



Governance for the Sustainable Development Goals

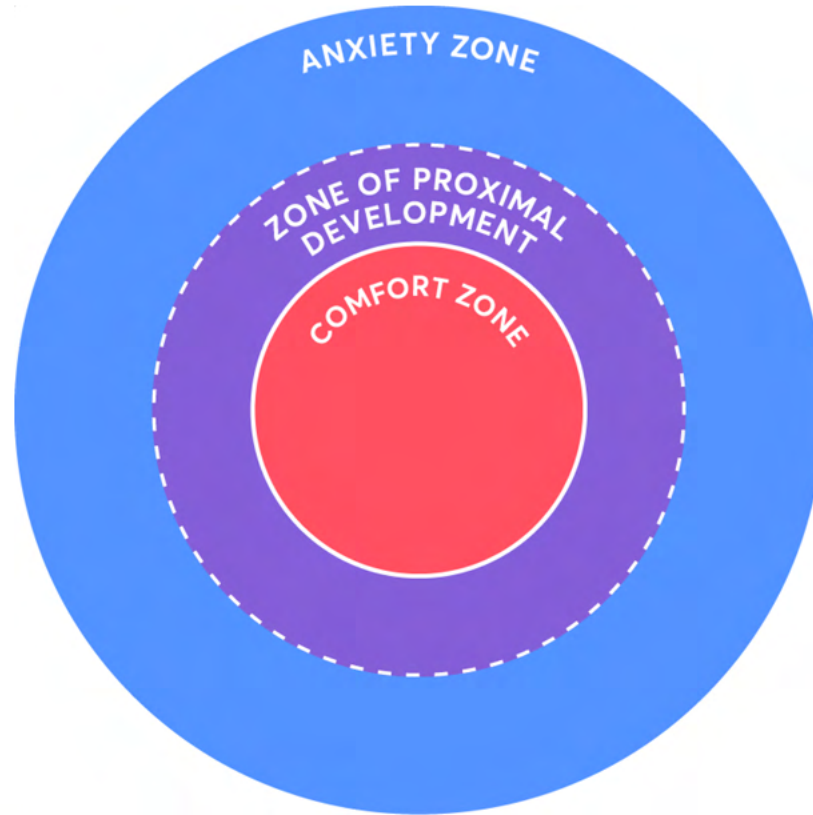
Capacity Development Curriculum

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

Toolkit

Day 5. Applying to practice

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

09:00 - 09:15	Check-in
09:15 - 10:45	Project clinics
10:45 - 11:00	Break
11:00 - 12:00	Speed dating
12:00 - 13:00	Lunch
13:00 - 14:30	Creating an office of experimentation
14:30 - 14:45	Break
14:45 - 15:45	Presentations
15:45 - 16:45	Action plan
16:45 - 17:00	Wrap up

Today's learning objective

After today, you will be able to:

- Reflect on your own skills, behaviours, mindsets and identify your own areas of development
- Learn from your peers about the value of experimental mindsets in their work
- Identify concrete ways to begin to enhance the experimental mindset of their organisations and departments

Project clinic

Groups will pair up and share what they have done for their working challenge.

- 15 mins prep time
- 10 mins (5 mins per team) present time
- 25 mins reflection and discussion
- 25 mins plenary discussion



Reflection and discussion points

- What was good about how the team approach the working challenge, any ideas of what could have been done differently, any questions?
- How are these processes/tools/mindsets different (or similar) to what currently exists in your teams, departments and organisations?
- What feels important to bring into your own organisation and why (how will it help address the SDGs?)
- What are the main challenges to embedding this mindset in your organisation? How might these challenges be overcome?

Back to plenary

- **What were the key insights and lessons?**
- **What was similar to what you currently do?**
- **What was different?**
- **What do you feel you can bring into your own organisation?**

Break

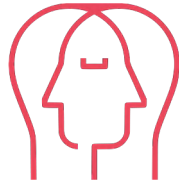
Speed dating

Learning goal: speed dating

Participants reflect on what mindsets and behaviours they would like to see more of - both individually and organisationally (using behaviour guide).



https://media.nesta.org.uk/documents/Nesta_CompetencyFramework_Guide_July2019.pdf



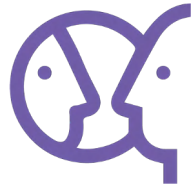
Empathy



Humility



Enablement



Reflective



Agile



Curious



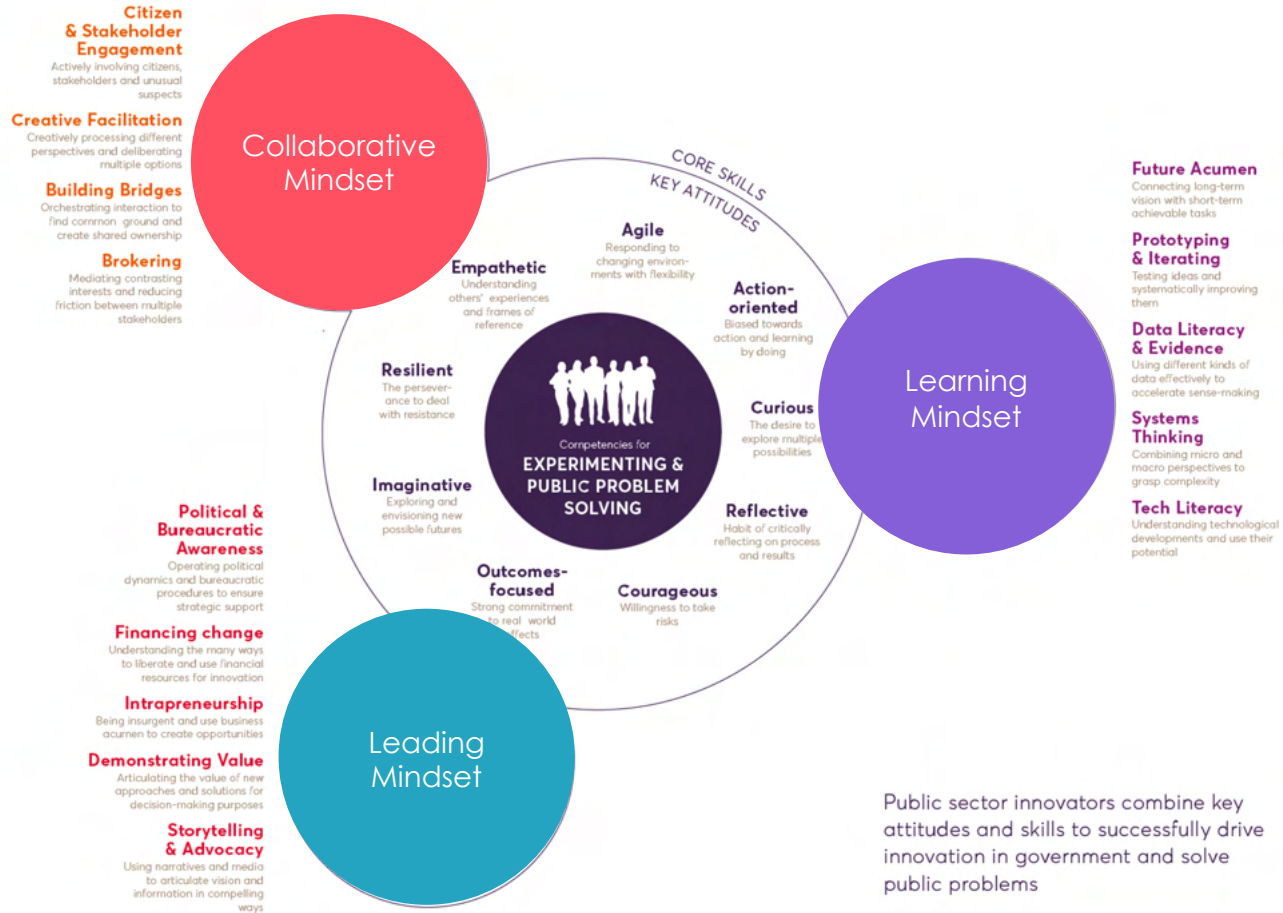
Imagination



Outcomes
focused



Courageous





Speed dating time!

Do you have any admirers...

... of the way you are successfully demonstrating the application of new mindsets in practice?

Let's find out

You'll go around the room and have 'dates' with 3 other peers.

Once you sit down in your pair decide who'll share first. You'll then hear a bell , which means you'll have 5 mins to share one success in regards to a mindset, and one challenge you've faced in adopting a new mindset.

Your partner responds following the the structure below.

- I am impressed by/do more of...XX
- In my experience, it works well when...XX
 - Think about/consider...XX
- Focus on developing...XX going forward

Keep track of these responses, make a note of them.

When the bell rings again, it's time for a new date.

Use your script card and score card

Speed dating: script card

Use this script card as a guide when responding to your 'dates' attitude challenge or success story.

- I am impressed by your...
- In my experience, it works well when you ...
- You should think about or consider...
- I suspect a fixed/growth mindset is appearing when ...
- Going forward, you should focus on developing ...



Let's discuss ...

What does this mean for learning development goals...

What should be your focus?

What is the change you expect to see if you do this?

Is this what you really need?

What is the next action you can take?

LUNCH

Evaluative simulation:
Set up an office for
experimentation

Set up an experimental office



The office plan

Using the template, create a visual representation of your experimental office. Try to convey (through drawing, text, diagrams):

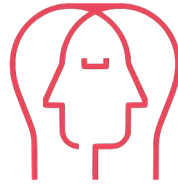
- **The purpose and vision of the office**
The ways of working (i.e. the teams required, the activities they will undertake, the way they work together - process/sequencing).
- **The relationships the office has internally and externally (with partners, citizens and experts)**
- **The capabilities, skills and mindsets of the employees.**

This isn't about interior design.

Don't take the plan literally, it's to represent how an office could be organised and operate to support experimentation.

Remember the mindsets...

How would you need to set you office up to support people in manifesting these qualities in their work?



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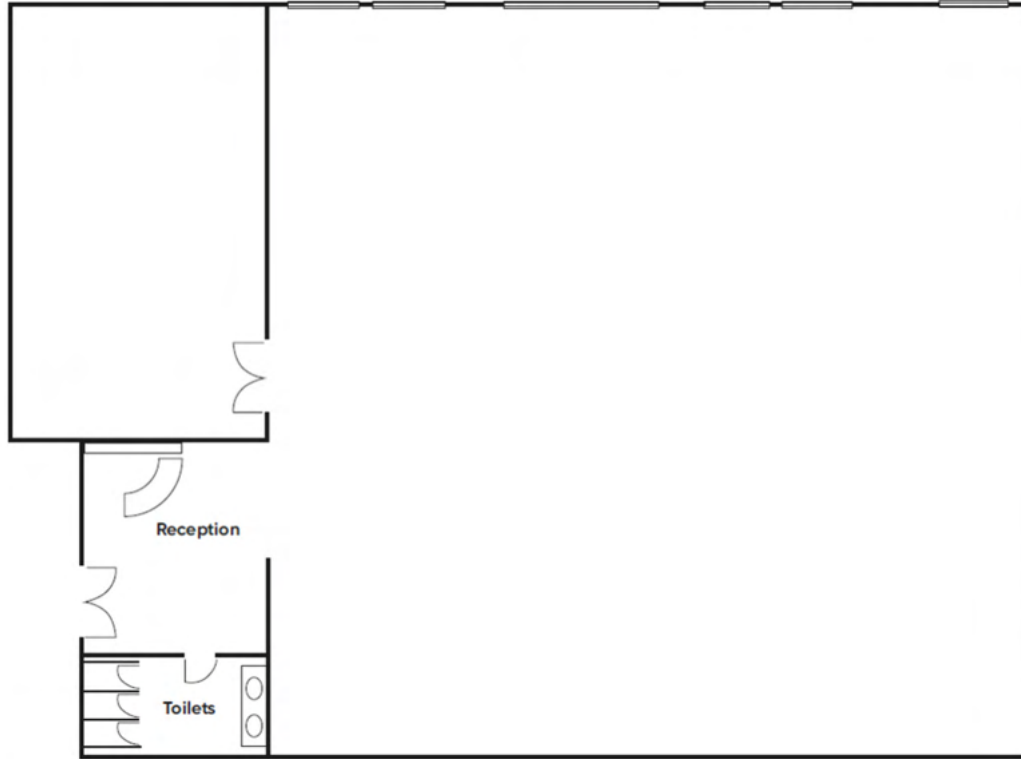


Courageous



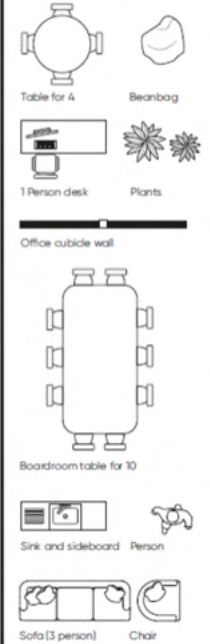
Setting up an experimental office

Use this worksheet to create your own experimental office. Visually communicate your offices' purpose, ways of working, relationships (with partners, citizens, experts), culture, capabilities of employees.



Key

The items below are there to give you a sense of scale, not to dictate the items to use.



50 mins

Prep what you are going to share
after the break



15 mins

Break

Experimental office: sharing

Setting up an experimental office
Use this worksheet to create your own experimental office. Visually communicate your office's purpose, ways of working, relationships (with partners, citizens, experts), culture, capabilities of employees.

Key
The items below are there to give you a range of ideas, not to dictate the items to use.

- Table for 4
- 1 Person desk
- Office outside wall
- Reception
- Toilets
- Meeting
- Phone
- Reception table for 10
- Sink and cupboard
- Sink (2 person)
- Person
- Chair

Each group has:

- 5 mins to talk through their idea
- 5 minutes for Q&A off the rest of the group

After all presentations we'll discuss the practicalities of implementing some of your ideas.

Then we'll vote for the best office of experimentation

Action planning

Practically applying the lessons from the week

How will we apply these lessons to our daily work? What actions can we take to develop experimental and innovative mindsets within our organisation?




Developing an action plan

This tool is to help you develop a plan to embed new behaviours, mindsets and ways of working into your team, department or organisation.

Goal: What is the change you want to see in your team/department/organisation?

Actions steps What actions will you need to take to implement the change you want to see?	Persons responsible Who will you need to work with to achieve this?	Resources required What are the resources (people, funding, time, space, etc.) to complete these action steps?	Progress indicators How will you know you are making progress?	Completion date When will this step be completed?	Evidence of success How will you know it has been completed successfully?



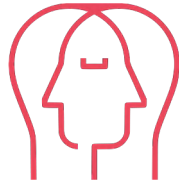
40 mins

Wrap up and
reflection

Wrap up day #5

Reflections, questions, take-aways

Next steps



Empathy



Humility



Enablement



Reflective



Agile



Curious



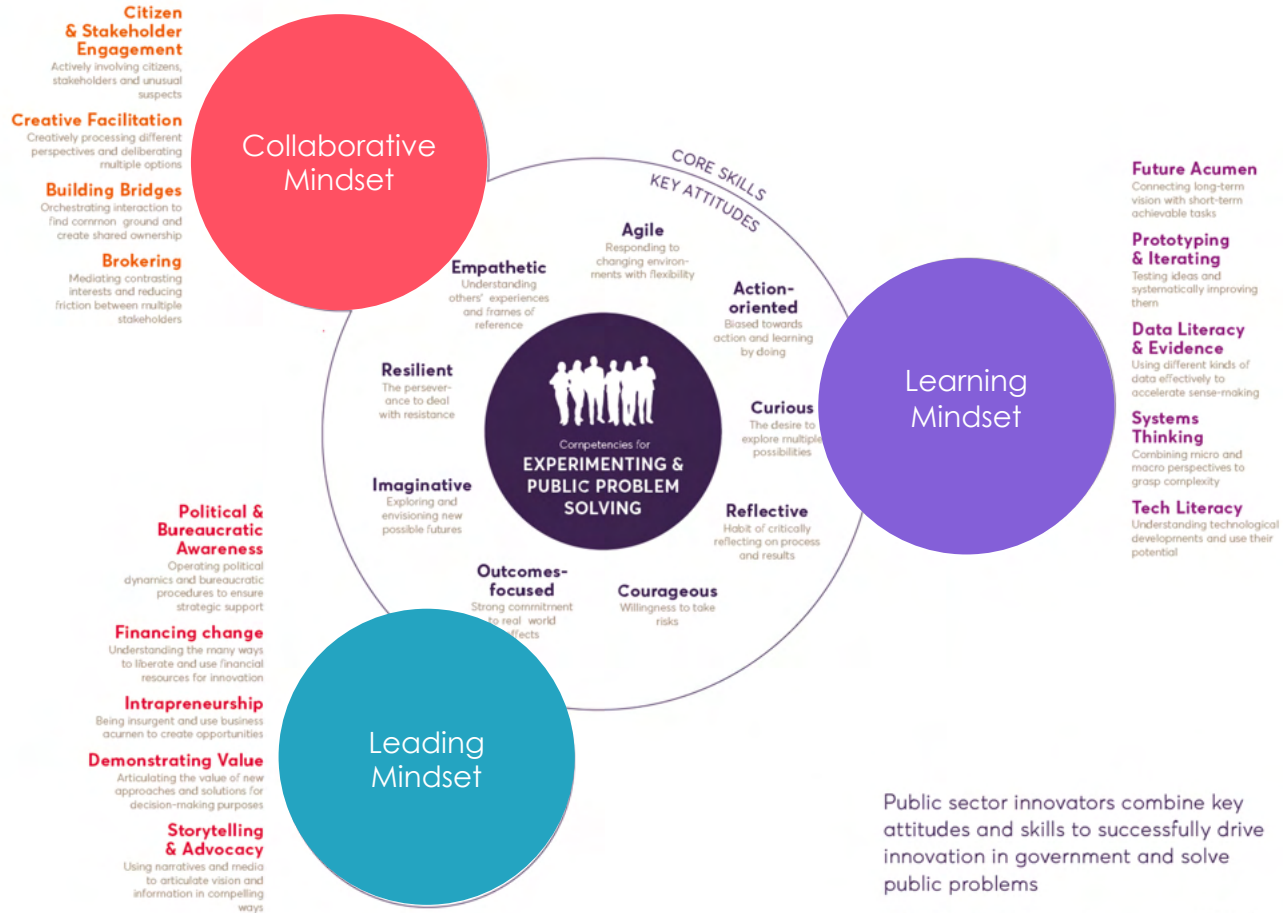
Imagination



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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, 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/relationship 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 their 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).

Strategies at the individual, organizational and institutional levels to promote a change in mindsets



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