%
1 group presentation in phase 1.			week 3	20%
1 individual presentation in phase 1			week 4	10%
1 group presentation in phase 3			week 12	30%
General requirements				

Course materials and literature
Mandatory literature
Snowden, D. J., & Boone, M. E. (2007). A leader's framework for decision making. <i>Harvard Business Review</i> , 85(11), 68–76.
Course notes and presentations
Recommended literature
Berger, J. G. (2020). <i>Unlocking leadership mindtraps: How to thrive in complexity</i> (Hungarian ed.). Budapest: Pallas Athéné.
Berger, J. G., & Johnston, K. (2015). <i>Simple habits for complex times: Powerful practices for leaders</i> . Stanford, CA: Stanford University Press.
Bilton, C. (2010). <i>Management and creativity: From creative industries to creative management</i> . Malden, MA: Blackwell Publishing.
Epstein, D. (2019). <i>Range: Why generalists triumph in a specialized world</i> . New York, NY: Riverhead Books.
Kegan, R. (1994). <i>In over our heads: The mental demands of modern life</i> . Cambridge, MA: Harvard University Press.
Meadows, D. H., Meadows, D. L., Randers, J., & Behrens, W. W. (1972). <i>The limits to growth</i> . New York, NY: Universe Books.

Meadows, D. H. (2008). *Thinking in systems: A primer*. White River Junction, VT: Chelsea Green Publishing.

Learning outcomes	
Knowledge	<p>Understanding cultural vs. individual definitions of success</p> <p>Development of communication and peer-collaboration skills</p> <p>Understanding leadership traits relevant to creative contexts</p> <p>Understanding the nature of complex systems and their impact on decision-making</p> <p>Knowledge of foundational negotiation and communication models</p>
Skills	<p>Ability to articulate a personal success statement</p> <p>Ability to identify one's own leadership tendencies and strengths</p> <p>Ability to formulate precise, inquiry-driven strategic questions</p> <p>Ability to recognise and counter manipulative communication tactics</p>
Attitude	<p>A proactive, curious, and open-minded approach to exploring the creative industries.</p> <p>A reflective mindset regarding their own abilities, interests, and potential career directions.</p> <p>A growth-oriented attitude that embraces feedback, learning from real-world examples, and adapting to new professional contexts.</p> <p>Increased confidence in engaging with industry professionals and navigating unfamiliar professional environments.</p>
Autonomy and Responsibility	<p>Students will take responsibility for their own strategic development, defining personal career goals and reflecting critically on their strengths, challenges, and leadership identity.</p>

Exemption
<p>No exemption may be granted from participation in or completion of the course.</p> <p><u>Exemption may be granted from completing certain tasks or attending specific sessions.</u></p> <p>Certain tasks may be replaced by equivalent activities.</p> <p>Full exemption may be granted</p>

Curricular connections		
Unit	Parallel courses	Course proportion in unit
M-DM-401	-	100%
Course prerequisites	Is it available as an elective?	Course prerequisites
-	No	-

Guidelines and rules for the use of artificial intelligence in the course
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General regulations: According to the Moholy-Nagy University of Art and Design's Artificial Intelligence and Plagiarism Policy.

Equipment and materials needed from TechPark	Does TechPark provide this?

Other information, comments

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