



Governance for the Sustainable Development Goals

Capacity Development Curriculum

Changing Mindsets in Public Institutions to Implement the 2030 Agenda for Sustainable Development

Toolkit

Day 1: Mindsets and SDGs



Facilitator



Facilitator



Speaker



Speaker



Speaker

Transforming Public Servants' Mindsets to Implement the 2030 Agenda for Sustainable Development

Related SDGs: SDG 16

Keywords: Mindsets, Attitudes, Competencies

Language: English

Objective:

The training course aims to provide a set of methodologies and tools that can contribute to a change in the environment, culture and mentality of public servants in implementing the SDGs in the context of the 2030 Agenda. The course approaches transforming mindsets in the public sector as the result of three interlinked factors: transforming mindsets (1) at the institutional level through new human resources laws, regulations, policies and regulations; (2) at the organizational level through a new organizational culture inspired by the principles of the 2030 Agenda; and (3) at the individual level through new beliefs, values, competencies and skills.

Upon completion of the training, learners will:

- Enhance knowledge of the underlying principles of the 2030 Agenda; and of why public servants need to change mindsets and behaviours to accelerate action on the SDGs;
- Gain insights about the new values, mindsets, competences and skills needed to realize the 2030 Agenda;
- Expand awareness of the changes needed at the individual, organizational, and institutional levels to effectively change mindsets;
- Acquire practical hands-on knowledge (and skills) on how to trigger change at different government levels (individual, and organizational);
- Develop a roadmap and an action plan to apply relevant knowledge.

Syllabus

The Toolkit is comprised of the following modules and sessions that can be used to conduct a five-day regional or national training workshop. Selected sessions can also be used for shorter trainings.

Day 1: Setting the scene: Why is transforming mindsets critical to the implementation of the SDGs?

Welcome & Course Introduction

Module 1.1: Setting the Scene

Module 1.2: Changing Role of Public Administration

Day 2: Exploring Mindsets: Collaborative Mindset

Module 2.1: Exploring Mindsets: Collaborative Mindset

Day 3: Exploring Mindsets: Learning Mindset

Module 3.1: Exploring Mindsets: Learning Mindset

Day 4: Exploring Mindsets: Leadership Mindset

Module 4.1: Exploring Mindsets: Leadership Mindset

Module 4.2: Transforming Mindsets

Day 5: Transforming Mindsets: Strategy and Tactics

Module 5.1: Strategy and Tactics

Module 5.2: Action plan - What does this mean for my role?





Monday

Why change mindsets?

Changing the role of PAs

WHY

Elaborate why the focus is on mindsets, and why they are critical when seeking to speed up action on SDGs.

Tuesday

Exploring the Collaborative Mindset

WHAT

Identify what experimental mindsets look and feel like in practice, and what approaches can be taken to spread these mindsets and ways of working across the organisation.

Wednesday

Exploring the Learning Mindset

HOW

Explore how these mindsets can be applied at an individual, team and institutional levels. And how these mindsets can be embedded into their organisations.

Thursday

Exploring the Leadership Mindset

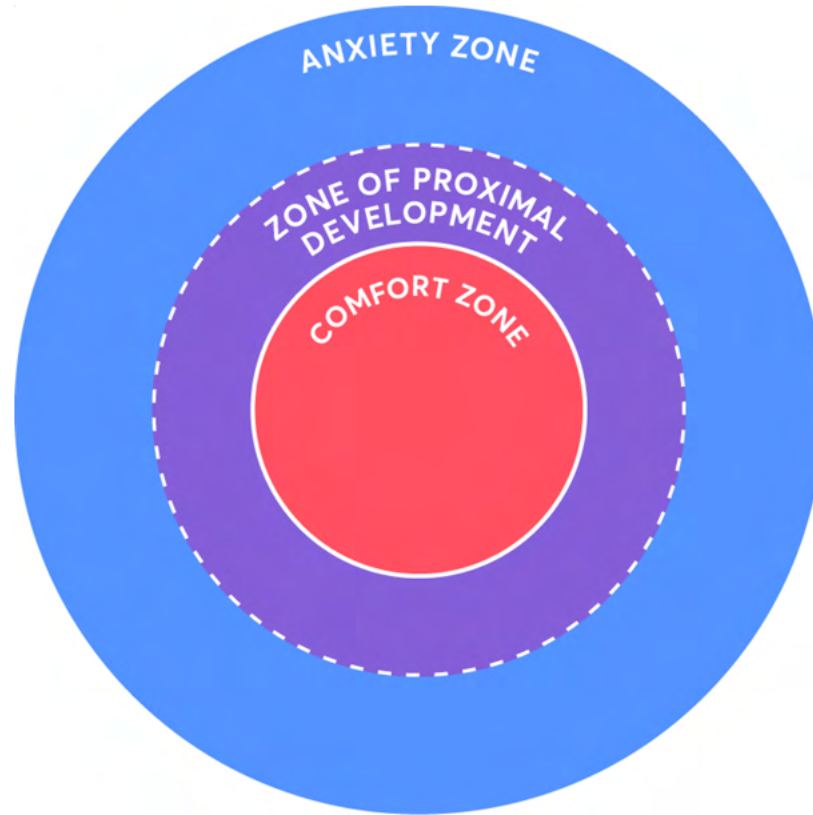
Friday

Changing mindsets

Applying to practice

Confusion in the fuzzy front end...



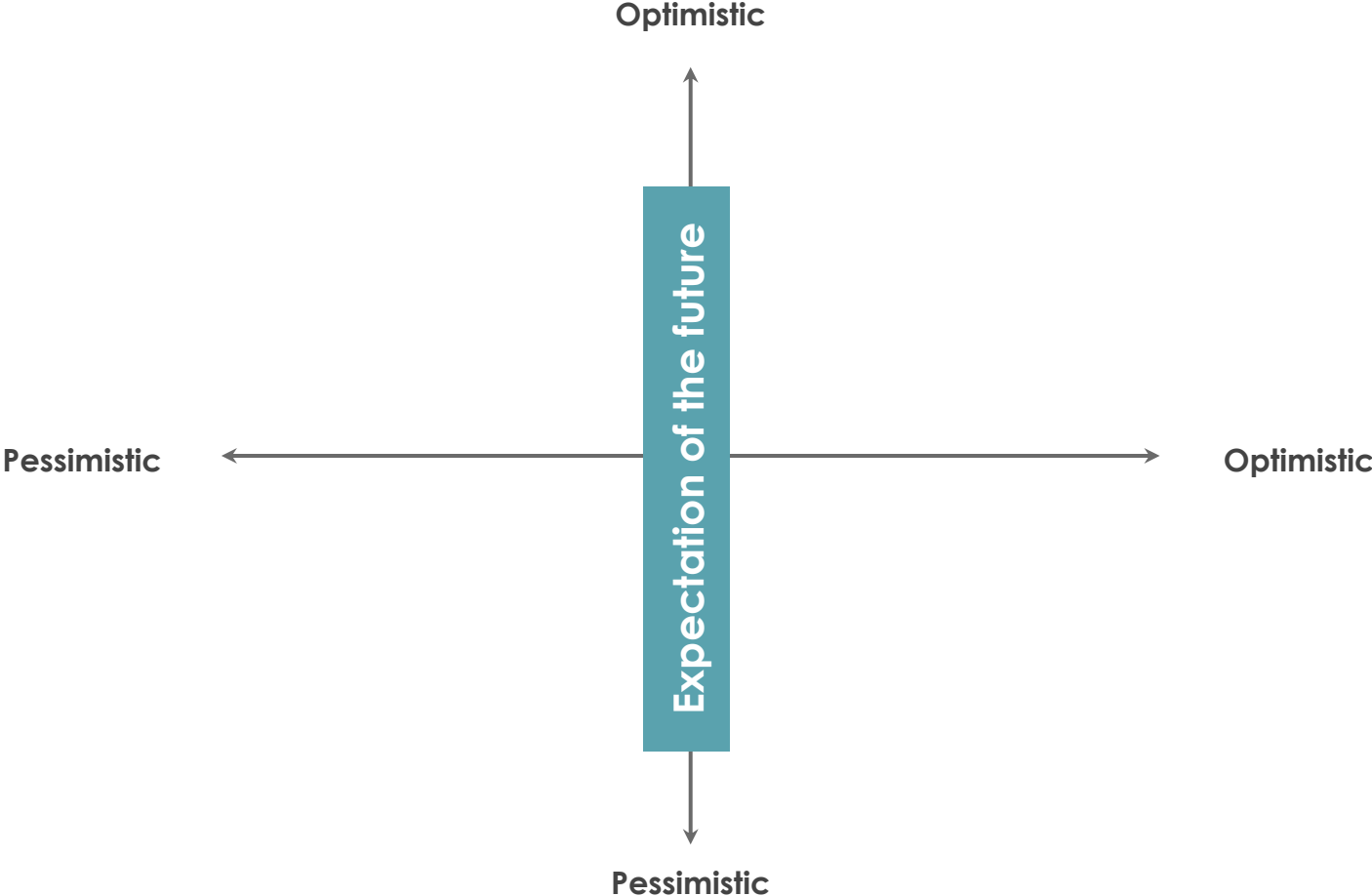


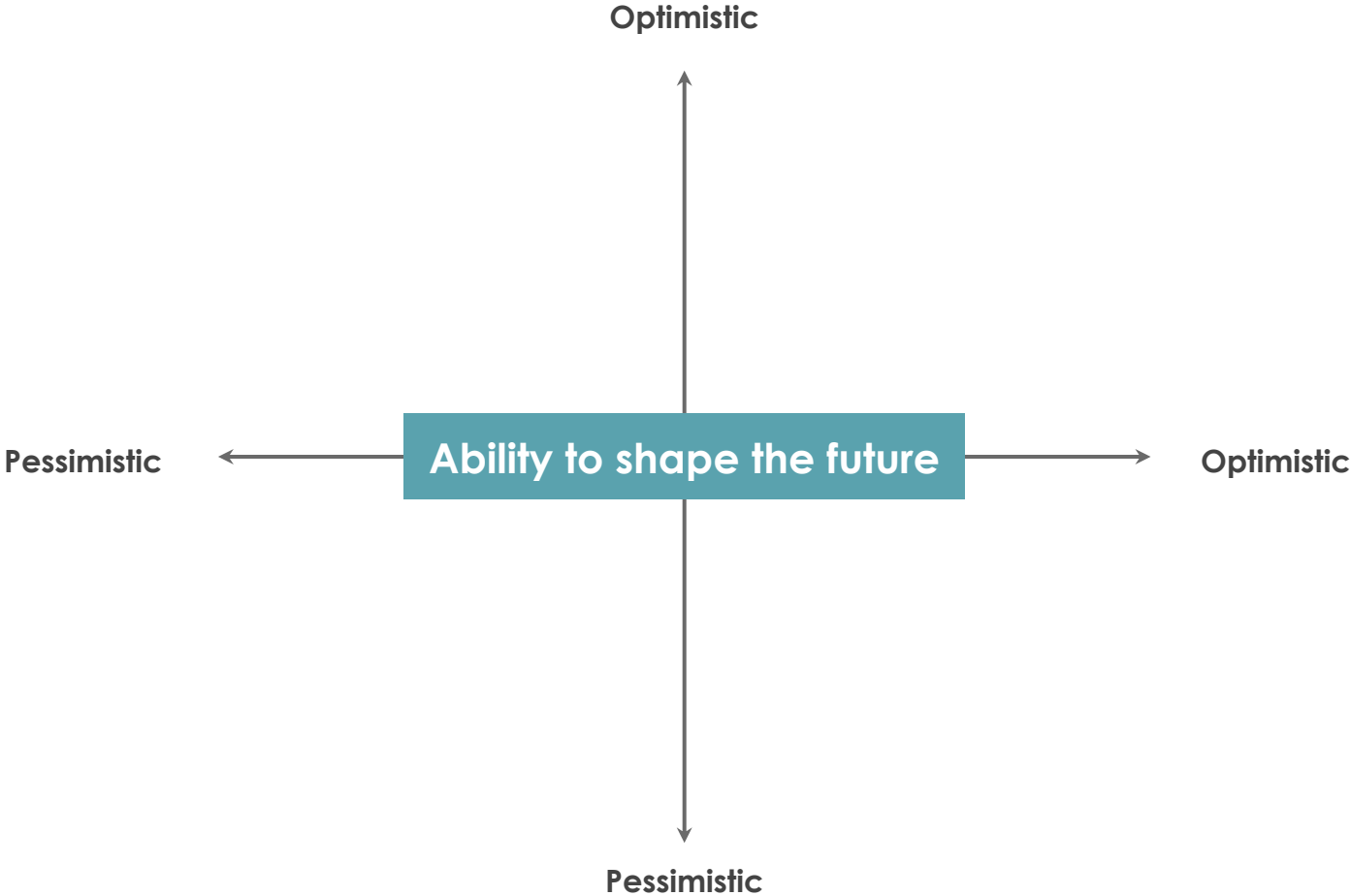
Today's agenda

09:00 - 9:30	Welcomes, introduction, icebreaker
9:30 - 10:00	What's my mindset?
10:00 - 10:30	Presentation - setting scene
10:40 - 10:55	Break
10:55 - 12:00	Mapping the SDGs
12:00 - 13:00	LUNCH
13:00 - 13:30	PAs role (presentation)
13:30 - 14:30	Discussion
14:30 - 14:45	BREAK
14:45 - 15:30	Competency Framework
15:30 - 16:45	Introduce challenge Room of the obvious activity
16:45 - 17:00	Wrap up/ reflection

The Polak Game:

An exercise to help reveal
your theories of the future







What do we mean by mindsets?



- Mindset is referring to a way of thinking and understanding the reality of facts and that it characterizes a person, or people. It is associated with principles and values.
- If mindsets inform how you perceive situations and how you decide to act, then essentially, they are a set of attitudes and beliefs which shape how you see, think, and act.

What do we mean by beliefs and attitudes?

- A belief is what we hold to be true. It is a conviction that not necessarily corresponds to reality that, however, influences a person's interpretation of and response to events. It refers to "the attitude we have, roughly, whenever we take something to be the case or regard it as true" .
- Attitudes shape how we interact with the world based on how we see the world. So, while beliefs are in essence about how we see the world, attitudes are about how we interact with the world.



Table 1.1: Definitions of mindsets

Definitions of mindsets	Source
Mindsets form the "core" of people's meaning systems, bringing together goals, beliefs, and behaviors to shape people's thoughts and actions	Dweck & Yeager, 2019
Mindsets refers to people's beliefs about the nature of personal attributes, such as intelligence	Alexander P. Burgoyne, 1 David Z. Hambrick, & 2 Brooke N. Macnamara, 2020
In cognitive psychology, a mindset represents the cognitive processes activated in response to a given task.	French, 2016
In system thinking, mindset is associated with cultural and social values	Magoroh Maruyama, 1980
Mindsets can be formed and shaped by different factors, including culture, socialization processes, spirituality and religion, and media exposure	Crum & Zuckerman, 2017
"In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. They're wrong". "In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities."	Carol Dweck, 2015

Source: Elaboration by the author: Stefania Senese



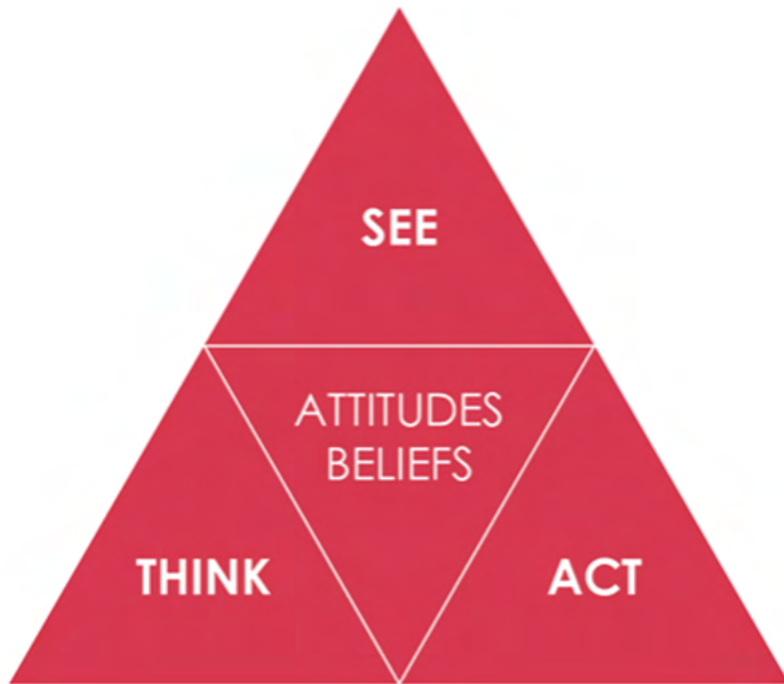


Why are mindsets important? What is their impact?

See” refers to our perception system - what we see and hear, not just in the physical world, but socially, culturally, politically. How we ‘see’ things is largely determined by the ‘frames’ we use to make sense of reality.

Think” refers to the way we make sense of situations (consciously or subconsciously). We develop mental models of how the world works and anticipate how causes and effects may lead to certain situations. This also affects the way we interpret information, create patterns and ask critical questions.

Act” refers to the ways we use the data and signals we see and think about to inform the behaviours and activities we deem possible and appropriate, and the manner in which we’ll carry them out.



Module 1.1 Setting the scene

Mindsets and SDGs













SUSTAINABLE DEVELOPMENT GOALS



People

We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.

Planet

We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.

Prosperity

We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.

Peace

We are determined to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.

Partnership

We are determined to mobilize the means required to implement this Agenda through a revitalised Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focussed in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.



A Decade of Action



With just under ten years left to achieve the Sustainable Development Goals, world leaders at the SDG Summit in September 2019 called for a Decade of Action and delivery for sustainable development, and pledged to mobilize financing, enhance national implementation and strengthen institutions to achieve the Goals by the target date of 2030, leaving no one behind.

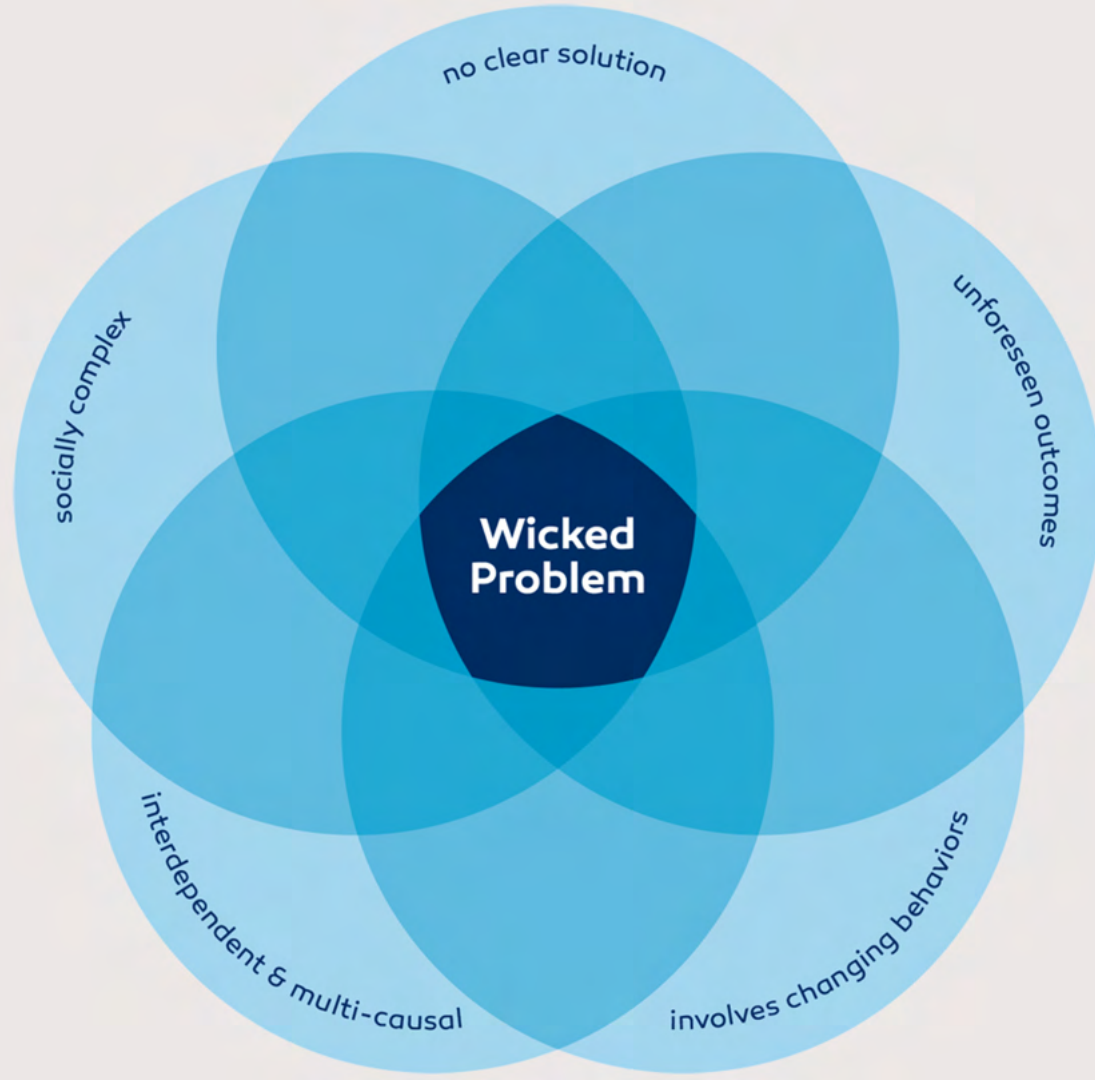
The **UN Secretary-General** called on all sectors of society to mobilize for a decade of action on three levels: **global action** to secure greater leadership, more resources and smarter solutions for the Sustainable Development Goals; **local action** embedding the needed transitions in the policies, budgets, institutions and regulatory frameworks of governments, cities and local authorities; and **people action**, including by youth, civil society, the media, the private sector, unions, academia and other stakeholders, to generate an unstoppable movement pushing for the required transformations.

Transformation

It is necessary that we address “transformation” as one of the values embedded in 2030 Agenda. It is important to note that **the 2030 Agenda is titled “ Transforming our world: the 2030 Agenda for Sustainable Development” and contains several references to transformation. Some references are extracted for emphasis:**



The 2030 Agenda is thus calling for transformation, not just change or reform. One would say that it is calling for replacing reforms **that** have been on-going in many institutions with transformation which is a profound change that would lead to creating good societies in all countries.



Towards a culture change in government, institutions and organisations...

PREDICTABLE
Intended outcomes result from careful analysis

OUTCOMES

DISCOVERABLE
Intended outcomes result from trial-and-error

"WE KNOW"
Developing & implementing policy behind your desk

ATTITUDE

"WE DON'T KNOW (FOR SURE)"
Involving others & testing to see what works

REARVIEW-MIRROR
Decisions are based on historical data

DECISION BASIS

FUTURE-ORIENTED
Decisions are based on indicators from experiments

HIGHLIGHT AND VALIDATE
Generalizable assumptions at a point-in-time

PURPOSE OF KNOWLEDGE

UNDERSTAND AND GENERATE
Capturing human experience over time

PRESCRIPTIVE
Prescribing a predefined course of action

TOOLS

EXPLORATIVE
Processes that allow for exploring new possibilities

AVOIDED
Failure is something to be avoided

FAILURE

EMBRACED
Failure is accepted as part of iterative learning

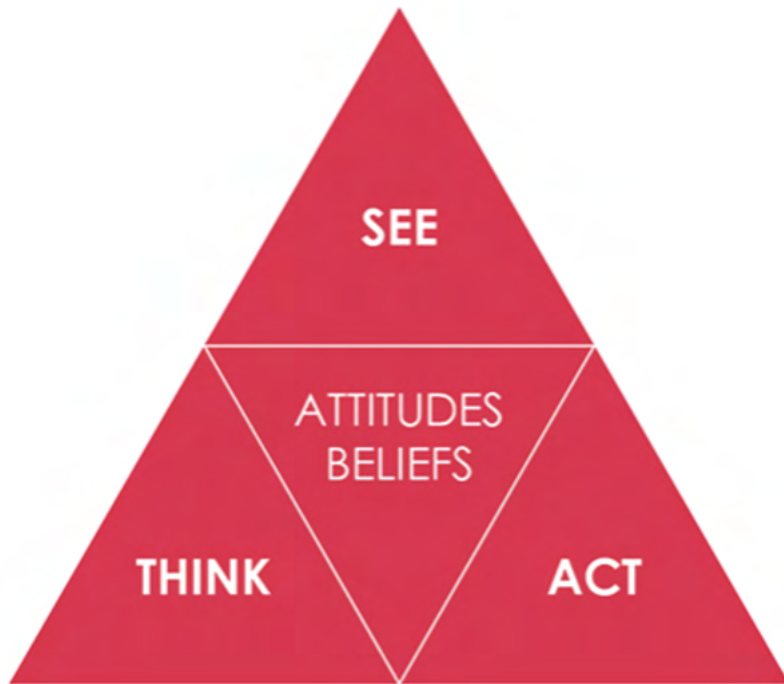


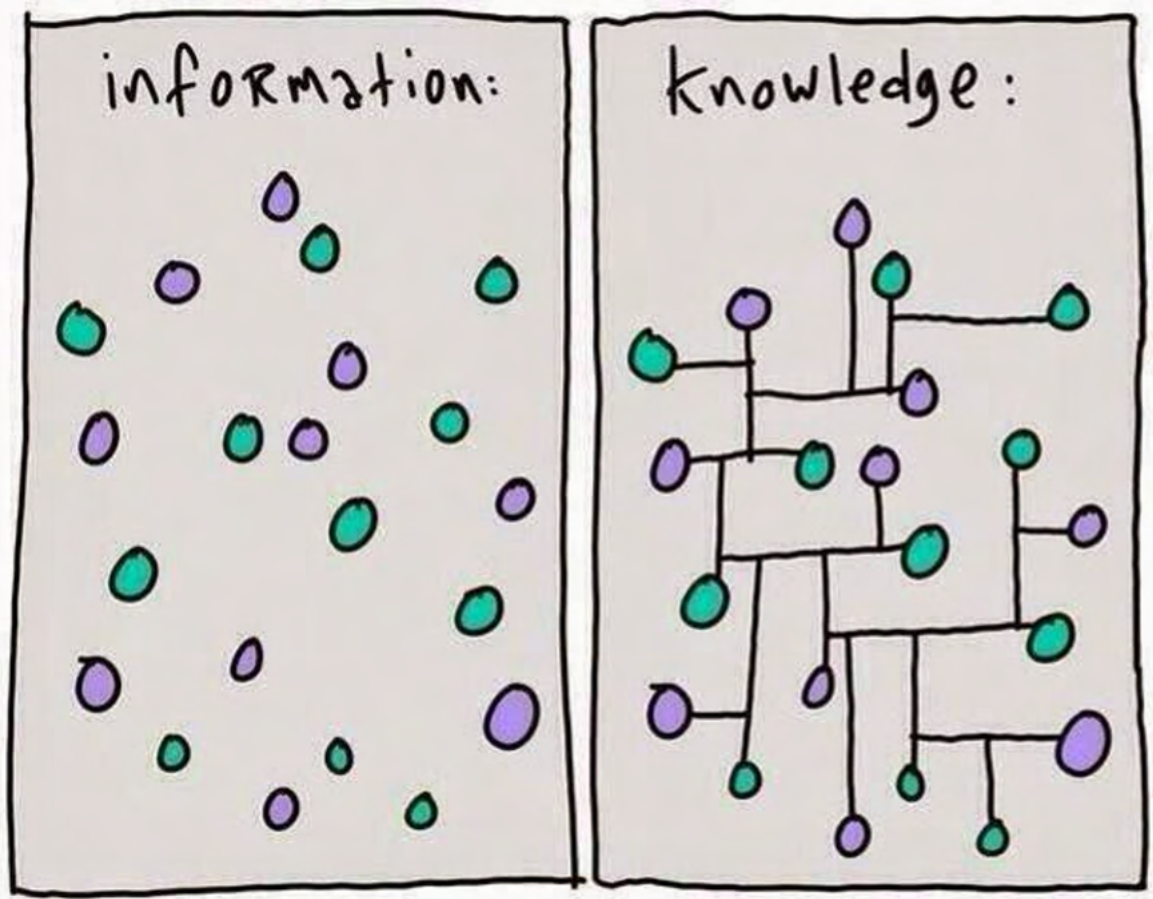
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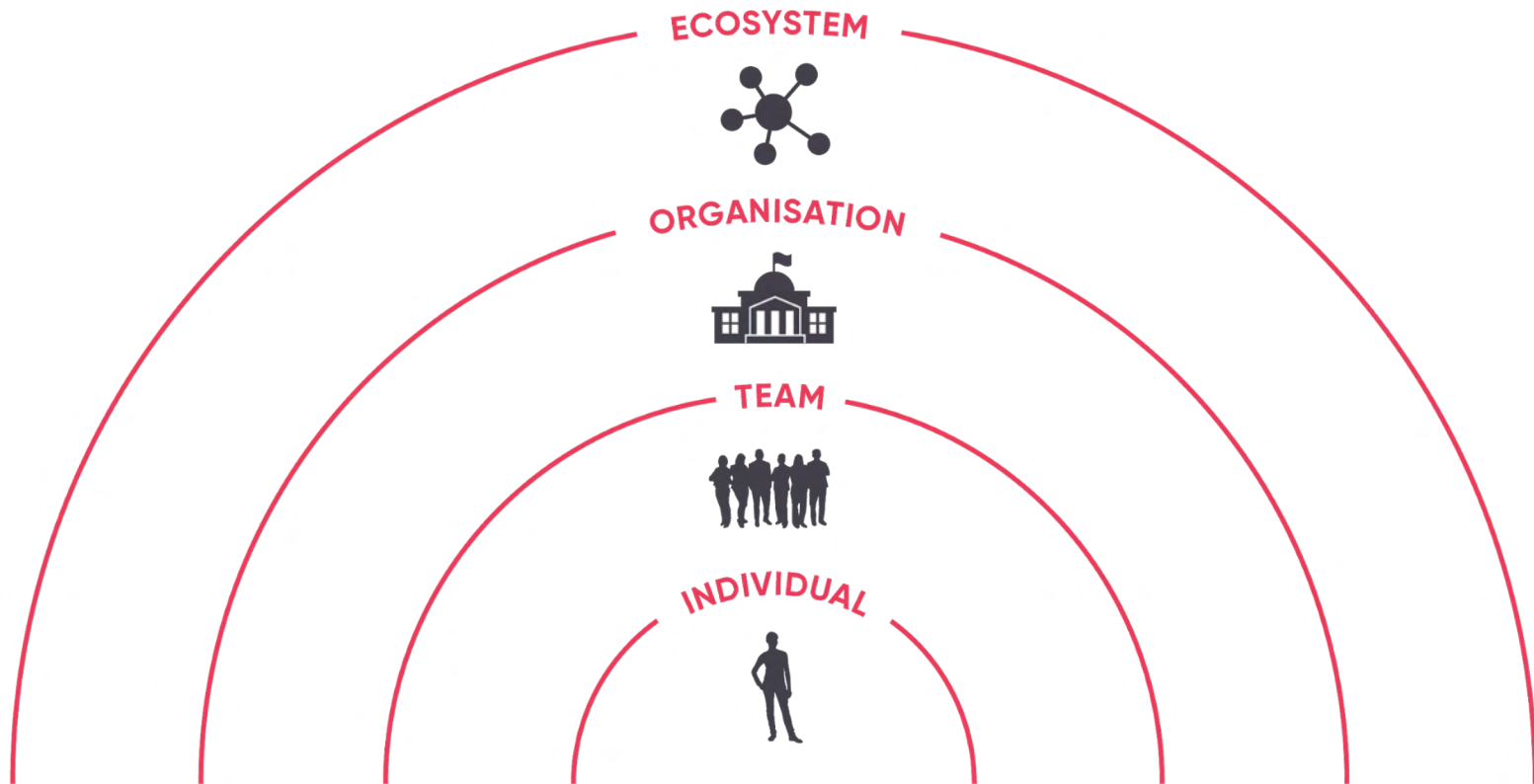
Think” refers to the way we make sense of situations (consciously or subconsciously). We develop mental models of how the world works and anticipate how causes and effects may lead to certain situations. This also affects the way we interpret information, create patterns and ask critical questions.

Act” refers to the ways we use the data and signals we see and think about to inform the behaviours and activities we deem possible and appropriate, and the manner in which we’ll carry them out.






@gapingvoid



Public servants need to:

- make decisions in the face of uncertainty while being able to legitimize these decisions;
- set out a bold course of action while adapting to and improvising for unforeseen situations;
- explore new possible futures while focusing on outcomes and committing to real-world effects;
- keep the big picture in mind while also considering citizens' needs at an individual level;
- be reflective and critical while having a strong bias towards action.

Managing such dynamics effectively requires that right mindsets lead the change.



Why do new mindsets matter to realize the 2030 Agenda?

What is required to change mindset?

Public servants still need:

The classic management skills of good diagnosis, planning, and implementation, as well as contextual legal and political knowledge.



Emerging approaches drawing on design, digital, data, experimentation, behavioural insights, regulatory methods, and public engagement.

New Competencies

- Mindsets must go in hand in hand with new competencies, which call for specific knowledge, skills, and attributes. In this respect, governments may need to make urgent investments in retooling public services and equipping civil servants with new knowledge, skills, and competencies (CEPA, 2018).
- A competency should result in essential behaviors from the application of a set of theoretical knowledge and of technical and practical skills expected from those working for an organization".
- The new competencies in the public sector should be aligned with the mindsets required to implement the SDGs.



UN DESA's Competency framework for public servants to achieve the SDGs

In its work of developing a competency framework for public servants to achieve the SDGs, UN DESA, in collaboration with schools of public administration, has identified key mindsets and associated competencies as critical to moving forward with the realization of the SDGs. They are forward-looking and describe officials' skills and attributes to build a new organizational culture and meet future challenges.

Mindsets and competencies are grouped according to the principles of **Effectiveness**, **Accountability** and **Inclusiveness**



PRINCIPLES OF EFFECTIVE GOVERNANCE FOR SUSTAINABLE DEVELOPMENT









Mindsets, and competencies for institutional effectiveness

- ❑ **Agile Mindset** for systems-thinking and strategic intelligence in support of integration
- ❑ **Innovative/Problem-Solving or Experimental Mindset** for innovation and critical thinking in support of transformation and competence
- ❑ **Evidence-based Mindset** in support of sound policymaking
- ❑ **Foresight Mindset** for long-term planning and sound policymaking

Table 1.4: Mindsets and Competency Framework for SDGs Implementation²⁷




INSTITUTIONAL EFFECTIVENESS			
MINDSETS	BELIEFS	ATTITUDES	COMPETENCIES
Agile Mindset 	Change is possible and necessary to address multiple possibilities before quickly reaching a solution; failure is momentary, and any obstacles can be quickly overcome.	Is proactive, comfortable with the uncomfortable and complexity, uses inquisitive thinking and critical reasoning, adopts a holistic view of challenges, eager to learn and improve, willing to fail, and embrace constant change and encourage collaboration and trust.	To have an agile mindset, public servants need to develop competencies in systems-thinking to perceive the links, cause-effect relations, and dynamics affecting sustainable development; risk-informed adaptation to maintain effectiveness when experiencing change and continue delivering results within new structures or despite external shocks; and collaboration to perceive problems of common interest and positively conceive that dialogue, coordination, partnerships, and networks can address problems.
Innovative/ Problem-solving Experimental Mindset 	Human capacities are not fixed; it is possible to continuously improve through efforts and learning. ²⁸	Is a risk-taker, eager to experiment, problem-solver, creative, resilient, driven and motivated to achieve excellence, thinking outside of the box.	An experimental problem-solving/experimental mindset is characterized by strategic problem-solving to develop and break down problem scenarios to ensure solutions that can be presented in a stepwise approach towards the achievement of a target; creativity to actively seek to improve programmes or services, offering new and different options to solve problems and meet client/citizen needs and innovation to value the improvement of process and new solutions in work situations, while perceiving different and novel ways to deal with public challenges and opportunities.
Evidence-based Mindset 	Data is critical to make good decisions.	Is driven and motivated to using, validating, and documenting data.	A competency associated with the evidence-based mindset is data and information literacy to recognize the need to locate, retrieve, analyze, and utilize data and information for problem solving as well as to promote transparency for better public policy and service design and delivery. Public Financial Management (PFM) competency is also needed for effective public administration and service delivery, especially in fragile and post conflict environments (see chapter 12).
Foresight Mindset 	Present and future transformation in support of the SDG is possible. The future can be influenced, and trends anticipated if we ask the right questions, plan, and prepare for the future.	Is open to using techniques and methodologies for discovering and designing future trends to anticipate challenges and solutions.	A foresight mindset includes short and long-term planning to develop clear goals that are consistent with agreed strategies such as the 2030 Agenda and specific SDG targets; forward looking and proactivity to ensure anticipatory, flexible and action-oriented behaviors to implement potential solutions and address challenges, as well as risk-management competencies to identify and assess issues and risks and create a plan that allows to contain or control those identified and their consequences.



❑ **Results-oriented Mindset** for transformative action in support of competence

❑ **Collaborative Mindset** for better coordination, integration, and dialogue





❑ **Digital Mindset** is needed to embrace change by leveraging new technologies

INSTITUTIONAL EFFECTIVENESS			
MINDSETS	BELIEFS	ATTITUDES	COMPETENCIES
<p>Results-oriented Mindset</p> 	<p>Good decisions are those that are focused on results.</p>	<p>Is focused on taking actions and achieving results.</p>	<p>To develop a results-oriented mindset, public servants need to possess results-based management competencies to manage for results. Also, public servants need to have a life-long learning competency to share and apply knowledge learned across the organization to advance the realization of the SDGs. Finally, public servants need to manage performance, ensure that a set of outputs meet the goals effectively and efficiently, define strategic and operational objectives, and link them to resources.</p>
<p>Collaborative Mindset</p> 	<p>Working with others results in higher impact.</p>	<p>Is willing to learn, co-create, share experiences, and have a dialogue with others.</p>	<p>By developing a collaborative mindset, public servants are better prepared to develop a skillset that focuses on coordination, integration, and dialogue across teams, levels of government, and functional areas. Public servants will be able to build multi-stakeholder partnerships by bringing together a range of partners with the opportunity to interact, learn from others, and collectively help strive to achieve the same goals.</p>
<p>Digital Mindset</p> 	<p>If properly leveraged, digital technology can help address a multiplicity of challenges.</p>	<p>Is focused on leveraging the advantages of technology in support of governance transformation while addressing its risks.</p>	<p>A digital mindset is not just the ability to use technology, but it is a set of behaviors and attitudes; it is a change of public institutions' capacities needed to keep abreast of technological developments and understand the applicability (benefits and risks) of digital technologies to solve complex problems (digital literacy). Digital transformation requires abilities to apply technology to appropriate tasks within government, seeking effectiveness, and transparency of government processes, reorganization of work, and continuous training. It also requires the ability to secure sensitive data.</p>



Mindsets, and competencies to promote institutional accountability





- ❑ **Ethical Mindsets** in support of values and beliefs based on sound moral principles
- ❑ **Open/Transparent Mindsets** in support of integrity and transparency
- ❑ **Personal Accountability Mindsets** in support of an accountability culture
- ❑ **Digital Mindsets** for a digital change is needed to embrace change by leveraging new technologies

MINDSETS FOR INSTITUTIONAL ACCOUNTABILITY			
MINDSETS	BELIEFS	ATTITUDES	COMPETENCIES
Ethical Mindset 	The implementation of the principles of the 2030 Agenda will lead to sustainable development.	Doing the right for the right reason; is respectful of the views of others, and observes the ethical and legal standards of one's organization.	To develop an ethical mindset, public servants need to strengthen competencies in professionalism, results-based management, lifelong learning and managing performance . Public servants should be able to demonstrate professional competence and mastery of sustainable development both as a concept and value and understand its national application and relevance.
Open/Transparent Mindset 	Trust, communication, and openness are essential for better decisions.	Is open to new ideas, readily shares non-classified information. Public servants should have the ability to combat misinformation.	Competencies of a transparent mindset include ability to collect, manage, and share information and data to increase budget transparency, promote disclosure and access to information.
Personal Accountability Mindset 	Personal commitment, ownership, and responsibility for own actions and consequences are key to excellent performance.	Is committed to proactive actions and taking responsibilities to achieve results.	Competencies linked to this mindset include adaptability to respond to changing circumstances, learn new skills, and perform well communication to successfully work with new colleagues and new environments, to communicate effectively, listen attentively to others, and share information in a timely manner, and managing resources by allocating time and resources efficiently and effectively, translating strategies into plans for action; and monitor the progress of their work. Skills in collecting disaggregated data and statistical capacity, risk management, monitoring, and evaluation of policies and programmes for poverty eradication, among others, are critical for greater transparency and accountability.
Digital Mindset 	If properly leveraged, digital technology can help address a multiplicity of challenges.	Is focused on leveraging the advantages of technology in support of governance transformation while addressing its risks.	A digital mindset is not just the ability to use technology, but it is a set of behaviors and attitudes; it is a change of public institutions' capacities needed to keep abreast of technological developments and understand the applicability (benefits and risks) of digital technologies to solve complex problems (digital literacy). Digital transformation requires abilities to apply technology to appropriate tasks within government, seeking effectiveness, and transparency of government processes, reorganization of work, and continuous training. It also requires the ability to secure sensitive data.



Mindsets, and competencies to promote institutional inclusiveness

- ❑ **Inclusive/ Leave no one behind Mindsets** for empathic and responsive service delivery in support of leaving no one behind, non-discrimination, participation, subsidiarity, and inter-generational equity
- ❑ **Empathy/Relational Mindsets** in support of emotional intelligence and socially conscious leadership to safeguard people, planet, and prosperity for all
- ❑ **Responsive Mindsets** for people-centric services with a special focus on vulnerable groups
- ❑ **Inter-generational Equity Mindset** will help promote prosperity and quality of life for present and future generations
- ❑ **Digital Mindsets** for a digital change is needed to embrace change by leveraging new technologies

MINDSETS FOR INSTITUTIONAL INCLUSIVENESS			
MINDSETS	BELIEFS	ATTITUDES	COMPETENCIES
 <p>Inclusive Mindset</p>	All people are equal in dignity and rights and deserve equal opportunities for a better life.	Is committed to treating everyone with dignity and respect; empathy, tolerance, solidarity, and no discrimination.	Competencies that are linked to this mindset are: respect for diversity, and non-discrimination to promote public sector workforce diversity, and in line with SDG 16.7, ensure responsive, inclusive, participatory, and representative decision-making at all levels; inter-generational equity to ensure prosperity and quality of life for all, noting especially the needs of today's children and how current actions may jeopardize the basic needs of future generations; empowerment and participation and develop awareness of own and communities' beliefs, values and expectations and ensure a culture of caring, an negotiation and facilitation to find solutions to a shared problem. Successful negotiators will analyze a problem, identify the interested parties, and reach a consensus. Communication, persuasion, planning strategizing, and cooperating are essential skills of negotiation and facilitation.
 <p>Empathy Mindset</p>	Understanding the experience and feelings of others is crucial to make decisions that leave no one behind.	Is attentive and focused on understanding the feelings and needs of others, particularly vulnerable groups and those that are left behind, and takes actions to address their needs.	Competencies of an empathy/relation mindset include emotional intelligence, socially conscious awareness, responsibility, and collaboration. Emotional intelligence is the ability to recognize, manage and communicate with emotional regulation, and respond appropriately to the emotions of other people. With socially conscious awareness, responsibility, and collaboration competencies , public servants will be able to develop an awareness of their own and communities' beliefs, values, and expectations and ensure a culture of caring, being flexible to recognize the different needs of employees, and the people. Finally, they will be able to collaborate with stakeholders from different backgrounds.
 <p>Inter-generational Equity Mindset</p>	Young and old generations deserve to live in a sustainable planet and have their needs met.	Is compliant with the principle of environmental, social, and economic equity.	Competencies that are linked to an intergenerational equity mindset include the abilities to construct administrative acts that balance the short-term needs of today's generation with the longer-term needs of future generations. Also, skills in management and planning are critical for long-term public debt management, long-term territorial planning, and spatial development, and ecosystem management. Finally, skills in assessing the impact of the SDGs are critical for the decision-making process.
 <p>Responsive Mindset</p>	Public Institutions exist to respond to people's needs and protect human rights, and fundamental freedoms for all.	Putting people first by effectively anticipating and responding to their needs and creating an enabling environment for sustainable development.	Very important competencies linked to this mindset are the abilities to respect, protect and promote human rights and fundamental freedoms for all, and ensure equitable access to public service delivery provided on general terms of equality (without distinction of any kind, as to race, color, sex, language, religion, political or other opinions, national or social origin, property, birth, disability or other status).

Break

Mapping the SDGs



SIMPLE



It involves a few components
and actors

Clear end state: we can tell
when the problem is solved

Procedures to solve the
problem involve a few simple
and clear steps

COMPLICATED



It involves a many
components and experts

Clear end state: we can tell
when the problem is solved

Procedures to solve the
problem involve many steps
and a specific order

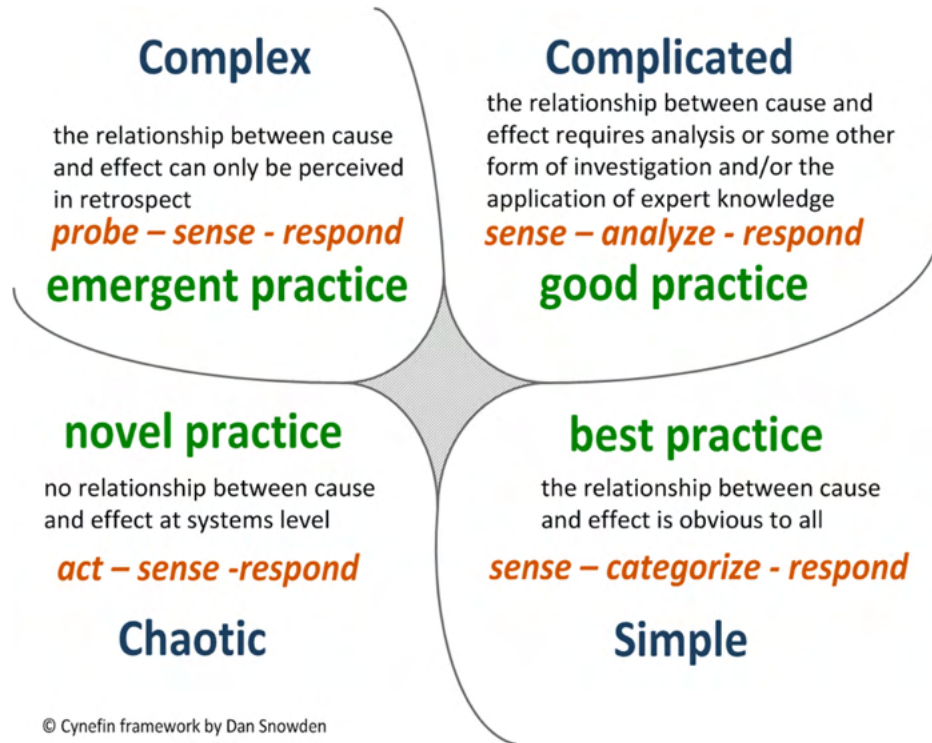
COMPLEX



It involves many actors with
conflicting interests

No clear end state: new problems
may occur

Procedures to solve the problem
are unclear, not known, requires
trials & error to see what works



© Cynefin framework by Dan Snowden

- Multiple possible problem definitions
- Difficult to address and change with every attempt to address it
- Many stakeholders with different values and priorities
- Have causes and drivers that are interdependent
- Filled with uncertainties and unknowns
- Require multiple new solutions and impossible to predict if they work

Adapted from Strategy as a Wicked Problem. John C. Camillus. Harvard Business Review, May 2008.

Mapping the SDG's



5 mins



SUSTAINABLE DEVELOPMENT GOALS



Discussion

- What do you notice?
- What does this tell you about how we should be tackling these challenge?
- How are they currently being tackled?
- What are the barriers to working in a new way?

LUNCH

The important role of Public Administration

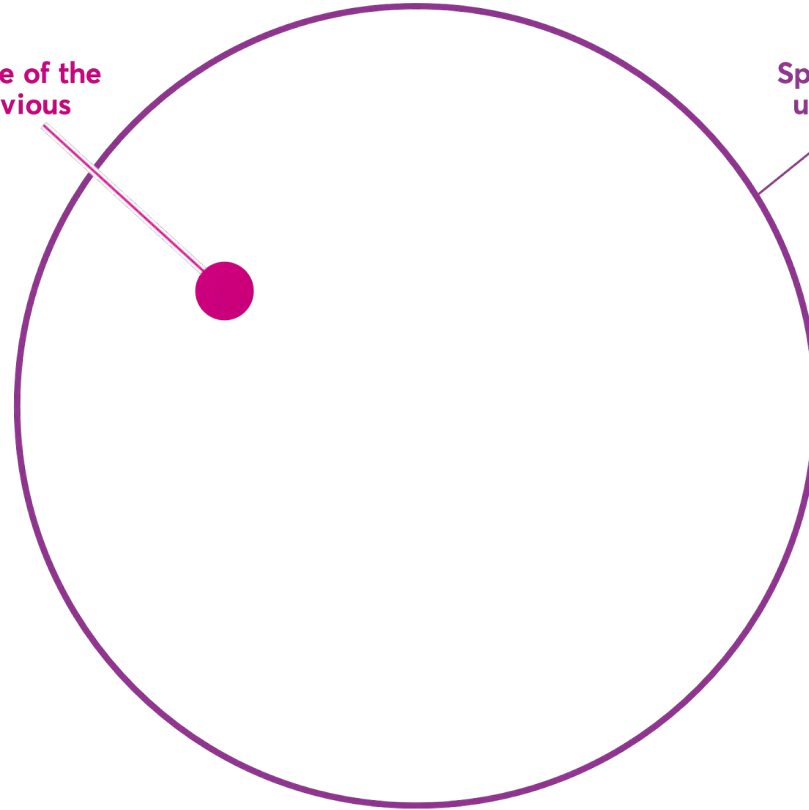
A crisis of public legitimacy

Are we creating the public solutions and institutional capacity that can deal with the challenges we are facing?



Space of the
obvious

Space of the
unobvious





Mental models

How we conceptualise reality



Cognitive biases

How we misinterpret reality



Frames

How we perceive
(and communicate about) reality





Biases that often influence policy development and development processes

Bias	Description	Implications for the development process
Fixation (functional fixedness)	Being blind to alternatives	Elaborating on one solution at an early stage. Focusing on one method (e.g. design thinking)
Confirmation bias	A tendency to cherry-pick information that confirms existing beliefs or ideas	Missing disconfirming information, ignoring “red flags” end up with failure at a later stage
Group think (bandwagon effect)	Individuals in a group strive for harmony and consensus and avoid raising controversial issues or alternative solutions	Ideas or misconceptions are not challenged, there is loss of individual creativity, uniqueness and independent thinking
Not invented here	Internally-developed solutions are considered better than externally-developed solutions	May incur inflated development costs, while tested and proven solutions already are available
Spotlight effect	Search for information where it is easiest	Explore what is already known, or explore a predictable subset of solutions, while innovation happens in the adjacent possible

Landscape of Innovation Approaches

An overview of innovation approaches for the public good.

Where do you play?



Embrace uncertainty

Manage risk



EXPLORE

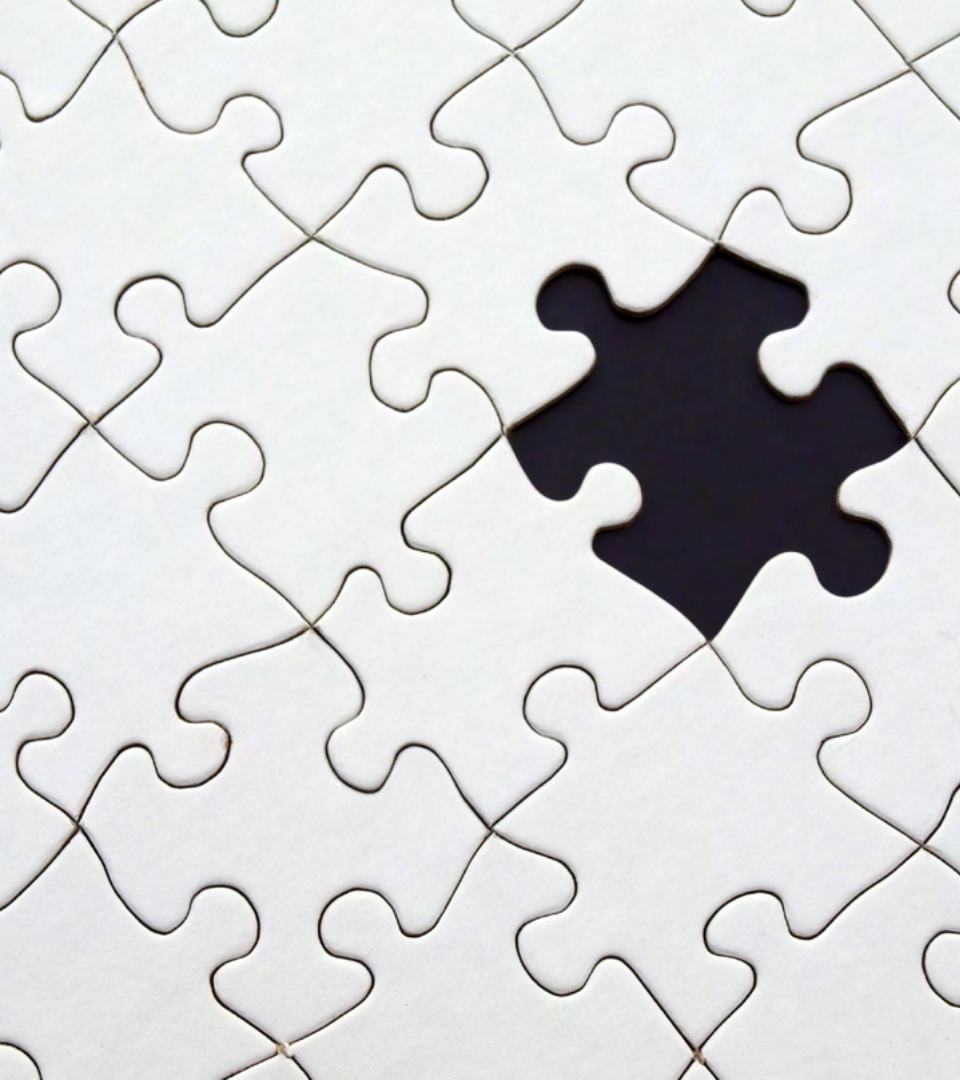


Shaping direction

Action is taken to open up new possibilities

SUGGESTED METHODS

Speculative Design, Horizon scanning, Foresight, Ethnographic Research, Citizen Science, Crowdsourcing, Positive Deviance, etc



Experimentation as
strategic mindsets in
governments around the
world...

اختبر الأفكار
استطلع
استكشف
Experiment
In the
E



تجريبية
Experimental Finland

In order to be more effective in the world of today, the government must experiment and learn from its mistakes.

كيف يتحقق ذلك؟
How does this happen?

التجريبية
Policy driven experimentation

1 Identify

التجريبية
Policy driven experimentation

The government
already endorsing
a portfolio of
experiments.

Finland

Experimentation as
mindset in both
government planning
and among citizens



UAE

Experimentation as
mindset to foster
radical experiments to
explore new horizons
of value creation

South Korea

Experimentation as
“listening” mindset to
understand citizens better
and experiment with their
input and ideas



Colombia

**Experimentation as a
new mindset of planning:
developing the next
national development plan
through experimental
explorations**





Experimentation direction for Deputy Heads - December 2016

Context

This document reinforces the Government's commitment to devote a fixed percentage of program funds to experimenting with new approaches and measuring impact to instill a culture of measurement, evaluation and innovation in program and policy design and delivery. It provides context and directions for Deputy Heads on how to implement this commitment.

Definition

For the purpose of implementing the President of the Treasury Board's mandate letter commitment to "work with [his] colleagues to ensure that they are devoting

Canada

Experimentation as a new political mindset and mandate: a political ambition and structural mandate to experiment within core programmes

Towards a more experimental mindset in government...

Focus	Problem	Consequence	Towards
Policy and implementation	Separating policy and implementation as two different tasks	Policies are developed by few people that are not involved in their implementation	A more experimental culture (to accelerate learning)
Theory of change	Assuming that change is a product of a specific planned process	Policies fail to create the intended outcomes / we fail to learn about possibilities	Better dynamic between policy and practice
Developing solutions	Prioritising pre-planned support of obvious solutions	We are not solving the wicked challenges of our time	Incentivizing iterative exploration and learning about what works

Towards a culture change in government, institutions and organisations...

PREDICTABLE
Intended outcomes result from careful analysis

OUTCOMES

DISCOVERABLE
Intended outcomes result from trial-and-error

"WE KNOW"
Developing & implementing policy behind your desk

ATTITUDE

"WE DON'T KNOW (FOR SURE)"
Involving others & testing to see what works

REARVIEW-MIRROR
Decisions are based on historical data

DECISION BASIS

FUTURE-ORIENTED
Decisions are based on indicators from experiments

HIGHLIGHT AND VALIDATE
Generalizable assumptions at a point-in-time

PURPOSE OF KNOWLEDGE

UNDERSTAND AND GENERATE
Capturing human experience over time

PRESCRIPTIVE
Prescribing a predefined course of action

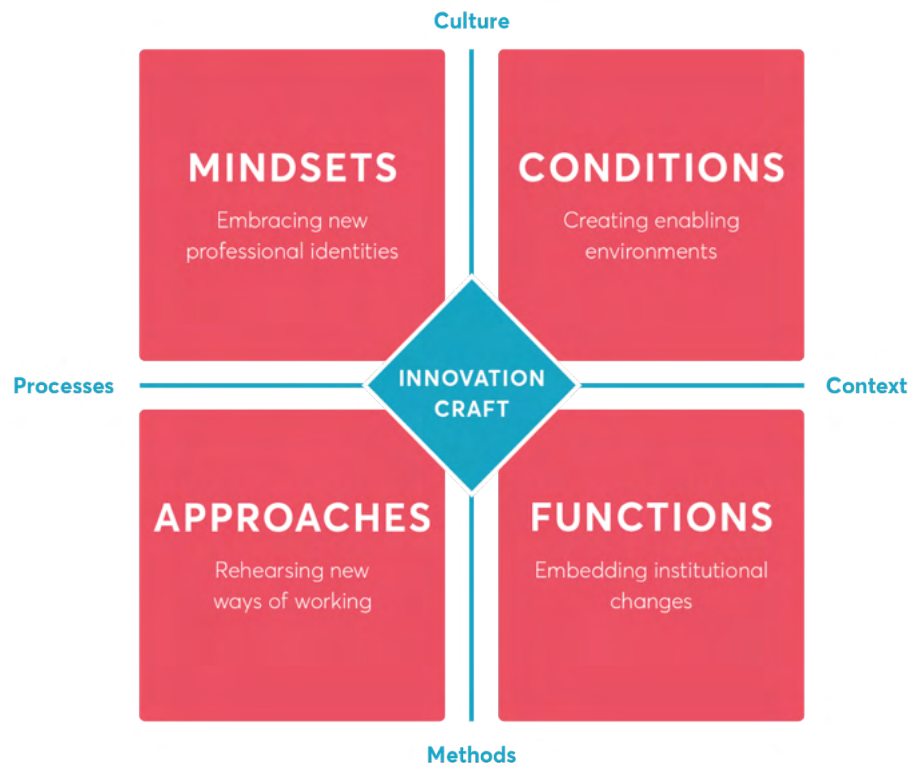
TOOLS

EXPLORATIVE
Processes that allow for exploring new possibilities

AVOIDED
Failure is something to be avoided

FAILURE

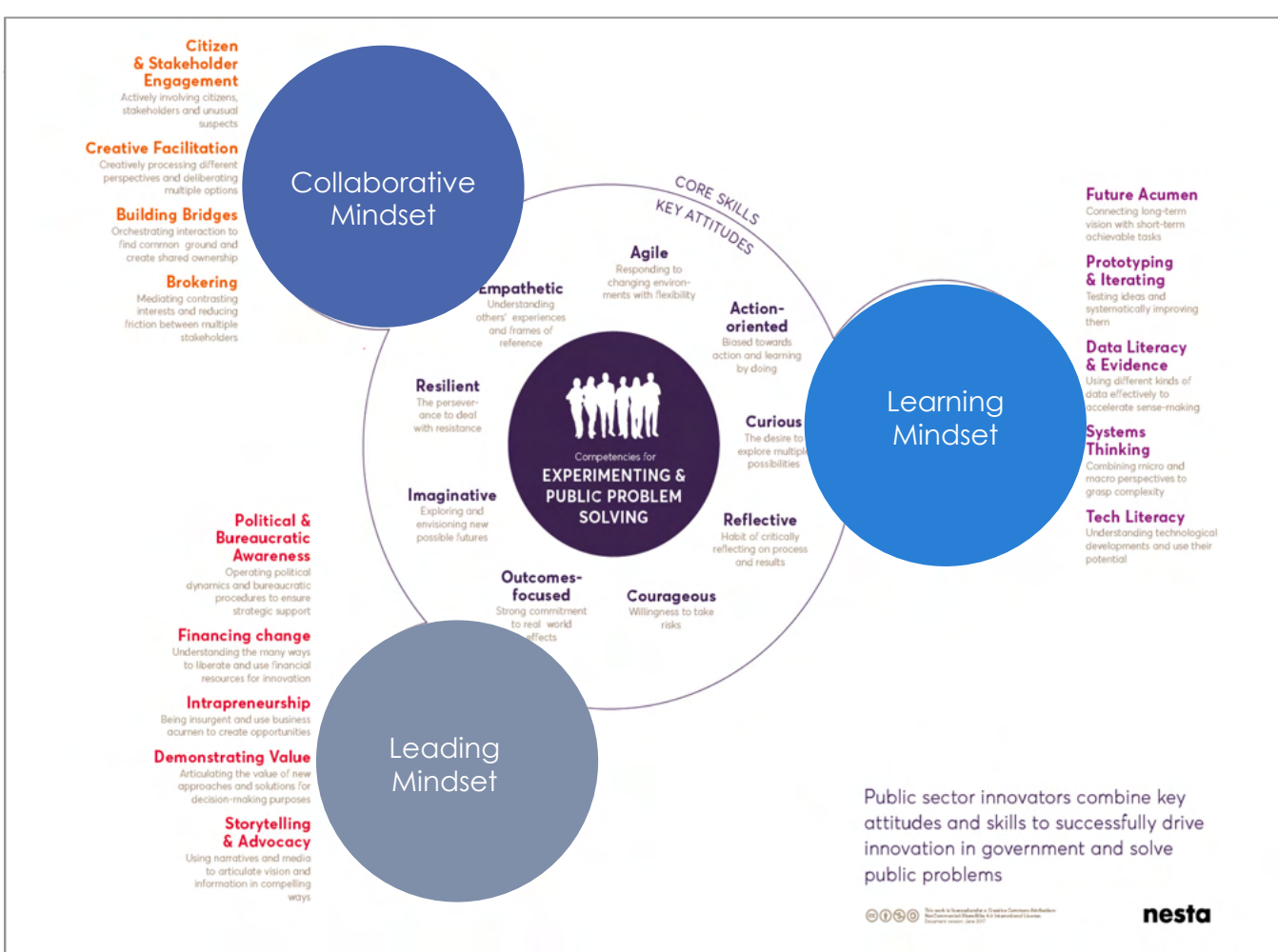
EMBRACED
Failure is accepted as part of iterative learning



Plenary discussion

- How does this resonate?
- What reflections should be considered to guide this week's learning journey?
- What are the barriers to working with a more experimental mindset in your own institutions?

Break



This weeks challenges

Discussion

(IF CHALLENGE IS SELF-SELECTED FROM OWN WORK CONTEXT)

Using a timely topic: Working on a challenge related to current contextual demands faced by public servants.

Not too big/complex: Although this course spans over 3.5 weeks, it's only approx 22 hours of learning time (or 3.5 days), therefore the challenge shouldn't be complex.

Resonates with audience: The challenge needs to be a topic that the audience has awareness and experience with.

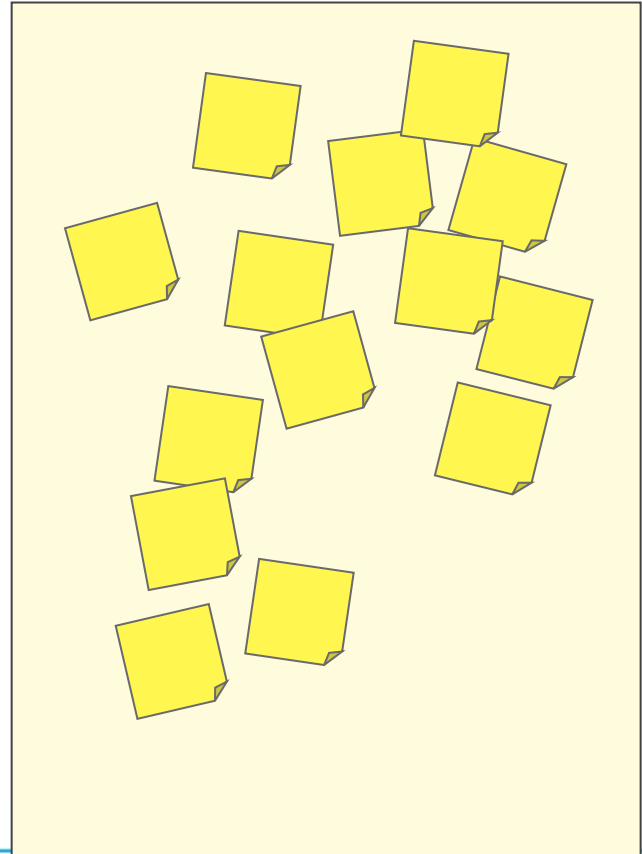
Clear mandate about the outputs: How will the work participants do in the course be followed up on?

Scope for learning: The challenge should be in an area that is learning-rich. Even if the ideas generated aren't viable, participants will have benefited from learning about the system and approaching challenge from different perspectives.

The room of the
(un)obvious...

Idea generation

You have 5 minutes to generate as many ideas as possible with your group.
Write each idea on a post it, and stick it on a flip chart.

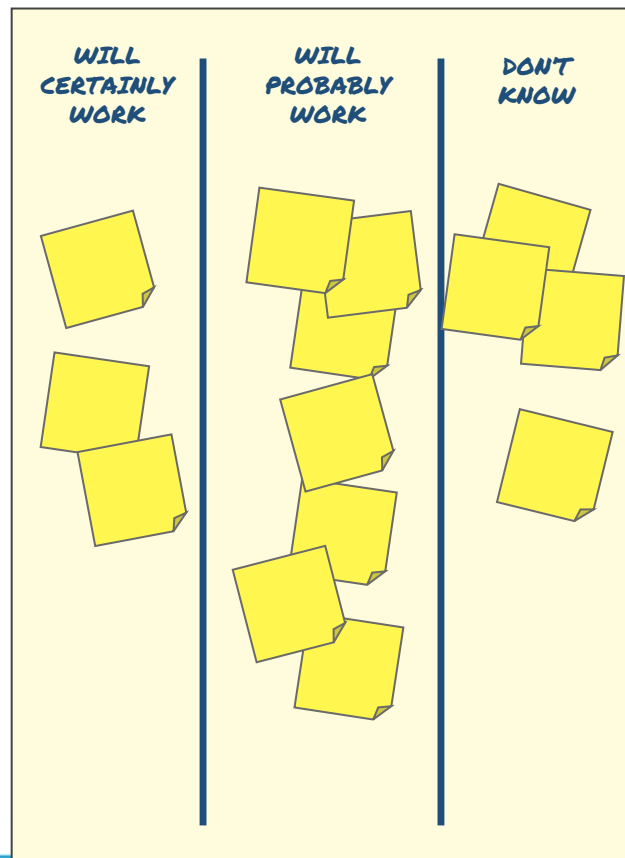




Identify knowledge gaps

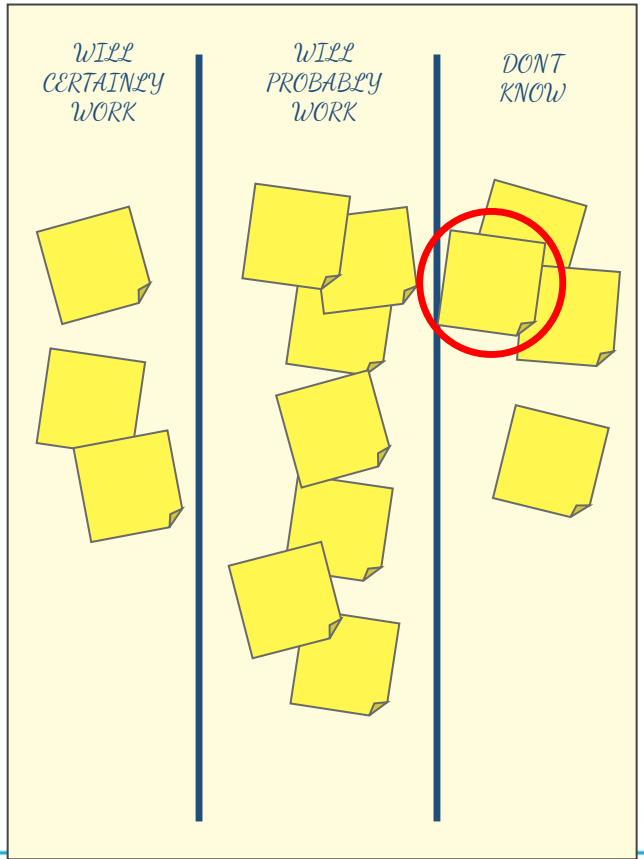
Cluster your ideas into three categories

- Ideas that will certainly work (based on what we know)
- Ideas that will probably work (based on what we assume)
- Ideas we don't know if they will work

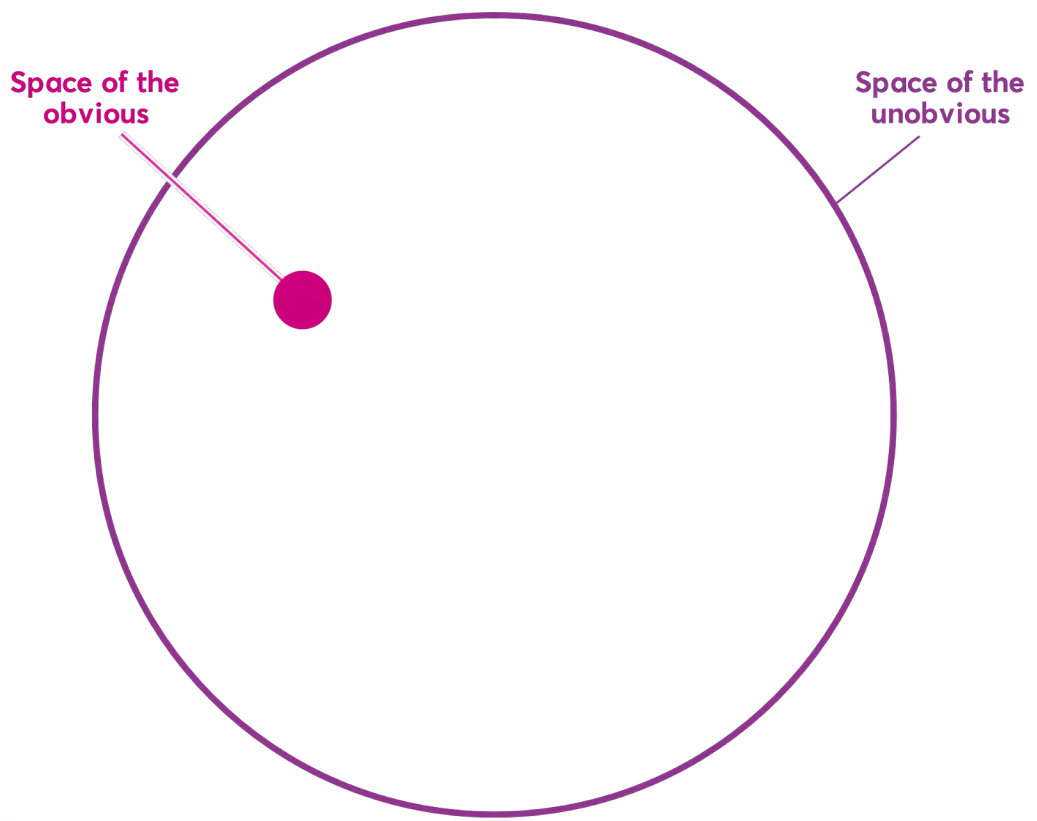


Identify knowledge gaps

Take one idea (post it)... from the category “don’t know”, or “will probably work”



Welcome in the room of the unobvious...



“Innovation amateurs talk good ideas; innovation experts talk testable hypothesis.”

Michael Schrage (Strategyzer)



~~IDEAS → SOLUTION~~

IDEAS → HYPOTHESIS

“A hypothesis is a testable belief about future value creation”

Michael Schrage (2014)



If ... then ...

If [we do this] then [this will happen]

↑
action/intervention

↑
observable/measurable effect

Now take your post-it with your one idea, and translate it into a testable hypothesis

If [we do this] then [this will happen]

Wrap up and
reflection

Wrap up day #1

Reflections, questions, take-aways

What's on tomorrow?



Mindsets and competencies for SDGs implementation

