Outline of Level 7 Graduate Diploma in
Leading Innovation in the Public Sector

1.   Outcome sought

This Graduate Diploma in Leading Innovation in the Public Sector (Level 7) grows public servant's skills to drive innovation, hand-in-hand with impacting their organisation and society. The benefits to the organisation are:

- Improve staff ability to generate creative solutions, both internally and for stakeholders

- Provide a robust process that helps public servants step beyond knowing what needs to be done to taking action

- Grow staff intrapreneurial capability (i.e. make new ideas happen)

- Improve systems, processes and behaviours that foster intrapreneurship

- Create a 'humming' energy reflecting the joy that staff have in being at work

- Improve organizational capacity to attract and retain innovative staff

- Build an innovation culture

- Drive organisation development

- Foster innovations that impact the public sector organisation and wider society

2.   How it works

Micro-credentials are stand-alone qualifications that are internationally recognised. They can be sourced from any education provider and stacked into a qualification such as a graduate diploma.

Each micro-credential offered in our programme is:
- A challenge
- With a purpose
- Accessible online
- Socially connected
- Experiential learning
- Drives personal growth
- Supported with coaching
- Assessed on action & insight

2.1   A challenge

Learners choose the challenges that they wish to tackle to grow their skills. Most challenges directly benefit their organisation. Each challenge is registered as a micro-credential, with points varying depending on the scale of the challenge.

Examples of challenges are:

- Develop a coaching culture

- Re-design a process

- Co-design a solution

- Implement Māori tikanga

- Foster diversity, inclusion, and belonging

- Develop staff engagement

- Lead a cross-cultural team

- Address a climate change issue

- Run a collaborative work programme across agencies

Innovation skills grow through practicing making ideas happen. Initially these may be small ideas which grow the capability, skills, networks, and attitudes that enable tackling larger challenges. Innovation is often taught through writing plans. But excessive planning generally gets people trapped in analysis paralysis. Instead, find 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 and personal coaching, the learner iterates between planning, doing and reflection.

2.2   With a purpose

Learning is supercharged when the activity has real-world impact with purpose and meaning. So each challenge matters – it affects people, the learner's organisation, related organisations, and/or the environment.

The Graduate Diploma is aimed at employees in the public sector. So learners need written support from their manager to enrol in the programme. They also need to discuss their micro-credential choices and the projects they plan to undertake with their manager.

2.3   Accessible online

Edtech democratises learning, providing access across New Zealand and internationally. It enables learning programmes to be scaled for wider impact, reducing the costs per learner. Edtech can provide both synchronous and asynchronous learning, and support collaboration.

2.4   Socially connected

There is power in social connectedness for learning. Humans crave a sense of community. In this safe space dopamine, serotonin and oxytocin are released, so the higher brain can relax

to learn. In a socially stressed or lonely state adrenaline, cortisol, and vasopressin are released allowing the lower brain to take over for fight, flight, freeze, or faint responses.

The downside of online learning can be the loss of connection with teachers and colleagues. These micro-credentials create rich, online social processes with peer networks to restore the benefits of connection. This includes:

- Interactive webinars with pair and small group breakouts
- Peer group processes to build social connection, shared learning, openness, and active listening as a prelude to learning
- These sessions often develop into long term peer support groups
- Personal coaching from trained coaches.

2.5   Experiential learning

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, student-led learning, and Kolb's learning cycle. Sometimes it is also called the school of hard knocks and life.
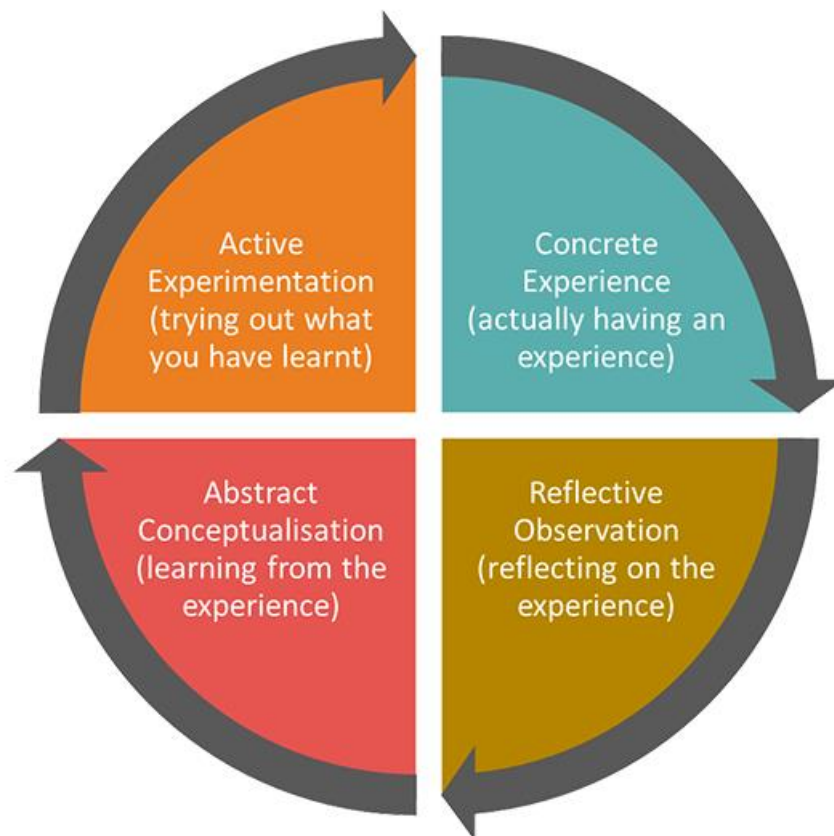
Kolb's Learning Cycle (1984)

Each micro-credentials sets a challenge for experiential learning.

2.6 Drives personal growth

Growing leadership and innovation performance requires personal growth as much as it requires knowledge growth. So the micro-credentials design experiences, learning materials, coaching support, and assessments that drive both sets of skills.

2.7 Supported with coaching

The first step in Kolb's learning cycle is the experience. The next three steps are reflecting on the experience, learning from the experience, and then trying out what has been learnt. The impact of these last three steps is magnified by personal coaching.

Coaches ask insightful questions, actively listen, encourage goal setting, and check in on progress. In the workplace, coaching drives both personal growth, and organisation performance through tackling the difficult challenges.

The coaches come from an experiential coaching programme which requires trainees to apply the skills through coaching others. That programme is also supported with a comprehensive edtech resource, personal coaching, interactive sessions, practice with colleagues, peer-group support, and a micro-credential.

2.8 Assessed on action and insight

Measurement is very powerful. What is measured is where attention is focused. However, what is not measured is often marginalized, 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, confidence, mindset, and intrinsic motivation.

Traditional measures encourage focus on the easily measurable artifacts, not the real outcome sought. This programme assesses taking action to make a difference, and reflecting on what worked, what could have been done differently, the learning, and insights.

This qualification grows the organisation's leadership to foster innovation and the capacity of staff to be leaders in their own fields.

3. Proposed Microcredits

Below are some suggested challenges for the micro-credential options for the Graduate Diploma. A programme that provides a structure with support, resources, timelines, assessment, peer-group engagement, and personal coaching will be built around each of these challenges.

3.1 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.

3.2   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.

- Coach staff to set goals and grow towards those goal.

- Review progress with staff.

- Reflect on what went well and what could have been done better.

3.3   Implement Māori tikanga

- With staff and guidance, jointly identify elements of Māori tikanga to incorporate into the workings of your organisation.
- Implement these elements.
- Reflect on how well these Māori tikanga elements have been adopted in your department, what was done well, and what could be improved.

3.4   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.

- Take steps to implement the learning.

- Reflect on what went well and what could be improved.

3.5   Manage staff induction

- Develop and implement an effective improvement in the process for staff to be inducted.

- Review and reflect on the effectiveness of the new process.

3.6   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.authentichappiness.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.

3.7   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.

3.8   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.

3.9   Redesign a process

- Redesign a significant process to enhance your organisation's efficiency.
- Implement the new process.
- Evaluate the effectiveness of the new process, including comments from stakeholders.
- Modify the process as necessary.
- Reflect on what was done well, what could be done better, and what you might do differently.

3.10 Outcomes science to raise policy effectiveness

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 that applies outcomes science for setting goals in your work unit.

- 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 work unit.

- Ensure your goals and objectives for your work unit feed into your organisation's stated vision, goals and objectives.

- Reflect on how effective you were developing outcomes science measures.

3.11 GEE Leader 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.

- Enrol in the Global Enterprise Experience Leader Coach Programme (or similar programme).

- Complete the Coaching Culture mindset and learning modules.

- Complete the workshops, coaching experience, and all requirements.

- Conduct at least two formal coaching sessions in your workplace.

- Conduct at least two informal coaching sessions in your organisation when the opportunity arises, drawing on your coaching skills.

- Reflect on how well your coaching sessions went and what you might do differently.

3.12 Cross-cultural leadership

- Enrol in the Global Enterprise Experience as a team leader of an international virtual team of eight people from six to eight countries. Ove the three weeks lead your team to design a profitable social enterprise to address a UN Sustainable Development Goal using limited capital(www.geebiz.org).

- Complete all requirements for the Global Enterprise Experience including the peer-leadership self-evaluation, a quality team business concept proposal, personal reflection on leadership, personal coaching, peer-supported learning with other leaders, and the 360-degree feedback of colleagues.

3.13 Peer Leadership

Peer-leaders have an impact despite not having formal authority. In a team, they will support the team leader in their role, but also step up to take joint responsibility for the success of the team. In society they are the changemakers. Greta Thunberg is an example of a peer-leader is society – a person who initiates action despite having no formal responsibility.

- Enrol in the Global Enterprise Experience as a team member of an international virtual team of eight people from six to eight countries designing a profitable social enterprise to address a UNSDG (www.geebiz.org)

- Complete all requirements for the Global Enterprise Experience including the peer-leadership self-evaluation, a quality team business concept proposal, personal reflection on peer-leadership, and 360-degree feedback of colleagues.

- Demonstrate peer-leadership as evidenced in the global team's feedback of your contribution to the team effort.

- Identify an issue in your workplace that requires influencing colleagues and/or your manager to address the issue.

- Design and implement peer-leadership actions to address that issue.

- Reflect on what was done well, what could be done better, and what you might do differently.

3.14 Peer support for innovation

- Enrol in PeerUp (www.PeerUp.nz) 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.

- Learn peer group coaching skills.

- Share your challenges, learn from your colleagues, and where appropriate apply the learning.

- Listen to colleague's challenges, and provide peer-group coaching support.

- Reflect on the process of peer support, what went well and what you would do differently.

3.15 Establish a Collaborative Work Agreement

Collaborative work agreements are partnerships that share the risk and share the benefits.

- Present to colleagues your understanding of collaborative work agreements.

- Manage a collaborative process to design the agreement.

- Establish an agreement.

- Evaluate its effectiveness.

- Share your insights with colleagues.

3.16 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 society and your organisation.

- Develop scenarios for how you think exponential technologies and/or their societal impacts may impact your industry and organisation in five to 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.

3.17 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.

3.18 Covid-19 New Normal

- Understand the positive impacts that Covid-19 had on your organisation and relationships with your stakeholders, and how to capture and enhance those benefits for the long term.

- Understand the negative impacts that Covid-19 had on your organisation and relationships with your stakeholders, and how to prevent and/or deal with those issues.

- Understand the new normal that Covid-19 has led to in your organisation and relationships with your stakeholders, and how to improve and streamline those changes.

- Present your ideas to your colleagues and lead a discussion.

- Implement an action step to improve the new normal.

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

3.19 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.

3.20 Transition to living in a disrupted environment

- Understand the projections, 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.

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

3.21 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.

3.22 Other

Create other experiential programmes to address issues faced by managers in the public sector. Those issues may be specific to some organisations, sectors, or issues. These can be developed and offered as micro-credentials for this graduate diploma so long as they meet the pedagogy of:

- A challenge

- With a purpose

- Accessible online

- Socially connected

- Experiential learning

- Drives personal growth

- Supported with coaching

- Assessed on action & insight