

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

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

9:00-9:30	Welcome and Course Introduction
	Introduction of Speakers and Participants; Programme Overview; Icebreaker Activity
9:30-10:00	Activity: What is My Mindset?
Content	Polak Game: Participants position themselves on a matrix as they respond to questions regarding their expectation and influence surrounding future-based questions.
Learning Outcomes	Participants recognise that they have mindsets and worldviews which shape their actions.
10:00-12:00	Module 1.1: Setting the Scene
Content	<p><i>Presentation:</i> What we mean by mindsets, why do mindsets matter, how they shape how we see, think and act. Highlight their importance when tackling complex challenges such as the SDGs.</p> <p>The role of an experimental mindset when tackling SDGs and achieving the Agenda 2030 principles. Inputs provided by a guest speaker from the UN will be setting the scene for the 2030 agenda.</p> <p><i>Activity:</i> Mapping the SDGs: issue mapping: Participants work collectively on a large 'issues map' identifying the drivers behind the 17 SDGs, visualising how interconnected they are. Participants identify in their own words, the challenges they face when working across multiple functions associated with these challenges.</p>
Learning Outcomes	Participants identify not only the complexity and the interconnectedness of the SDGs, but the challenges they face when trying to implement the SDGs.
Key Readings	<p>Mindsets</p> <ul style="list-style-type: none"> • Dweck, C. (2017) Mindset - changing the way you think to fulfil your potential • Interview with Chris Argyris • (p,12) https://karenhegmann.typepad.com/tellingthestory/files/rotmanwinter2008.pdf • The nature of mindsets. A primer on how our underlying beliefs... by Ash Buchanan Benefit Mindset • How Mindset Shapes Our Practice's Success • Mindsets for Social Innovation - by Innovation Unit
Schedule	<p>10:00-10:40: Presentation</p> <p>10:55-12:00: Activity: Mapping the SDGs</p>
12:00-13:00	Lunch Break
13:00-16:45	Module 1.2: Changing Role of Public Administration

<p>Content</p>	<p><i>Presentation</i> on the important role of Public Administrations in changing mindsets and tackling the SDGs. Discuss the importance of experimentation to tackle the complex challenges we face. Introduce UN DESA’ competency framework and Nesta’s Innovation Craft Model to highlight the importance of a rounded multi-pronged approach required to change mindsets and work more experimentally. Discuss in plenary the thoughts, reflections and challenges the participants have.</p> <p><i>Group Discussion:</i> In groups, participants discuss what they feel are the biggest barriers to change in the PA, using the Innovation craft model -(principles /conditions /functions/ methods) as a prompt, to begin to identify the interlinking elements that create culture change, identifying who is responsible for making changes. Groups map barriers into associated quadrants.</p> <p><i>Introduction of UN DESA’s Competency Framework for the SDGs:</i> Short presentation to introduce the competency frameworks and the key skills and attitudes of the 3 mindsets that will be covered over the next few days. Make clear that the three mindsets being covered in the week work together to create an experimental Mindset - link mindsets to SDG challenges identified by participants earlier.</p> <p><i>Groups discuss</i> the Mindsets/skills/attitudes in relation to SDGs</p> <p><i>Introduce the ‘simulation challenge’</i> the participants will work on during the week, to identify how new mindsets can be applied to their practice.</p> <p><i>Activity:</i> Carry out the Room of obvious.</p>
<p>Learning Outcomes</p>	<p>Participants are aware that changing mindsets is a challenge that requires multiple interventions across the PA, also illuminating that no matter what role they have, that they have a role to play.</p> <p>Carry out the Room of the(un)obvious activity: Reframing and operationalizing the scope of challenge. Introduction to what a different way of working might mean.</p>
<p>Key Readings</p>	<p>Experimental problem solving</p> <ul style="list-style-type: none"> ○ Towards an experimental culture in government: reflections on and from practice ○ https://www.nesta.org.uk/blog/exploring-the-unobvious-why-governments-need-to-experiment-outside-their-comfort-zone/ <p>Innovation/experimentation craft</p> <ul style="list-style-type: none"> ○ Developing innovation craft in the public sector ○ UN DESA’s Competency Framework for the SDGs ○ ‘The Art and Craft of Policy Advising’ by David Bromell, (Section 2.2.3: Working with Multiple Clients) ○ Case Studies compiled by Princeton Universities ‘Innovation for Successful Societies’ https://successfulsocieties.princeton.edu/types/case-studies ○ https://successfulsocieties.princeton.edu/types/case-studies ○

Schedule	13:00-13:30: Presentation PA role 13:30-14:30: Group Discussion 14:45-15:15: Introduction of Competency Framework for SDGs 15:15-15:45: Selecting/Introducing a challenge 15:45-16:45: Activity: Room of obvious
16:45-17:00	Day 1 Wrap-up and Reflection
Day 2: Exploring Mindsets: Collaborative Mindset	
9:00-9:15	Check in and Review of Day 2 Agenda
9:15-12:00	Module 2.1: Exploring Mindsets: Collaborative Mindset
Content	<p><i>Tennis Ball Competition:</i> Demonstrating the key concepts of the Collaborative Mindset through a group activity. The cohort is split into two teams and given the task that each team member has to touch the tennis ball in the fastest time possible (with rules and conditions)</p> <p><i>Collaboration in Practice:</i> Presentation from guest speaker linking the collaborative mindset to practice, showing the value, how it manifests and why it is critical when solving SDGs.</p> <p><i>Knowledge Map:</i> Presentation from guest speaker linking the collaborative mindset to practice, showing the value, how it manifests and why it is critical when solving SDGs.</p> <p><i>Stakeholder Mapping:</i> Support participants in questioning where to start in understanding a challenge - through identifying who has influence and interest in the challenge.</p>
Learning Outcomes	Knowledge Map: Participants identify that much of what they ‘think’ they know about a challenge is limited by their own experience on it and based on assumptions.
Key Readings	<ul style="list-style-type: none"> • Decision making around complex problems <ul style="list-style-type: none"> ○ A Leader's Framework for Decision Making • Ethnography, user centred design <ul style="list-style-type: none"> ○ Stapper and Co-creation and the new landscapes of design ○ Edward T. Hall’s Cultural Iceberg Model; Beyond Culture (1976) <p>https://www.spps.org/cms/lib/MN01910242/Centricity/Domain/125/iceberg_model_3.pdf</p>
Schedule	9:15-9:45: Activity: Tennis Ball Competition 9:45-10:25: Presentation: Collaboration in Practice 10:40-11:00: Knowledge Map 11:00-12:00: Stakeholder Mapping
12:00-13:00	Lunch Break

13:00-16:45	Module 2.1: Exploring Mindsets: Collaborative Mindset (Continued)
Content	<p><i>Interview/Engagement:</i> Support participants in understanding how to engage with citizens and stakeholders with humility and empathy, and how to carry out an interview with them and collect data and insights.</p> <p><i>Refining Challenge Statement:</i> Using the insights generated from insights and stakeholder maps, participants will refine the challenge they are working on, in order to create a solution on Day 3.</p> <p><i>Dream/Nightmare Collaborator:</i> Individual reflection on the ways individuals currently do (or don't) demonstrate their own Collaborative Mindset in their work, and why.</p>
Learning Outcomes	<p>Dream/Nightmare Collaborator: Participants will be able to directly link learnings to their own work and behaviour, identifying areas they could personally develop.</p> <p>Nudging Collaborating Mindset: Participants will be able to describe the basics of nudge theory and understand how and when to apply it.</p>
Key Readings	<ul style="list-style-type: none"> • Behaviours insight/behaviour science <ul style="list-style-type: none"> ○ Kahneman, D (2011), Thinking fast and slow ○ Thaler, R.H., and Sunstein, C.R., (2009) Nudge: Improving decisions about health wealth and happiness ○ Explainer: What is a behavioral 'nudge'? by Bloomberg Cities ○ 10 Examples of Nudge Theory
Schedule	<p>13:00-14:00: Interview/Engagement/Engaging Stakeholders (Alternative)</p> <p>14:00-14:30: Refining Challenge Statement</p> <p>14:45-15:25: Dream/Nightmare Collaborator</p> <p>15:25-16:45: Nudging Collaborating Mindset</p>
16:45-17:00	Day 2 Wrap-up and Reflection
Day 3: Exploring Mindsets: Learning Mindset	
9:00-9:15	Check in and Review of Day 3 Agenda
9:15-12:00	Module 3.1: Exploring Mindsets: Learning Mindset
Content	<p><i>Growth and Fixed Mindsets:</i> Introduce Carol Dweck's concept of growth and fixed mindsets to frame today's session.</p> <p><i>Chopstick Challenge:</i> Interactive activity to demonstrate the core Learning Mindset concepts of reflection, agile, , curiosity. The cohort is split into groups of four, who are tasked with testing a prototype in order to iterate and improve based upon feedback.</p> <p><i>Guest presentation+reflection:</i> Practical demonstration of the outlook and value of learning mindsets in dealing with the SDGs.</p> <p><i>Ideation:</i> Presentation demonstration the limitation of the human brain to generate new ideas, followed by a Change Card activity.</p>

Learning Outcomes	<i>Ideation-presentation and activity:</i> Participants are able to recognise how human biases limited us, and that these can be overcome/shifted using divergent thinking tools and prompts.
Key Readings	<ul style="list-style-type: none"> • Reframing <ul style="list-style-type: none"> ○ Are You Solving the Right Problems? ○ Getzels, J. W., & Csikszentmihalyi, M. (1967). Scientific creativity. <i>Science Journal</i>, 3(9), 80–84. ○ Biases: https://medium.com/better-humans/cognitive-bias-cheat-sheet-55a472476b18
Schedule	9:15-9:30: Growth and Fixed Mindsets 9:30-10:00: Activity: Chopstick Challenge 10:00-10:45: Guest Presentation + Reflection 11:00-12:00: Ideation - Presentation and Activity
12:00-13:00	Lunch Break
13:00-16:30	Module 3.1: Exploring Mindsets: Learning Mindset (Continued)
Content	<p><i>Creating a testable hypothesis:</i> Presentation of experiments and evidence.</p> <p>Using a challenge idea, teams develop a series of testable hypotheses to address their challenge, planning their experiments and how they would test them, who with, how, and what they would measure to know it works.</p> <p><i>Prototyping and feedback:</i> Presentation on prototyping - what prototyping is, the value and the process. Teams create rapid prototypes of their ideas and present them to other teams to receive feedback.</p> <p><i>Learning and Failure:</i> Learning often requires dealing with failure and uncertainty yet fear of failure often prevents us from experimentation with new ideas. Teams will carry out a card sorting exercise inspired by Amy Edmonson’s work.</p> <p><i>Identifying your fixed mindset:</i> Reflection: When does our fixed mindset appear. This activity, adapted from Carol Dweck’s work, supports participants in recognising what situations or moments trigger their own fixed mindsets to appear, and how to avoid this. Discussion and reflection on how they may be applied to their organisations and institutions.</p> <p><i>Identifying your biases:</i> Reflection: Many of the biases are cultural and cannot be easily negotiated with. Some are isomorphic also. Just being aware of biases is not a sufficient condition to act as a springboard for coherent social action. Awareness of biases makes one think more logical, but it doesn't necessarily translate into a concrete creative product or process. An exercise that introduces strategies to control or interrupt can be also conducted.</p> <p><i>Social psychology cards:</i> Learning organization frameworks are brought together with social psychology principles to create new ideas for how a learning mindset can be supported by the environment.</p>
Learning Outcomes	Identify when your own fixed mindset appears and develop counter actions to work around it.

Key Readings	Prototyping <ul style="list-style-type: none"> ○ Proof of concept, prototype, pilot, MVP – what’s in a name? Failure <ul style="list-style-type: none"> ○ Amy Edmondson, HBR April 2011 Strategies for Learning from Failure Learning organisations <ul style="list-style-type: none"> ○ Is Yours a Learning Organization? ○ Senge, P. (1990) The 5th Discipline Designing for public services <ul style="list-style-type: none"> ○ Designing for Public Services Social psychology: <ul style="list-style-type: none"> ○ Bandura, A. (2005) The evolution of social cognitive theory ○ 5 Strategies for Changing Mindsets by Dave Paunesku Learning Mindset
Schedule	13:00-13:35: Creating a testable hypothesis 13:35-14:45: Prototyping and Feedback 15:00-15:30: Learning and Failure 15:30-16:15: Reflection and Discussion: Identifying your fixed mindset 16:15-16:45: Social psychology cards
16:45-17:00	Day 3 Wrap-up and Reflection
Day 4: Exploring Mindsets: Leadership Mindset	
9:00-9:15	Check in and Review of Day 4 Agenda
9:15-12:00	Module 4.1: Exploring Mindsets: Leadership Mindset
Content	<p><i>Dark matter Activity:</i> Working, thinking, behaving differently in PAs can feel impossible due to the bureaucracy and red tape, but many of these can be self- imposed limitations. Highlight that a leadership mindset requires imagination, being outcomes focused and having a courageous approach, to create work arounds.</p> <p><i>Leadership mindset in practice:</i> Presentation from guest speaker about the role and value of having a leadership mindset.</p> <p><i>Activity: Creating a Pitch:</i> Presentation of the importance of storytelling in mobilizing people and resources to help make change. Using their solution from the working challenge, teams identify the intended audience they would have to persuade to further develop this idea and use storytelling techniques to create a persuasive pitch.</p>
Learning Outcomes	<p>Dark Matter Activity: Participants identify their role and agency, and myth bust some excuses around bureaucratic reasons for not taking action - highlighting the importance of being imaginative, outcomes focused and courageous.</p> <p>Creating a Pitch Activity: Participants understand the storytelling principles and how to apply them when making a case for change/for funding/for buy-in.</p>
Key Readings	<ul style="list-style-type: none"> • Storytelling <ul style="list-style-type: none"> ○ The Neuroscience Of Storytelling Will Make You Rethink The Way You Create

	<ul style="list-style-type: none"> ○ The Value of Strategic Storytelling - by Uscreates. ○ Biesenbach, R. (2017) <i>Unleash the Power of Storytelling: Win Hearts, Change Minds, Get Results.</i>
Schedule	<p>9:15-10:00: Activity: Dark Matter</p> <p>10:00-10:45: Presentation: Leadership Mindset in Practice</p> <p>11:00-12:00: Activity: Creating a Pitch</p>
12:00-13:00	Lunch Break
13:00-13:45	<i>Presenting the Pitches:</i> Each team presents their pitch to the other teams (who will play the role of the intended audience). Whilst other participants observe, feedback on approach, content, and delivery.
13:45-16:30	Module 4.2: Changing Mindsets
Content	<p><i>Hacking our policy cycle:</i> Working in their teams, participants visualise their existing policy process/cycle (identifying the key stages). Reflecting on this, participants will identify where the opportunities are to do things differently, pulling in the core concepts from across the three mindset areas. Participants will also expand on what it would take to make this happen (what changes would have to occur in their teams, department, organisations), and identify what their own personal role would be in this.</p> <p><i>Organisational Capacity:</i> Team carry out the competency framework dot activity to better familiarise themselves with the attitudes and skills associated with the three mindsets, recognising skill strengths and skill gaps (within themselves and within their organisation).</p> <p>Discuss, first in groups, then in plenary, the opportunities to develop these skill areas, what should they be doing less of, more of - what should organisation priorities be and why? Mission based leadership, principles to establish.</p>
Learning Outcomes	Learners begin to recognise their own agency and potential intrapreneurship in making change. Learners begin to develop some tangible ideas of what could practically be done differently, or question why things are done a certain way - applying new mindsets in the process.
Key Readings	<ul style="list-style-type: none"> • Hacking policy cycle <ul style="list-style-type: none"> ○ Hacker's Toolkit • Competency framework <p>Skills, attitudes and behaviours that fuel public innovation</p>
Schedule	<p>13:45-15:00: Hacking our Policy Cycle Presentation</p> <p>15:15-16:30: Team Activity: Organizational capacity</p>
16:30-17:00	Day 4 Wrap-up and Reflection
Day 5: Changing Mindsets: Strategy and Tactics	
9:00-9:15	Check in and Review of Day 5 Agenda
9:15-12:00	Module 5.1: Strategy and Tactics

Content	<p><i>Project Clinics:</i> Participant teams join-up in pairs to present back the work they have carried out on their working challenge. Identify and share the differences (or similarities) this approach (and the tools and methods utilised) has had from what they normally do. What they feel is important to bring into their own organisation/department and the value it could potentially create.</p> <p>Participants present back main insights linking new mindsets, challenge-based reflections and potential actions to take in this light in their own organization.</p> <p><i>Speed Dating:</i> Peer learning and reflection activity. Participants reflect on what mindsets and behaviours they would like to see more off - both individually and organisationally. Participants swap and share insights and questions with multiple other members of the cohort.</p>
Learning Outcomes	<p><i>Project Clinics:</i> Participants have the opportunity to speak with and learn from colleagues outside their team group. Gain understanding of how others have interpreted the tools and activities and their plans to apply them in their own practice.</p> <p><i>Speed Dating:</i> Expanding connections beyond those in their team, gaining insights from how other organisations have/will apply some of these changes. Developing own learning development goals</p>
Key Readings	<ul style="list-style-type: none"> • Leading Public Design - Discovering Human-Centred Governance. Policy Press 2017. • The Challenge of Systems Leadership - by Rachel Sinha. • Getting Work Done: What Government Innovation Really Looks Like - by New America • How to get better leadership in government - by Christian Bason
Schedule	<p>9:15-10:45: Project Clinics 11:00-12:00: Speed Dating</p>
12:00-13:00	Lunch Break
13:00-16:30	Module 5.2: Action Plan – What does this mean for my role?
Content	<p><i>Creating an Office of Experimentation:</i> Simulation activity: Groups visualize what their ‘experimental office to tackle the SDGs’ would look, feel and act like. What mindsets and behaviours would it promote? What functions and mechanisms would it require to do this? What leadership approach and principles will enable it.</p> <p><i>Presentations:</i> Groups share their ideas for an ‘office of experimentation’, the rest of the cohort questions and feeds back.</p> <p><i>Action plan:</i> How to practically apply this week's learnings and develop an action plan of how, when, when and with whom they will begin to put some of this learning into action.</p>
Learning Outcomes	<p>Simulation Activity: participants translate the lessons and insights from the past 4 days into a simulated challenge. Opportunity to evaluate what resonated with the cohort.</p> <p><i>Presentations:</i> Broader idea of high-level changes that need to be made within the organisations to support changing mindsets (to more experimental mindsets)</p>

	<i>Action Plan:</i> Participants have a tangible plan to take away with them to put into practice in their role/organisation.
Key Readings	Presentation Slides Day 5
Schedule	13:00-14:30: Creating an Office of Experimentation: Simulation Activity 14:45-15:30: Presentation 15:30-16:30: Action Plan
16:30-17:00	Course Evaluation by Participants & Closing Session