



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

**Outline of  
National Certificate in  
Leadership and Innovation Management  
Level 6**

## Outcome Sought

The aims of the National Certificate in Leadership and Innovation Management (Level 6) are:

- Leading improved ability to generate creative solutions, both internally and for clients;
- Leading an effective innovation process that leads to more good ideas being successfully implemented;
- Creating an improved ability and willingness for staff to be intrapreneurial (ie. make new ideas happen);
- Leading 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;
- 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 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.

- This qualification provides the organisation 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](http://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](http://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 (eg 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 to be rigorous in identifying issues, setting standards and expectations
- Demonstrate a variety of questioning techniques that are designed to:
  - 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