



Outline of National Certificate in Peer Leadership and Innovation Level 5

Outcome Sought

This National Certificate in Peer Leadership and Innovation (Level 5) aims to grow staff skills hand-in-hand with organisation development. The benefits to the organisation are:

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

The programme is aimed at staff who are individual contributors or team leaders.

Concepts

The following concepts have been followed in designing the content:

- Everybody is a leader – their actions, inactions, comments, attitudes and beliefs influence people around them. The question is whether individuals are consciously using their leadership impact for the best outcome for themselves and the organisation
- 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 focussed. 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 of the unit standards I looked at which might relate to fostering 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 actually 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.
- Another qualification is needed at a higher level for managers and senior managers seeking to develop the organisation’s processes and systems to foster innovation. It is not covered in this report.

Content

Below are some suggested unit standards for a level 5.

Understand organisation

- Induction
- Understand vision and goals of the organisation
- Understand the goals and objectives for your part of the organisation
- Understand how your work impacts on the organisation’s vision and goals

Contribute to organisation goal setting

- Understand how to write goals
- Develop goals and objectives for your own work area that feed into the organisation’s stated vision
- Effectively contribute to the organisation’s goal setting process

Set personal development challenges

- Using a system like Lominger or www.managementfocus.org.nz to identify your personal strengths and challenges.
- Compare and discuss your conclusions with those of your manager
- Agree with your manager on three personal development challenges
- Set plan for improvement with your manager
- Report on progress

Māori tikanga

- Take unit standards in Māori tikanga
- Demonstrate how you have incorporated an aspect of tikanga into your own role.

Make an idea or project happen

- 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

- Organise a debrief workshop with a client and other stakeholders (the client may be internal or external)
- 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 workshop

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

- Demonstrate how your work has made an impact or caused a change to internal or external clients
- Identify what is unique about you and your way of working that led to these changes
- Identify your signature strengths using the www.authentic happiness.org website
- Design your job to express your signature strengths most often in the most ways

Creativity

- Identify an issue in your workplace that requires a creative solution
- Demonstrate the use of at least five creativity techniques to generate creative solutions

Experience a new perspective

- Discuss with colleagues their roles and how it impacts on your work
- Undertake a temporary secondment to another part of the organisation or to a stakeholder's organisation
- Reflect on how this perspective may influence your work

Cross-cultural management

- Enrol in the Global Enterprise Experience to be a team member in 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 peer-leadership, and 360-degree feedback of colleagues.

Peer leadership

- Identify a project or 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

Peer coaching

- Develop an agreement for reciprocal peer coaching with a colleague
- Demonstrate capability for being present for your colleague
- Demonstrate capability for being concerned and interested in your colleague
- Demonstrate capability to inspire and encourage
- Demonstrate capability to apply active listening and insightful questioning skills
- Demonstrate capability to constructively receive coaching input

Redesign process

- Redesign a 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

Communicate to influence

- Identify an issue that needs to be carefully communicated
- Develop an understanding of your audience's point of view
- Develop a plan for the message and medium that best suits your audience to influence them
- Craft your communication to influence
- Debrief the interaction

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, organisation and jobs in your work team in ten years
- Present your ideas to your colleagues
- Lead a discussion on the impacts of 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 and/or work team could take to address the goals
- Present your ideas to your colleagues
- Lead a discussion on the UN Sustainable Development Goals

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, work team and/or
- Identify possible actions your organisation and/or work team 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

Transition to low emissions living

- Understand the projections for climate change and its impacts on business, society and the environment
- Understand the issues and options for transitioning to low emissions living
- Identify low emissions living issues and options that have relevance to your organisation, work team and/or your job
- Identify possible actions your organisation, work team and/or yourself in your job could take to transition to low emissions living
- Present your ideas to your colleagues
- Lead a discussion on constructive responses to transitioning to low emissions living

Transition to living in a disrupted environment

- Understand the projections for climate change and its impacts on business, society and the environment
- Understand the issues and options for living in a disrupted environment
- Identify the issues and options for living in a disrupted environment that has relevance to your organisation, work team and/or your job
- Identify possible actions your organisation, work team and/or yourself in your job could take to transition to living in a disrupted environment
- Present your ideas to your colleagues
- Lead a discussion on constructive responses to transitioning to living in a disrupted environment

Transition to a low waste society

- Understand the issues and options for transitioning to a low waste society
- Identify low waste society issues and options that have relevance to your organisation, work team and/or yourself in your job
- Identify possible actions your organisation, work team and/or yourself could take to transition to a low waste society
- Present your ideas to your colleagues
- Lead a discussion on constructive responses to transitioning to a low waste society

Growing community connectedness

- Understand the issues and options for growing community connectedness
- Identify issues and options growing community connectedness that have relevance to your organisation, work team and/or yourself in your job
- Identify possible actions your organisation, work team and/or yourself could take to transition to a more connected community
- Present your ideas to your colleagues
- Lead a discussion on constructive responses to transitioning to a more connected community

Transition to a learning empowered community

- Understand the issues and options for transitioning to a learning empowered community
- Identify transitioning to a learning empowered community issues and options that have relevance to your organisation, work team and/or yourself
- Identify possible actions your organisation, work team and/or yourself could take to transition to a learning empowered community
- Present your ideas to your colleagues
- Lead a discussion on constructive responses to transitioning to a learning empowered community