



***Te Kaihau Ltd***  
***the windeaters***

**Outline of  
National Certificate in  
Peer Leadership and Innovation  
Level 4**

## Outcome Sought

The aims of the National Certificate in Peer Leadership and Innovation (Level 4) 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 (ie. 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 all staff in an organisation

## 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 4.

### *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](http://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.authentichappiness.org](http://www.authentichappiness.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

### ***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

### ***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

### ***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 be rigorous in identifying issues, setting standards and expectations
- 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

### ***Technical skills***

Identify and acquire technical skills to do your job better. These are part of other unit standards but can contribute to a portion of this national certificate.