



Governance for the Sustainable Development Goals

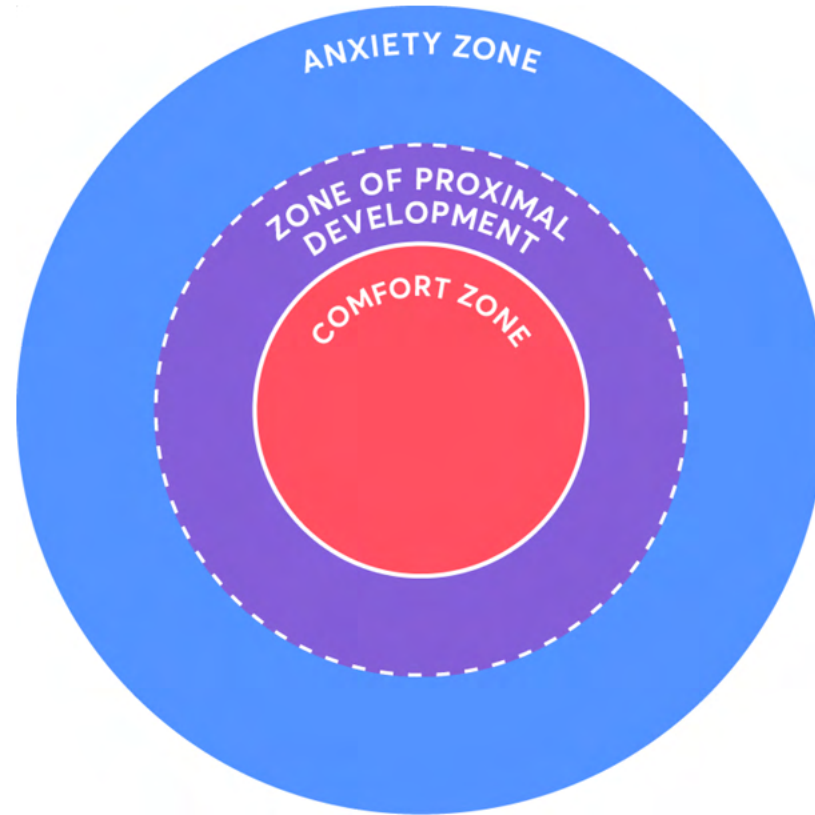
Capacity Development Curriculum

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

Toolkit

Day 4: Leadership Mindset

Check in



STATES OF
CHANGE

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

Thursday

Exploring the Leadership Mindset

HOW

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

Friday

Changing mindsets

Applying to practice

Today's agenda

9:00 - 9:10	EQ Check-in
9:10 - 10:00	Dark matter exercise
10:00 -10:45	Leadership mindset in practice
10:45 - 11:00	Break
11:00 - 12:00	Creating a pitch
12:00 - 13:00	LUNCH
13:00 - 13:45	Presenting the pitches
13:45 - 15:00	Hacking our policy cycle
15:00-15:15	Break
15:15 - 16:45	Organisational capacity
4:45 - 5:00	Wrap up/reflect

The Leadership Mindset

Dark Matter

Dark matter is believed to constitute approximately 83% of matter in the universe yet is virtually imperceptible... It is believed to be fundamentally important in the cosmos...and yet there is little understanding of its nature

Slides inspired by the work of Cassie Robinson,
Systems Changers and LanKelly Chase

Dan Hill on Dark Matter in Systems

'The city we experience is, to some extent, a product of a city council's culture and behaviour, legislation and operational modes, its previous history and future strategy, and so on. The ability for a community to make their own decisions is supported or inhibited by this wider framework of 'dark matter', based on the municipality they happen to be situated within as well as the characteristics of the local culture.'



Rules

Processes

Official Systems for doing things

Reporting requirements

Forms you have to use

Steps you have to follow

Budget lines

Boxes you have to tick

How meetings are run

Ways you always do things!

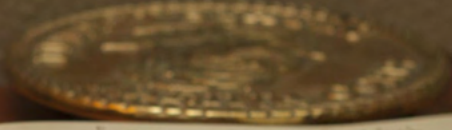
Story of the sign-in book...



The Commanding General, II Marine Expeditionary Force
requests the pleasure of your company at a
Community Leaders' Breakfast
on Tuesday, the twenty-fifth of August
at eight o'clock in the morning
2000 Route Road
Camp Lejeune, North Carolina

Mediators: Division of the State
Children Business Leaders

Minutely prepared by G. August
Merrillville, Indiana 46350-1234



Community Leaders' Breakfast

All Clubs should bring a
check for \$100.00
to the breakfast
at 8:00 AM
on Tuesday, August 25th
at Camp Lejeune
2000 Route Road
Camp Lejeune, NC 28542
Wanted
"I will be there"
I will be there
I will be there

Law

You **have** to do it. You might be **punished** if you don't

But... it is often subject to guidance or interpretation and its application can be debated or even challenged in the courts.

And the law itself can be changed by parliament or sometimes by a tiny amendment.

Policy

Suggested ways that the system **should** work. Often this results in things being **measured**.

You might get judged or challenged if you don't follow policy. You may be required to report on it to get funding.

But... how you implement policy usually represents a choice somewhere in your organisation or system.

Contract

What you have to do to keep your word and **to be paid**.

What are the terms of the contract: what's in and what isn't. What you feel is expected of you: the spirit of the agreement.

But... you can renegotiate contracts, you can agree changes with your client.

Process

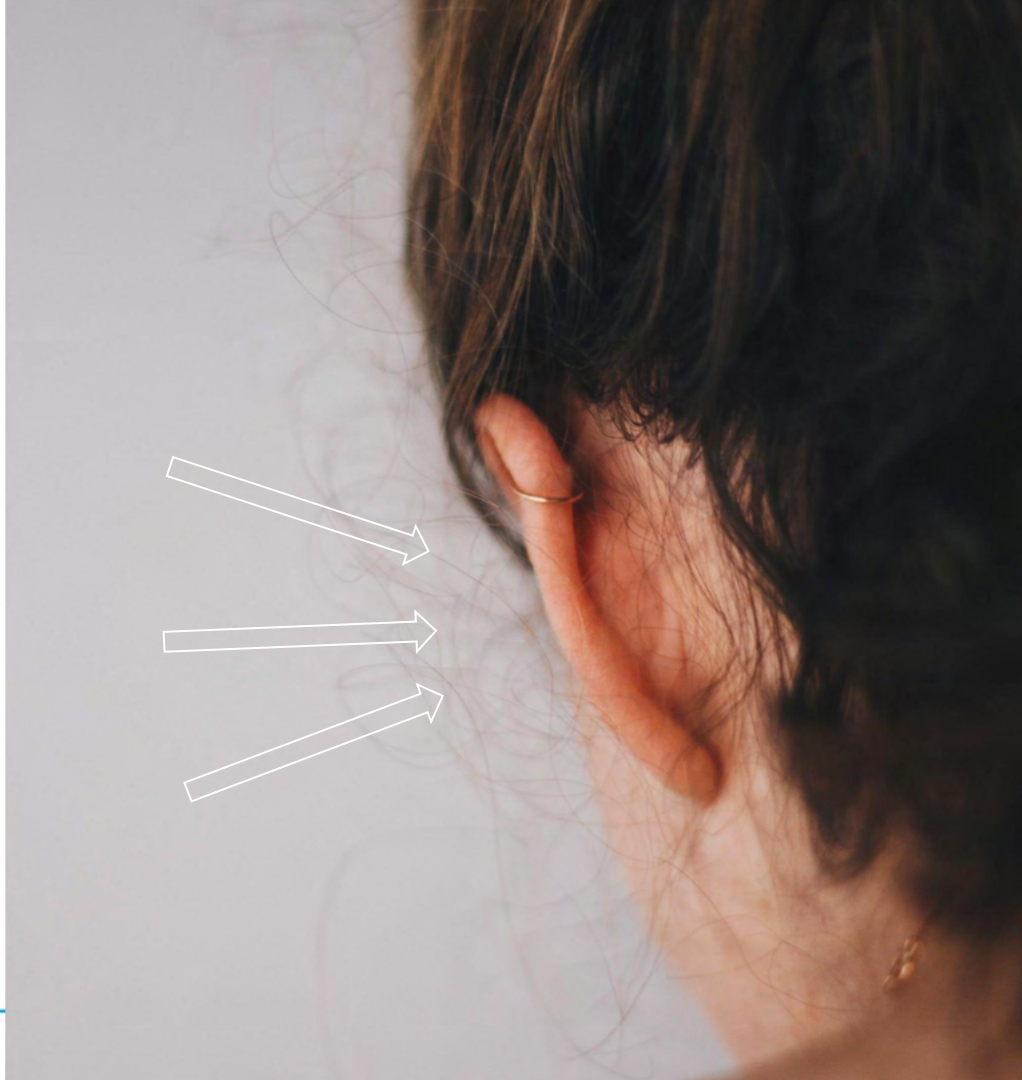
Ways of doing things. How your organisation puts things into practice

They may seem immovable and there may be great resistance to moving them but it is usually organisational culture of individuals holding them there

Eg's. filing/computer systems, the way your room is organised, the way responsibilities are divided in a team, the way a budget is organised, how meetings are run

What we hear...

- **These are the rules....**
- **This is how things are done...**
- **We can't do that because ...**





Imagination

Envisioning new creative possibilities



Outcomes focused

Strong commitment to real world effects



Courageous

Willingness to take risks

Identifying dark matter

Drawing upon the barriers and obstacles identified on Day 1, groups will interrogate which fall into the dark matters category, and what actions could be taken to overcome/challenge them.

Where could you be more courageous?
Where could you be more imaginative?

Share with the cohort

*Insert image of barriers and obstacles identified in day one (and any identified over the rest of the week)

Leadership Mindset in practice

Guest speaker

Suggested: Millica Begovic, Head of Innovation Portfolio, UNDP



Break

Returning to the
challenge



Imagination



Outcomes
focused



Courageous

You have your idea, you have tested your prototype - in order to develop this further you often have to advocate for the change you'd like to see and the need for pursuing it (in new ways).

Who would you need to convince and how would you do it?

Creating a pitch

Employ storytelling principles

Good stories...

- **Have a selective batch of information** - not a blow by blow description of every happening. It's concise.
- **Has a structure, a narrative** - the information flows in a purposeful format that elicits tensions and feelings.
- **Has a meaning** - has a purpose, a message, a lesson
- **Is simple** - it can't be too complex. People are able to follow it.
- **Is authentic** - the story may be fiction, but the sentiment isn't faked.
- **Is relevant** - it means something to the teller or listeners life.

Why stories are important...

Humans are natural storytellers,
we're wired to tell stories



Science of stories



- When we read data, only the language parts of our brain work (to decode meaning)
- When we read /hear a story, language + parts of the brain we'd use if we were experiencing situations are active.
- Easier to remember stories over facts
- Easier to capture the attention of others.

A means to share and interpret experiences...

Reflect, reframe, sensemake situations.
Learn with people.

Transferring knowledge...

Communicate knowledge in a simple way. Educate, work out loud, peer learn

Helping people learn to listen...

Bring unheard voices to the table, elicit empathy.

Persuading someone to act...

Influence or inspire someone to change a behaviour, or provide resources

Helping to raise awareness..

Of your own purpose and value, or of an important situation

Changing people's minds...

Help people identify their biases and see something differently

Helping empower people...

Helps people make decisions.
Demonstrates something is possible.

To entertain..

To make people laugh, cry, feel joy, feel pain, feel scared, feel happy.

Types of stories

The Challenge Story

This story is about a protagonist overcoming seemingly insurmountable obstacles to turn their idea into reality. It is dramatic, inspiring, accessible, and emotionally moving.

Suggested audience:
The general public

The How-To Story

Explains the process of solving and implementing a social problem. It inspires social innovators and thought leaders, and provides hope and insights into emerging practices that are effective - plus explains how to employ these methods themselves.

Suggested audience: Social innovators, thought leaders

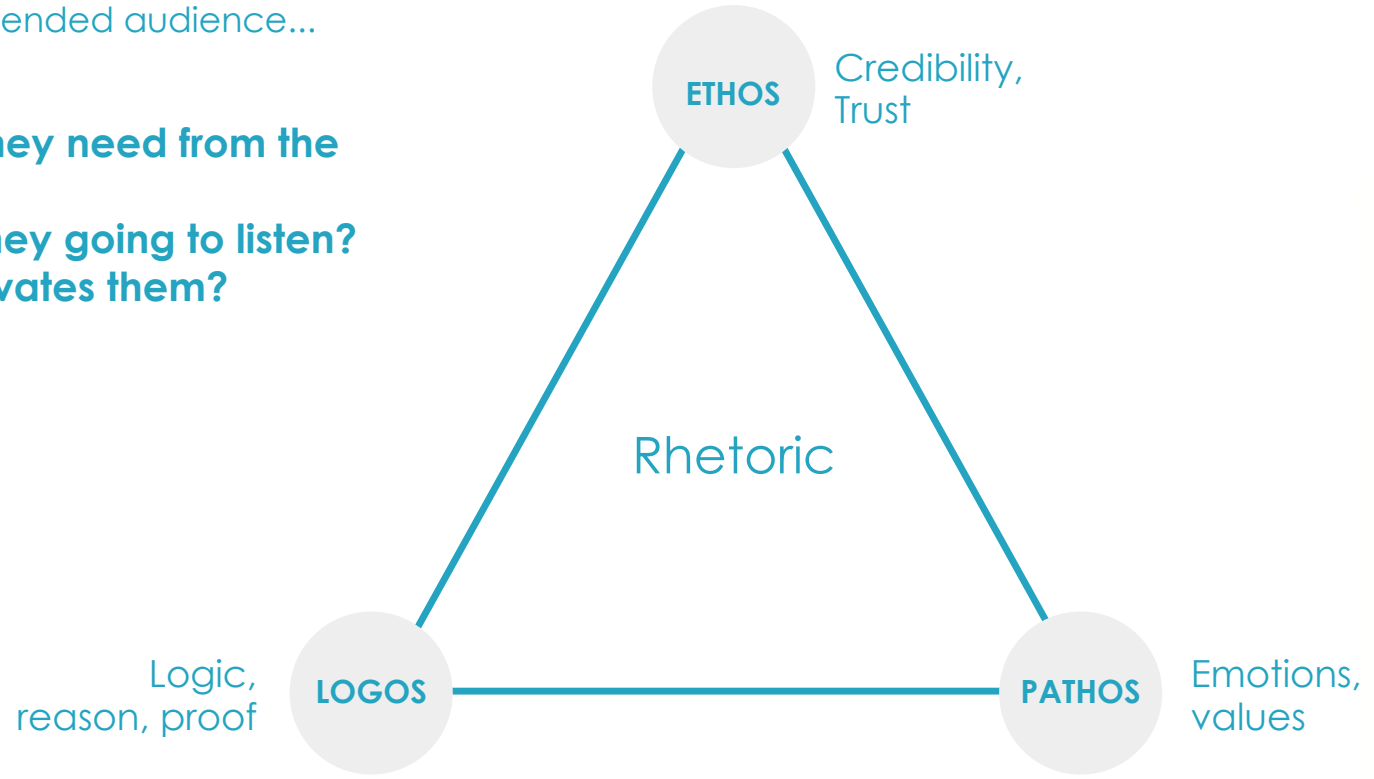
The Big Idea Story

Focuses on describing a novel solution and explores how it fits within the bigger picture of creating social change and emerging trends in the social impact sector.

Suggested audience:
Thought leaders, funders

Don't forget your intended audience...

- What do they need from the story?
- Why are they going to listen?
- What motivates them?





Body language

- Anchor yourself
- Open your shoulders and arms
- Make eye contact
- Use facial expressions
- Enunciate
- Vary the rate of speech
- Smile

LEARN IT. INTERNALISE. RECREATE.



Creating a persuasive story

This tool is to help you in identifying and elaborating on the elements required to create a persuasive story, and supports you in constructing it in an ordered way.

Audience

Identify your intended audience/stakeholder, and describe their relationship to you.

Empathy

Describe what your audiences perspective or experience of this challenge is.

We all know that your policy goal for this term is...

Problem understanding

Describe the different elements of the problem, and why has it not been addressed in the past.

We also know that the main problem your unit face is ...

...the other elements of that problem are...

Who

Identify who is affected, both directly and indirectly, by the problem.

This problem directly affects...

...whilst it also involves ...

Idea

Describe your idea/solution to address the problem?

The solution we propose is...

Benefit

Describe what an inspiring scenario might look like, as a result of implementing the solution.

The benefits of the solution will be...

Actions

Describe how you will deliver this solution, in a practical sense.

We are going to use the budget from...

... and our time frame is...

Audience role

Identify how your intended audience (i.e. your boss) will play a role in this.

As our authority, you'll appear as...



45 mins

LUNCH

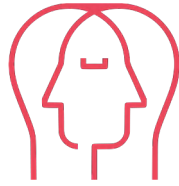
Pitch and feedback

Each team will present their pitch.
One other team will play the role of the
intended audience and respond
accordingly.

The other teams will play the role of observers
and provide feedback.

Each team has 4 mins each to present

Hacking our project/policy cycle



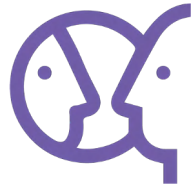
Empathy



Humility



Enablement



Reflective



Agile



Curious



Imagination



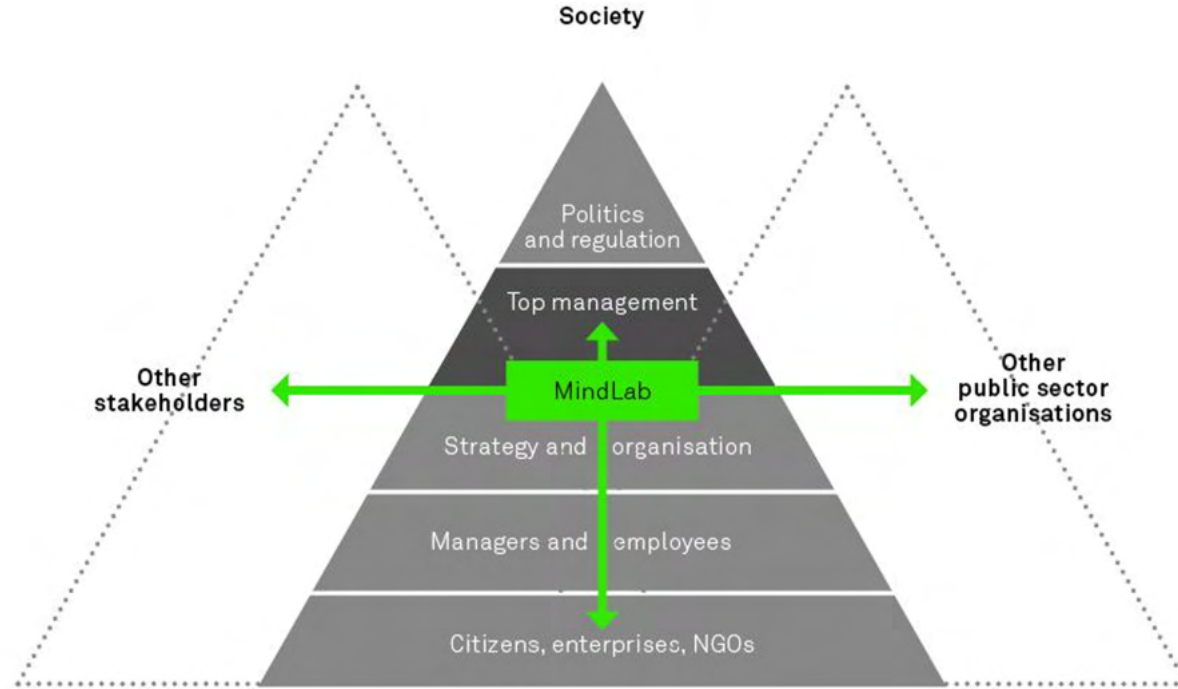
Outcomes
focused



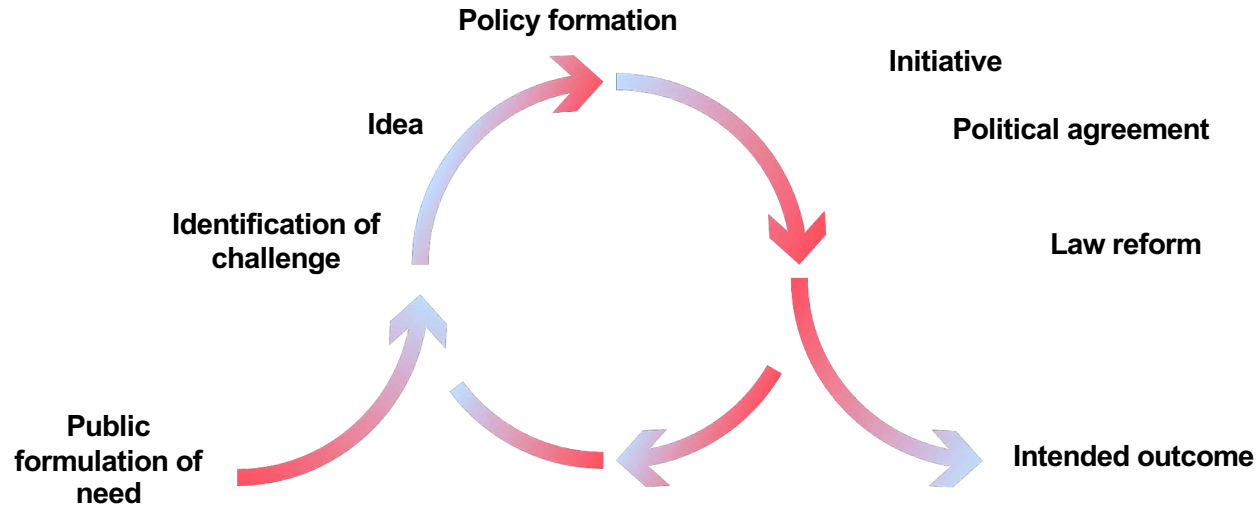
Courageous

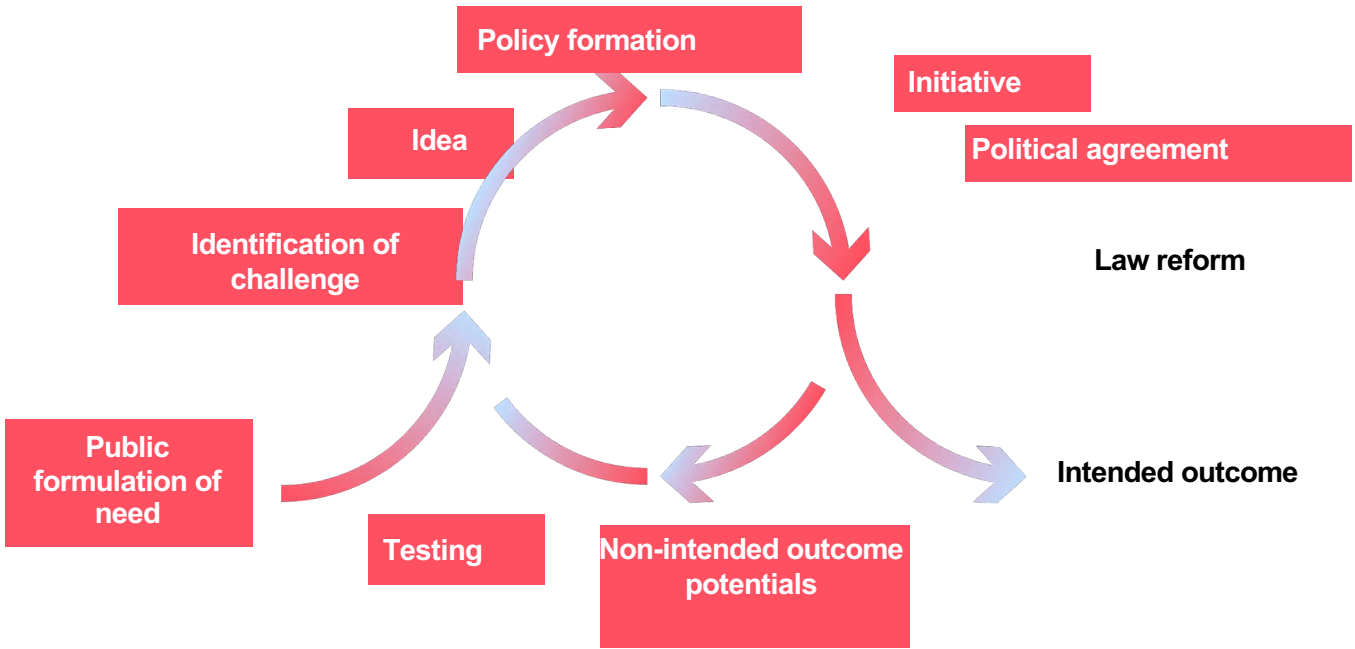
A photograph of a person's hands holding a pen and looking at a document through a window in a door. The image is overlaid with a semi-transparent red filter. The person is wearing a patterned shirt. The door has a silver handle. The background is a plain wall.

Learning from practice
**Experimenting with the policy cycle in
Denmark's Ministry of Employment**



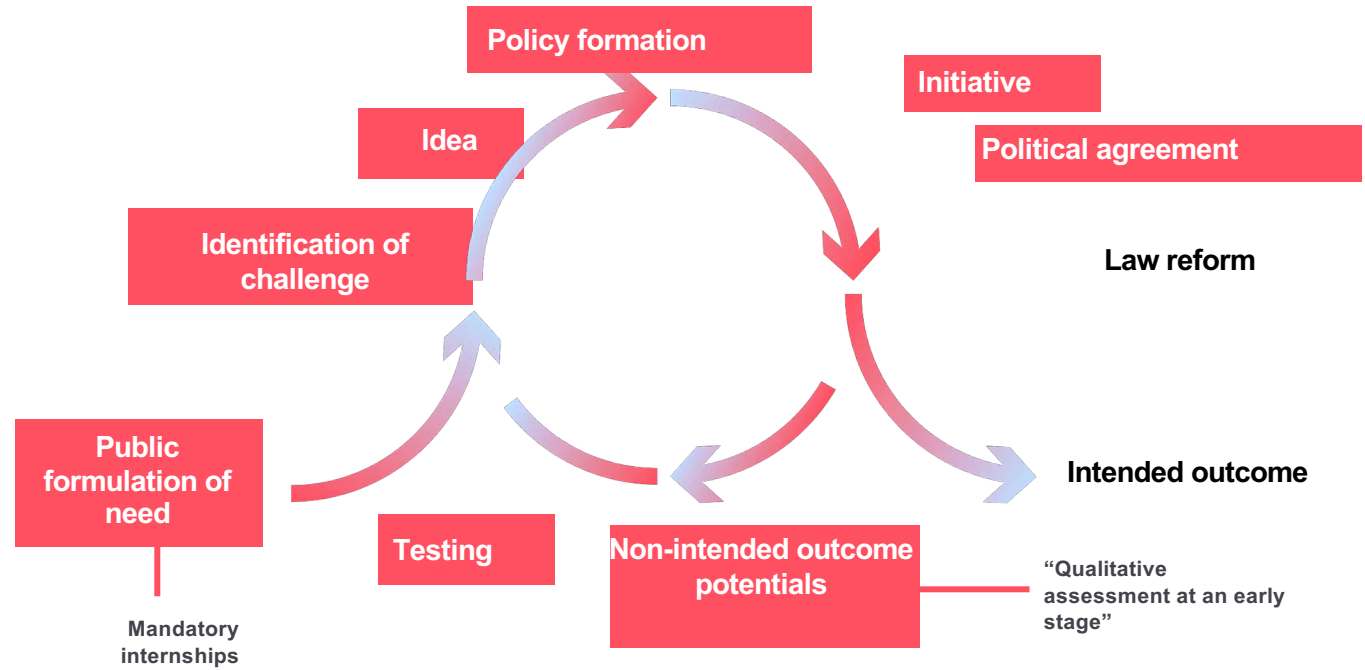


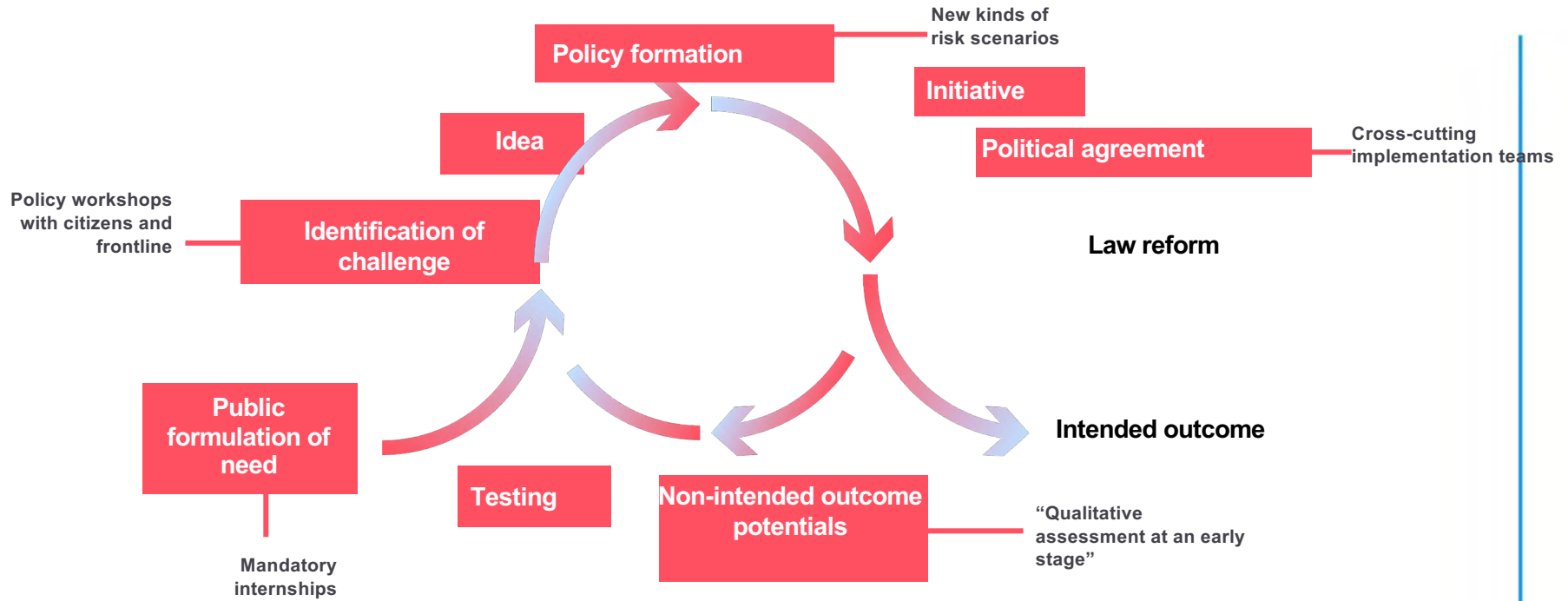




Key principles of the “hacking” process

- Making the citizen and frontline worker experience visible – concrete experiences
- Making the citizen and local contexts an active resource in development processes
- Create generative shared reference points
- Boost synergy with context: create a constructive dialogue
- Looking at the service journey within a wider system to create new interventions
- Avoid analysis and paralysis by embracing an experimental mindset



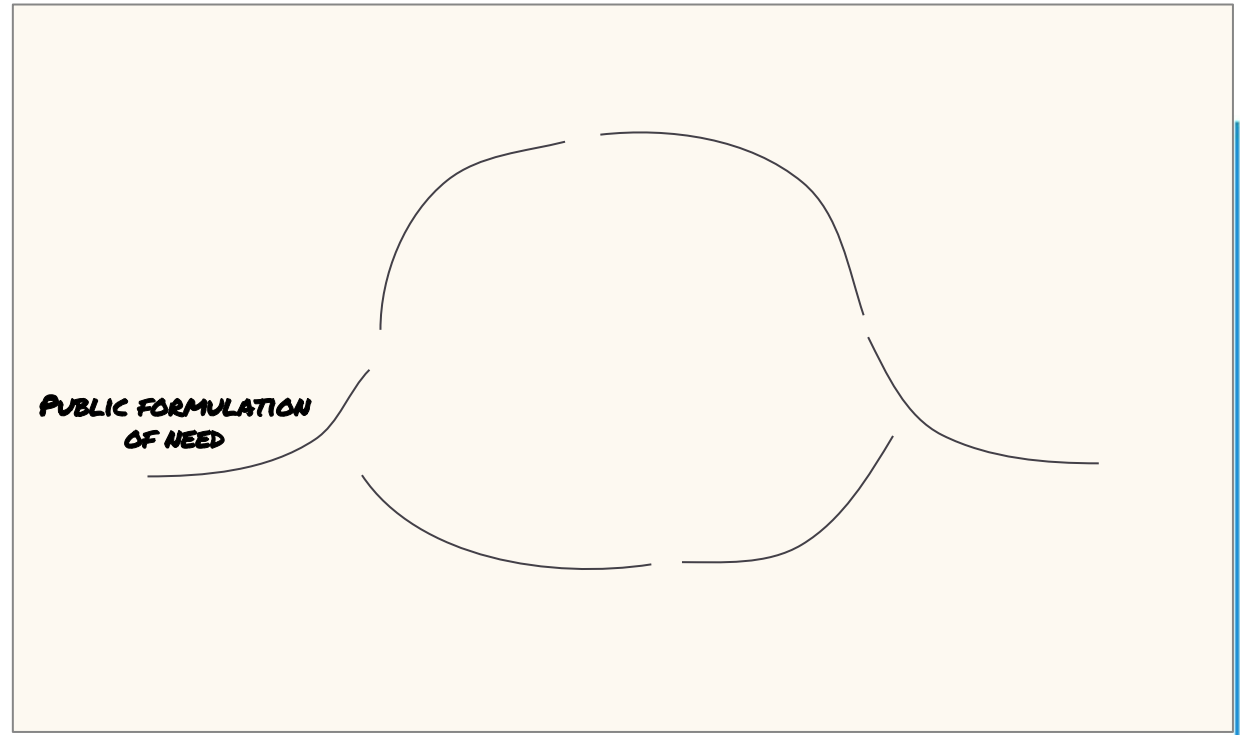


Hacking your policy cycle*

On their own sheet of flip chart paper, each group should create their own policy cycle (either use one person in your group as an example, or create a generic one together).

Identify the different key stages on your sketch.

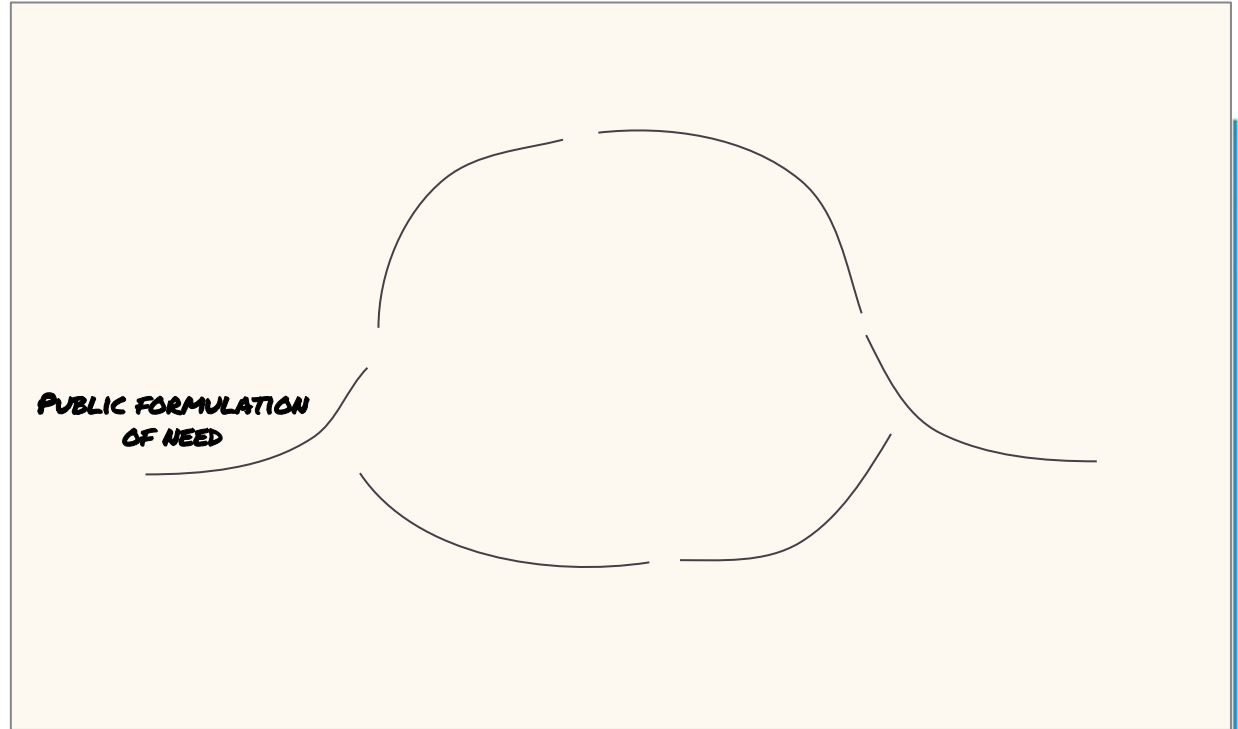
*If you feel more comfortable using a project cycle, do that instead



Hacking your policy cycle

Once your existing policy (or project cycle) is drawn, start to identify the areas where you could do things differently.

Where can you make changes. Where can mindsets, behaviours, skills and methods be applied to create different outcome?



Let's share...

What are the main changes you
could make to your policy or
project cycle?

Break

Organisational capacity



Citizen & Stakeholder Engagement

Actively involving citizens, stakeholders and unusual suspects

Creative Facilitation

Creatively processing different perspectives and deliberating multiple options

Building Bridges

Orchestrating interaction to find common ground and create shared ownership

Brokering

Mediating contrasting interests and reducing friction between multiple stakeholders

Political & Bureaucratic Awareness

Operating political dynamics and bureaucratic procedures to ensure strategic support

Financing change

Understanding the many ways to liberate and use financial resources for innovation

Intrapreneurship

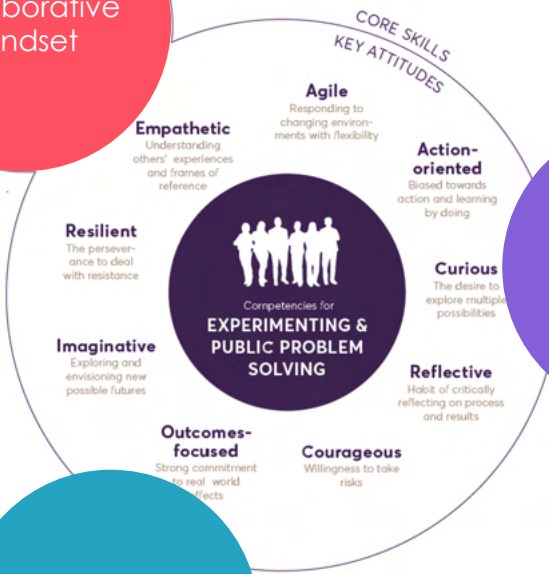
Being insurgent and use business acumen to create opportunities

Demonstrating Value

Articulating the value of new approaches and solutions for decision-making purposes

Storytelling & Advocacy

Using narratives and media to articulate vision and information in compelling ways



Empathetic
Understanding others' experiences and frames of reference

Agile
Responding to changing environments with flexibility

Action-oriented
Biased towards action and learning by doing

Curious
The desire to explore multiple possibilities

Reflective
Habit of critically reflecting on process and results

Courageous
Willingness to take risks

Outcomes-focused
Strong commitment to real world effects

Resilient
The perseverance to deal with resistance

Imaginative
Exploring and envisioning new possible futures

Public sector innovators combine key attitudes and skills to successfully drive innovation in government and solve public problems

Future Acumen

Connecting long-term vision with short-term achievable tasks

Prototyping & Iterating

Testing ideas and systematically improving them

Data Literacy & Evidence

Using different kinds of data effectively to accelerate sense-making

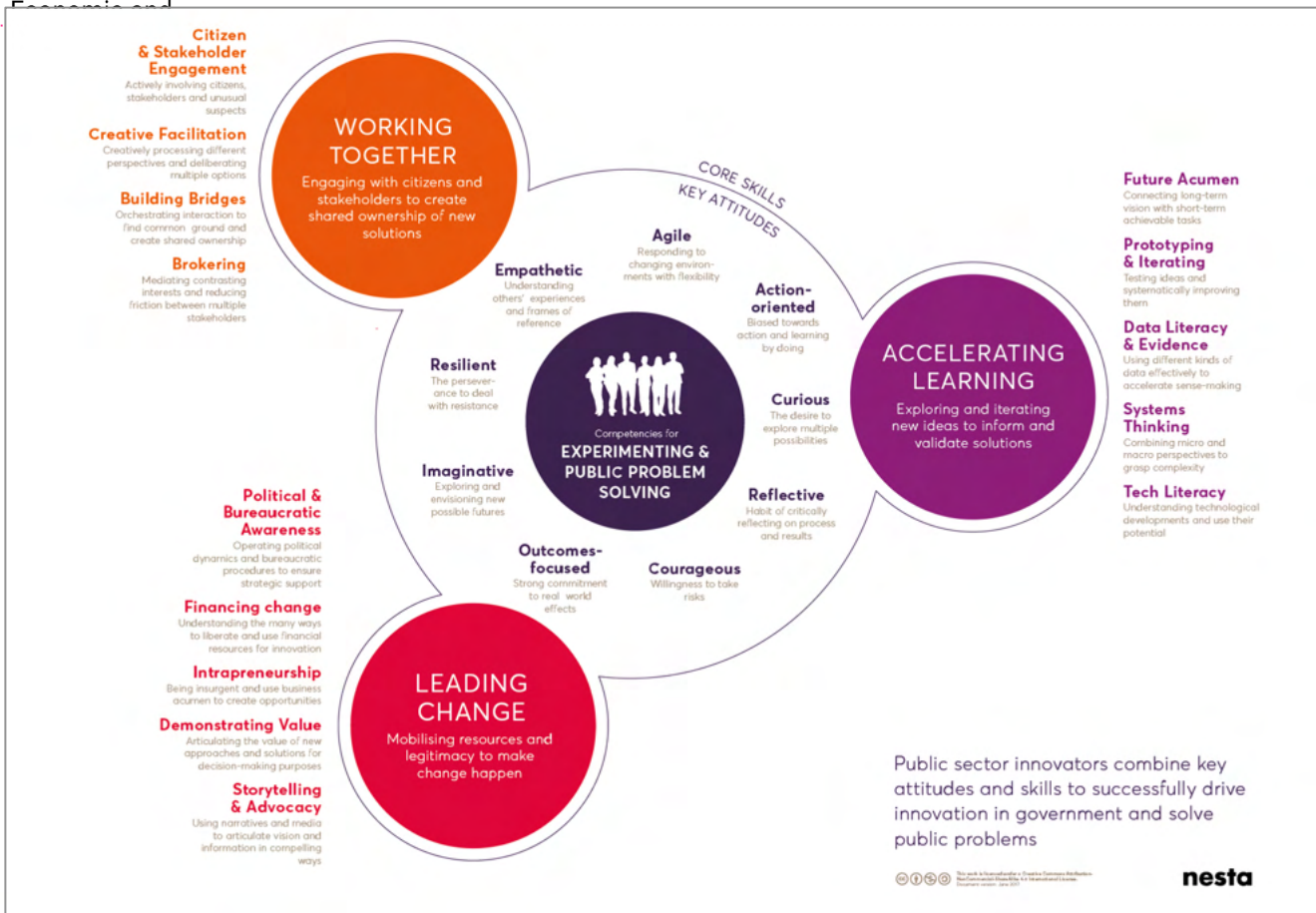
Systems Thinking

Combining micro and macro perspectives to grasp complexity

Tech Literacy

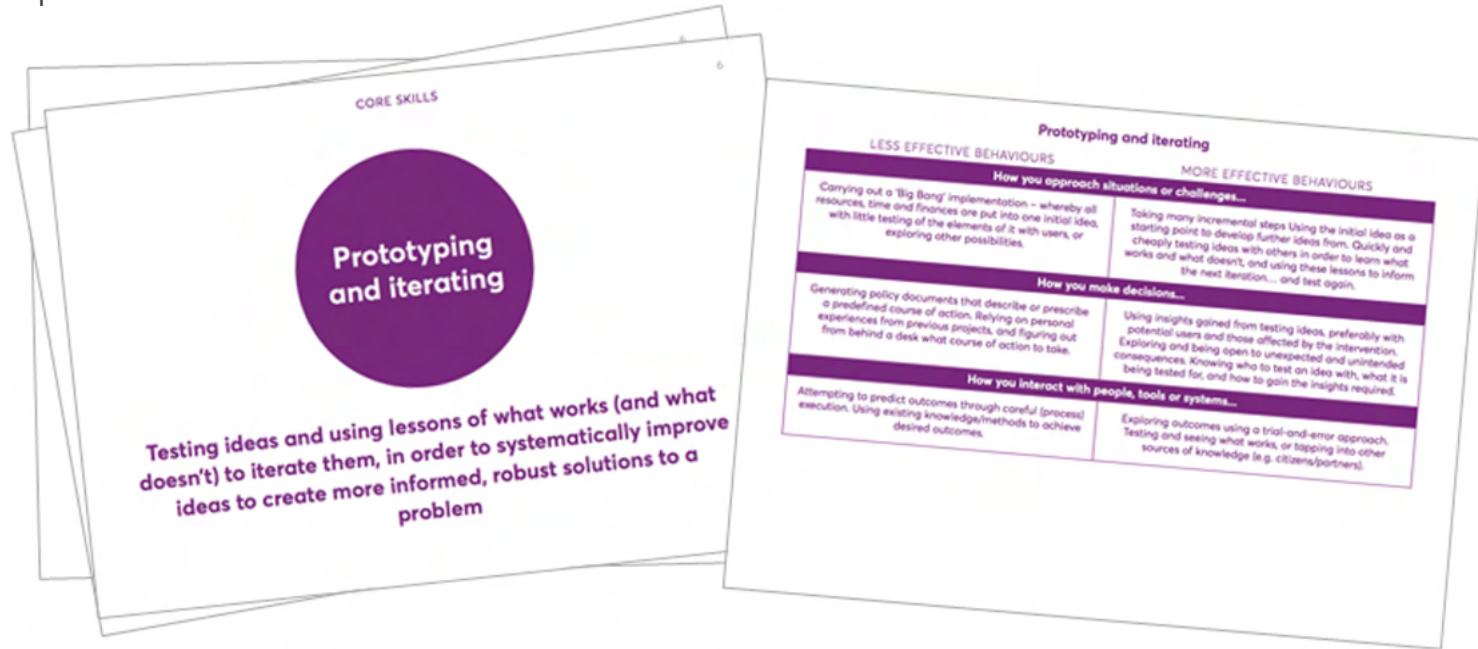
Understanding technological developments and use their potential





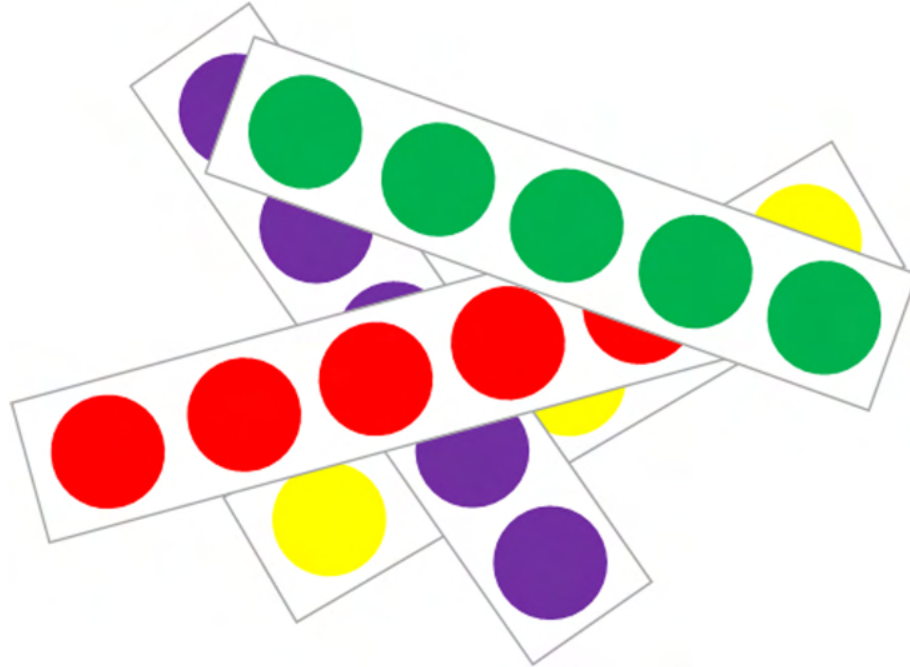
Let's try it!

The skills in practice

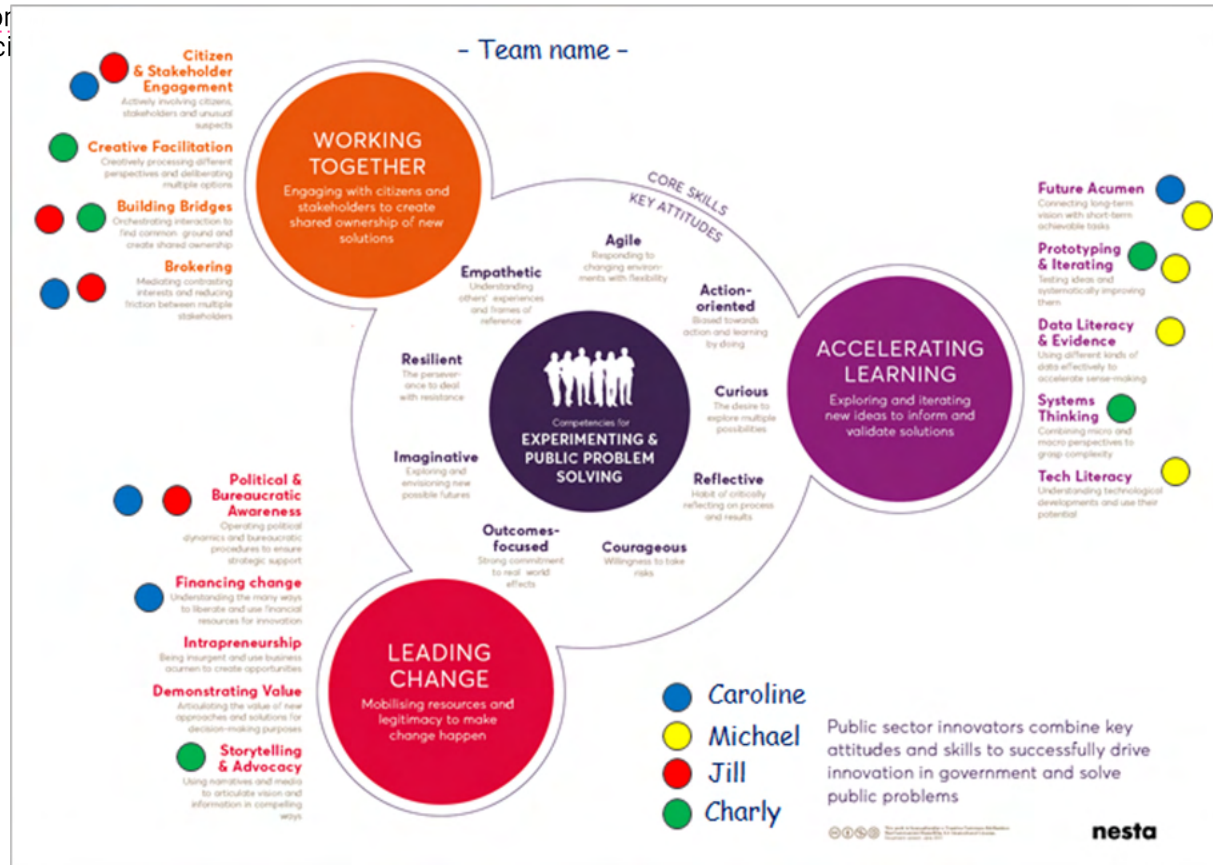


Read through the skills cards.
What do you believe are your 5 core skills?

Mapping your skills



Pick a colour and put your initials on it



Each person then maps them onto the board



Each person then maps out their 3 strongest attitudes



Reflecting on competencies

Is there a general area of strength or weakness?

- Is this reflected in the way you operate?

Where are the core strengths?

- Are there strengths others have identified that surprise you?

Where are the gaps?

- Are these gaps a problem? In what way?
- Which skill or attitude gap concerns you the most?

What skills do you, as a team, think you need to do more of

- How might you go about developing these skills?
- What support might you need to do this?
- What has been tried so far?



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

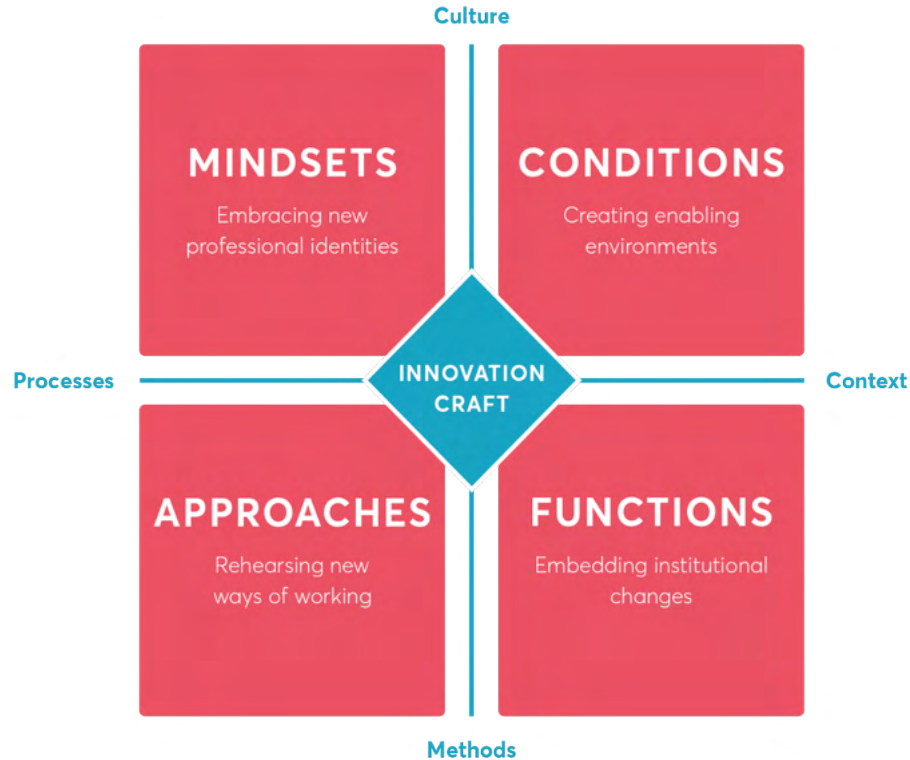
TOOLS

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



Think across different levels...

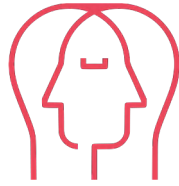


Wrap up and
reflection

Wrap up day #4

Reflections, questions, take-aways

What's on tomorrow?



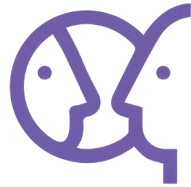
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CORE SKILLS
KEY ATTITUDES



- Future Acumen**
Connecting long-term vision with short-term achievable tasks
- Prototyping & Iterating**
Testing ideas and systematically improving them
- Data Literacy & Evidence**
Using different kinds of data effectively to accelerate sense-making
- Systems Thinking**
Combining micro and macro perspectives to grasp complexity
- Tech Literacy**
Understanding technological developments and use their potential

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