



Outline of National Certificate in Leadership and Innovation Management Level 6

Outcome Sought

This National Certificate in Leadership and Innovation Management (Level 6) aims to grow managers' skills hand-in-hand with organisation development. The benefits to the organisation are:

- Improve staff ability to generate creative solutions, both internally and for clients
- Create an effective innovation process that leads to more new ideas being successfully implemented
- Grow the ability and willingness of staff to be intrapreneurial (i.e. make new ideas happen)
- Improve systems, processes and behaviours that foster intrapreneurship.
- Increase motivation and decrease demotivation to achieve the organisation's goals
- A 'humming' energy reflecting the joy that staff have in being at work
- Improved organizational capacity to attract and retain innovative staff
- Strengthened organisation culture to ensure incremental innovation is embedded and ongoing
- Organisation development

The programme is aimed at managers in organisations.

Concepts

The following concepts have been followed in designing the content:

- People learn best by doing. Education theory has many models and names for this kind of learning – e.g. action learning, double loop learning, problem-based learning, inductive learning, workplace learning, and student led learning. Sometimes it is also called the school of hard knocks and life.
- Measurement is very powerful. What is measured is where attention is focused. However, what is not measured can become marginalised or even actively discouraged. Examples of outcomes sought by trainees but hard to measure include creativity, creative problem solving, innovation, judgement, insight, action orientation, interpersonal skills, team skills, integrity, decision making, leadership, intuition, self-directed learning, excellence beyond the standards, and intrinsic motivation.
- NZQA requires evidence of learning. This can encourage measures to focus on the easily measurable not the real outcome sought.
- In all the unit standards I looked at which aimed to foster innovation there was a focus on setting plans and measuring against the plans. Having worked on 2,500 business plans I can confidently say that extensive planning reduces the probability of successful innovation. It is not the way people think and behave around making ideas happen. Certainly there is some planning but this occurs hand in glove with

doing. This is similar to the way parents raise their children – there is some planning about how to be good parents and manage issues, but this occurs in tandem with being parents. Innovation has an identical mindset – love for an idea, a dream to do a great job, roll the sleeves up to make it happen, learn along the way, reflect, and get better.

- This qualification grows the organisation's leadership to foster innovation and the capacity of staff to be leaders in their own fields. It works in tandem with the Level 4 National Certificate in Peer Leadership and Innovation.

Content

Below are some suggested unit standards for a level 6 qualification.

Manage staff induction

Develop and implement an effective process for staff to

- Be inducted into your department
- Understand vision and goals of the organisation
- Understand how their work impacts on the organisation's vision and goals
- Understand the goals and objectives for your department

Manage organisation goal setting

Innovative organisations limit themselves to a few key objectives that, if achieved, would ensure the organisation would achieve its strategic outcomes. Common errors are to focus on easily measurable outputs instead of outcomes; and to have too many objectives for staff to focus on.

- Design a process for setting goals in your department
- Engage your staff in a joint goal setting process
- Develop measurable objectives that closely reflect the strategic outcomes for your department
- Identify no more than six key objectives for your department
- Ensure your goals and objectives for your department feed into your organisation's stated vision
- Reflect on how effective you were in managing your staff to focus on and achieve the department's goals and objectives.

Manage a staff personal development process

- Using a system like Lominger or www.managementfocus.org.nz jointly identify the personal strengths and challenges facing your staff.
- Compare and discuss your conclusions with those of your staff
- Agree with your staff on three personal development challenges
- Set plans for improvement with your staff
- Review progress with staff

Implement Māori tikanga

- With staff and guidance, jointly identify elements of Māori tikanga to incorporate into the workings of your department
- Implement these elements
- Reflect on how well these Māori tikanga elements have been adopted in your department

Make a significant idea or project happen

A significant idea or project is one that is expensive, and/or long term, and/or involves many stakeholders, and/or is contentious, and/or is very novel

- Define the project or idea
- Describe the vision and desired outcome
- Describe how you built support for your idea with stakeholders and colleagues
- Describe the action steps you took to make the idea happen
- Reflect on the progress made, what worked well, what you would have done differently, and what you learnt
- Describe how your idea or project is making a difference

Debrief client engagement

Choose a client, either internal or external, that is challenging and/or has unresolved issues

- Organise a debrief workshop with this client, relevant staff and other stakeholders
- Demonstrate active listening skills
- Demonstrate skills to probe for issues and insights
- Demonstrate application of a solution focused group process
- Demonstrate skills to jointly work with a client and stakeholders to identify solutions
- Show evidence of implementing findings from the process

Develop signature strengths

Research shows that people who apply their signature strengths most often in the most ways are more successful at improving their weaknesses than those who focus on their weaknesses. Educationalists and social workers call this a strengths based approach. The www.authentic happiness.org website is useful for this standard.

- With a staff member jointly identify their signature strengths
- With this staff member jointly design their work to enable them to express their signature strengths most often in the most ways
- Jointly debrief how well this work design is working.

Foster creativity

- Identify a significant issue in your workplace that requires a creative solution
- Lead a workshop to identify possible creative solutions

- Demonstrate the use of at least six creativity techniques to generate creative solutions
- Run a process to take the creative solutions and jointly choose the best creative option/s

Peer leadership

- Identify a major project or significant issue that you seek to influence a colleague or manager
- Develop and implement a strategy to influence your colleagues or manager
- Demonstrate interpersonal skills that leads to engagement
- Demonstrate role modeling
- Reflect on what worked, what did not work, and what you might do differently next time

Develop cross-sectional skills

- With staff members jointly identify alternative perspectives that would be useful for their work
- Organise at least two secondments or work experiences that provide this alternative perspective (e.g. with a client, in the market place, in another part of the organisation, with research and development staff)
- Debrief this learning experience with the staff member
- Reflect on what worked well, what worked poorly, and the implications how you will help staff to gain alternative perspectives

Coaching

Coaching is a collaborative, solution-focused, result-oriented and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth of individuals.

- Run at least four work-based coaching experiences that you conducted, of which two were formal coaching and two were informal coaching processes.
- Demonstrate capability for being present for the coachee
- Demonstrate capability for being concerned and interested in the coachee
- Demonstrate capability to inspire and encourage
- Demonstrate capability apply active listening and insightful questioning
- Demonstrate a variety of questioning techniques that are designed to:
 - Build trust
 - Focus attention
 - Elicit new ideas
 - Foster commitment
- Reflect on how well your coaching sessions went and what you might do differently

Redesign process

- Redesign a major process to enhance your organisation's efficiency
- Implement the process
- Evaluate the effectiveness of the new process, including comments from stakeholders
- Modify the process as necessary

Cross-cultural leadership

- Enrol in the Global Enterprise Experience as a team leader for an international virtual team of eight people from six to eight countries designing a social enterprise to address a UNSDG (www.geebiz.org)
- Complete all requirements for the Global Enterprise Experience including the peer-leadership self-evaluation, team report, personal reflection on leadership, and 360-degree feedback of colleagues.

Peer support for innovation

- Enrol in PeerUp to provide peer support to others facing similar work challenges, or create your own teach-and-learn peer support group that operates under Chatham House confidentiality rules
- Share your challenges, learn from colleagues, and where appropriate apply the learning
- Listen to colleague's challenges, and share your experience and wisdom when asked
- Reflect on the process of peer support.

4th Industrial Revolution

- Exponential technologies are those whose performance per dollar are likely to double every one to two years, so after 10 years the performance would increase up to 16,000 fold. Examples include computing, robotics, 3D printing, genetics, artificial intelligence, biotech, nanotech, neuroscience, drones, blockchains, digital money, plant-based meat, facial coding, electric cars, batteries and solar power. Develop an understanding of the impact of these changes are likely to have on business and society
- Develop scenarios for how you think exponential technologies and/or their societal impacts may impact your industry and organisation in ten years
- Present your ideas to your colleagues
- Lead a discussion on the impacts of the 4th industrial revolution
- Implement an action step to enable your organisation to better mitigate or benefit from the 4th industrial revolution

UN Sustainable Development Goals

- Understand the 17 UN Sustainable Development Goals that have been adopted by all UN member states.

- Identify goals that have relevance to your organisation
- Identify possible actions your organisation could take to address the goals
- Present your ideas to your colleagues
- Lead a discussion on the UN Sustainable Development Goals
- Implement an action step to enable your organisation to address a UNSDG

Covid-19 Impacts

- Understand the projections for Covid-19 and its impacts, both positive and negative, on business, society and the environment
- Identify impacts that have relevance to your organisation
- Identify possible actions your organisation could take to thrive in an economy and society affected by the pandemic
- Present your ideas to your colleagues
- Lead a discussion on constructive responses to the pandemic
- Implement an action step to enable your organisation to address the impacts of Covid-19