



Outline of National Certificate in Leadership and Innovation Management Level 7

Outcome Sought

This National Certificate in Leadership and Innovation Management (Level 7) 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.
- Innovation skills through practicing making ideas happen. Initially these may be small ideas growing to tackling larger challenges. Excessive planning generally gets people trapped in analysis paralysis. Instead, it is better to iterate between planning and doing – taking the smallest step to get started. Taking action develops a commitment to ongoing action, grows a passion for the issue, and a confidence to

succeed. This is coupled with reflection, identifying what was done well and what could be done better. With double loop learning, the learner iterates between planning, doing and reflection.

- 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 7 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
- Reflect on what went well and what could be done better

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
- Reflect on what went well and what could be done differently

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.
- Reflect on how well you identified and supported your staff member's signature strengths and its impact

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
- Reflect on how well you fostered creativity, and how you could improve

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.

- Conduct at least four formal coaching sessions, of which at least two are in your workplace. A formal session has been set up and is likely to take about an hour. Conduct at least two informal coaching sessions when the opportunity arises, drawing on your coaching skills.
- 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
- Develop some ideas for strategic responses that your organisation and work group could take to thrive through the 4th industrial revolution
- 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
- Reflect on what worked, what did not work, and what you might do differently next time

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 strategic 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 strategically address a UNSDG
- Reflect on what worked, what did not work, and what you might do differently next time

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
- Reflect on what worked, what did not work, and what you might do differently next time

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

- Implement an action to enable your organisation or society to transition to low emissions living
- Reflect on what worked, what did not work, and what you might do differently next time

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 and/or work team
- Identify possible actions your organisation and/or work team 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
- Implement an action to support your organisation or society to transition to living in a disrupted environment
- Reflect on what worked, what did not work, and what you might do differently next time

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 and/or your work team
- Identify possible actions your organisation and/or work team 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
- Implement an action to support your organisation or society to lower waste
- Reflect on what worked, what did not work, and what you might do differently next time

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 and/or your work team
- Identify possible actions your organisation and/or work team 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
- Implement an action to support your organisation or community to grow its connectedness
- Reflect on what worked, what did not work, and what you might do differently next time

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 and/or your work team
- Identify possible actions your organisation and/or work team 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
- Implement an action to support ongoing learning in your organisation or community
- Reflect on what worked, what did not work, and what you might do differently next time