

CHAPTER 1

New Mindsets, Capacities and Competencies in the Public Sector to Promote Effective Governance for Sustainable Development

No progress can be made in achieving the Sustainable Development Goals (SDGs) without good governance and effective, inclusive, and accountable institutions at all levels since most of the goals are related to public services. However, promoting effective institutions involves more than formal changes to rules and structures. It requires, above all, new mindsets, capacities and competencies to ensure that the 2030 Agenda's principles¹ and values guide public servants' behaviors and actions in delivering services and spearheading programmes to improve the quality of life of all people. A holistic strategy that triggers public servants' new mindsets and behaviors is thus essential to ensure government transformation and innovation in service delivery, leaving no one behind and promoting inter-generational equity.

This chapter examines the critical role of effective governance for sustainable development and the need for new mindsets, capacities and competencies in the public sector. It highlights what a mindset is and why it is essential to change mindsets to ensure institutional effectiveness. The chapter then analyzes what new mindsets, capacities and competencies are needed to implement the SDGs; and what strategies can promote a change in public servants' mindsets and behaviors for institutional effectiveness. It concludes with a set of key recommendations.

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The critical role of effective governance for sustainable development and the need for new mindsets*

Goal 16 of the 2030 Agenda for Sustainable Development emphasizes the need for effective, accountable, and inclusive institutions, which are critical to delivering on all the 17 SDGs and the commitments made by United Nations Member States in the 2030 Agenda. The latter is an "aspirational plan of action for people, planet, prosperity, peace, and partnership—the "five Ps" that shifts the world onto a sustainable and resilient path for global development"² over the next nine years. Safeguarding the environment for present and future generations and ensuring that no one is left behind requires a strong role of the State in regulating public goods, such as the environment, and in redistributing opportunities and resources, working together with other stakeholders. The 2030 Agenda also calls for enhanced peace and partnerships, which require innovative approaches in the way societal actors cooperate.

The centrality of effective institutions in delivering services and promoting social protection programmes has strongly come to light during the COVID-19 pandemic when citizens have turned to the state and its institutions for leadership and unified action³.

Indeed, a strong emphasis is needed on leadership by example as a means of setting both the tone and the standards of behaviour. A demonstrated genuine and authentic leadership is critical to guide a mindset change (See Chapter 2). Political and administrative leadership plays a critical role in advocating and putting in practice the values underpinning the new/revamped institutions to implement the SDGs. The mindsets and behaviours of leaders are a major factor in affecting the quality of institutions. Leaders must behave in line with impersonal rules that have been legally established and act according to the public interest. Also, creating and maintaining an organizational climate and culture based on ethics and values is essential to the principle of transparency⁴ which promotes people's trust in government.

The current pandemic has challenged "government as usual" and calls for a governance paradigm shift based on a new social contract that values solidarity, social inclusion, and respect for the environment. Government transformation and effective institutions entail rethinking the principles and values upon which our societies are built in line with the 2030 Agenda.

To help the United Nations Member States build effective institutions, the UN Committee of Experts on Public Administration has elaborated 11 Principles of Effective Governance for Sustainable Development (see Chapter 14). The United Nations Economic and Social Council adopted these principles in 2018.⁵ The 11 Principles are clustered around three main areas: effectiveness, accountability, and inclusiveness, in line with Goal 16 of the 2030 Agenda. The principles are accompanied by a selection of commonly used strategies and related practices. In particular, Principle 1 underscores the importance of competence and the need for institutions to have sufficient expertise, resources, and tools to deal adequately with the mandates under their authority. Commonly used strategies associated with the principle of competence include promoting a professional public sector workforce, strategic human resources management, leadership development and training of civil servants, performance management, results-based management, financial management and control, efficient and fair revenue administration, and investment in e-government. Many of these issues are covered in this publication.

Implementing the SDGs and turning the 11 Principles of Effective Governance from concept into practice present countries with new governance challenges. Transforming governance in support of the SDGs involves a human component and intangible elements, i.e., principles and values, beliefs and attitudes, capacities and behaviors. However, "many countries might not be prepared to implement the Goals at the desired scale and speed because of a general undervaluing of the public sector in economic theories of past decades and a disregard for the contribution the sector can make to society when equipped with adequate capacity and the appropriate skills and mindsets" (CEPA, 2020).

New mindsets and a holistic approach to capacity development, encompassing changes at the individual, organizational, institutional, and societal levels, are needed to guide behaviors, as highlighted throughout this publication. Before examining why a change in mindset is required for the public sector to realize Agenda 2030, it is crucial to understand what a mindset is.

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What is a mindset?

The definition of mindset finds its roots in different disciplines ranging from anthropology to psychology, sociology, and statistics (see Table 1.1). Generally, **a mindset consists of beliefs and attitudes that a person has assimilated throughout a lifetime about themselves and the world around them** (worldview). Mindsets affect the way we think, see (frame reality) and act.⁶ Mindsets are important because they shape the way people behave, i.e., how they act or conduct themselves, especially towards others. According to Dweck (1986), our mindsets play a massive role in the way we think something is possible and, in the actions, we believe are available and purposeful to take. In other words, mindsets comprise the attitudes and beliefs, worldview, and self-perception that matter for individuals as psychological factors governing how choices are made and habits are formed. These include value-based, motivational, or non-cognitive factors that can matter even more than cognitive factors for day-to-day decision-making.⁷

A key question then is: what are beliefs and attitudes? **A belief is what we hold to be true**⁸. 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"⁹. Beliefs come from several sources and life experiences, as outlined in Chapter 2. For example, a belief can be: "we live in a friendly world" or "we live in a hostile world." Likewise, a belief can be that "anything is possible versus everything is

difficult" (Dweck, 2007). Attitudes are "a settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior"¹⁰.

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.¹¹

Beliefs and attitudes, in turn, are influenced by values. Values are prescriptions for being¹² and contain an ethical dimension. Values are what we deem to be important, for example loyalty, commitment, honesty, social justice, among others. They guide beliefs and attitudes, which shape the way we behave. It is important to distinguish between personal values (internal) and institutional ones (external) since their alignment is essential for institutional effectiveness, as highlighted in section 3 of this chapter.¹³ Finally, we should distinguish values from principles. Principles are external, and universal. They are a "fundamental truth or proposition that serves as the foundation for a system of belief or behavior or for a chain of reasoning"¹⁴ (See table 1.2).

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

Table 1.2: Definitions of principles, values, belief and attitudes

Principles	Propositions that are a guide for behaviors
Values	Prescriptions for being ¹⁵ which contain an ethical dimension
Belief	What we hold to be true
Attitudes	A way of thinking or feeling about someone or something, typically one that is reflected in a person’s behavior

Source: Elaboration by the authors

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Why is it important to change mindsets to promote effective institutions for sustainable development?

Public servants are the key drivers of change in public sector organizations. Public institutions or organizations do not bring about change. Public servants do. One of the most significant challenges in implementing the 2030 Agenda is to ensure that the new/revamped institutions established to implement the SDGs are effective, i.e., that they achieve the goals for which they were set up, such as poverty eradication, food security, and climate change. The latter requires an understanding of what institutions are, how institutional change occurs and what its key dimensions are.

Understanding the nature of institutions and institutional change

Much debate and ample literature exist on what needs to be done to strengthen institutions for sustainable development. However, little attention is given to how it can be achieved in practice. Understanding what institutions are and how institutional change occurs is essential to considering why changing mindsets is critical for institutional effectiveness. Institutions are "regularized patterns of interaction that are known, practiced, and regularly accepted (if not necessarily normatively approved) by given social agents who, by virtue of those characteristics, expect to continue interacting under the rules and norms formally or informally embodied in those patterns" (O'Donnell, 1995: page 5). Institutions are both social constructs aimed at solving problems and performing specific functions and the arenas within which human behavior is given meaning, and social identities are forged (Douglas, 1986). Institutions create order and reduce uncertainty in society. Not only do institutions provide the framework for political, economic, and social interaction - i.e., the rules of the game that define how different actors should behave in pursuing their interests (North, 1990), they also underlie the values and beliefs that shape behavior. By supporting and restraining individual decisions and actions and socializing values, they mold patterns of behavior and give meaning to individuals' lives. It is important to note that institutions are different from organizations, which are groups of people unified by the pursuit of a common goal¹⁶.

An essential characteristic of institutions is that they have a dual nature. That is to say, an institution is composed of a visible part constituted by its formal rules and structures and a hidden part that is constituted by the underlying value-system that informs behaviors and is consolidated through time. In other words, institutions are formed by formal rules that prescribe specific behaviors and underlying values and belief systems. In this

respect, institutions are the carriers of history in that they inherit the past's institutional legacy. The latter refers not to its formal rules but rather to the value-system, which underlies behavior. Effective institutions are strong institutions that depend on the degree to which actors internalize institutional beliefs and values and can deliver on results¹⁷. Only when public servants are able to translate formal prescriptions into actual behavior can an institution be considered immune from undue external influences and able to achieve its results.¹⁸

Thus, institutional change does not mean a change of rules and goals per se. It also implies changing the beliefs and attitudes (mindsets), and values of public servants to reorient behavior to attain those goals. Above all, it means behavioral changes that enact the new prescriptions for action which are implied by the new rules.

Change is possible, but past behaviors and beliefs cannot be ignored and should always be taken into consideration when embarking on institutional reforms.

Whether institutions are effective in advancing the SDGs depends, in large part, on whether the underlying principles and values of the 2030 Agenda are embedded in the new/updated institutional arrangements adopted by countries and whether public servants internalize them. In other words, aligning the 2030 Agenda principles of integration, inter-generational equity, and leaving no one behind with the personal values, belief systems, and behaviors of public servants is crucial to promote effective governance for sustainable development. A holistic approach to strengthening institutions is necessary for effective mindset change to occur (i.e., policies, systems, structures, strategies, dynamic processes, staffing capacity/capability, leadership style, among others).

Why a change in mindsets and behaviors is critical to promoting effective institutions

Changing the visible part of an institution, i.e., its formal rules, is relatively easy, whereas changing the hidden part of an

Figure 1.1. The nature of institutions

Source: Elaboration by the author: Adriana Alberti, 2017

institution, i.e., its underlying beliefs, consolidated behaviors and codes of conduct, and informal constraints, is much more difficult. The latter explains, in part, why so many attempts at steering institutions in a specific direction do not always produce the expected results. Changing mindsets and behaviors is a complex matter. "It is easiest to amend the law, it is more difficult to transform institutions, and it is most difficult to change people's mentality and habits" (Regulski, J., 2003). Also, what people say they believe in and how they behave is not always congruent (see Chapter 7). According to Argyris, "people have a propensity to hold inconsistent thoughts and actions" (Argyris, p. 10, 2008). Change is also made difficult because of confirmation bias, i.e., searching for information that confirms our pre-existing beliefs (see Chapters 6 and 7). Another challenge is related to the fact that people are not always aware of how their

beliefs influence their behavior. As a result, the traditional form of training, aimed at imparting knowledge and skills, has often not produced the expected change in public servants' behavior. The latter can be explained, in part, because the type of change needed is at a much deeper level, including personal values, thoughts, and emotions.

Institutional change includes changes in mindsets, behaviors, organizational culture and rules and normative frameworks, which are articulated across two levels: individual/ internal (invisible) vs. collective/ external (visible) (see Table 1.3). These dimensions of change relate to a comprehensive, systemic, and integral approach to institutional change which helps generate a comprehensive understanding of how each dimension is deeply related to and influenced by the others.

Table 1.3: Dimensions of effective institutional change

	Internal	External
Individual	Mindset Beliefs Worldviews Attitudes	Behavior Actions and Habits Skills Communication Relational
Collective	Organizational Culture Shared Values Shared Purpose Social Norms Symbols History	Rules and Normative Frameworks Structures Processes Strategies

Source: Authors' adaptation from Ken Wilber, 2021

Mindsets – The upper left quadrant is related to the dimension of mindsets, which includes beliefs and attitudes, which are influenced by values. This dimension is subjective and individual. Mindsets shape behavior, including habits, communication and the way people relate to one another, as shown in the upper right quadrant.

Organizational culture – The lower left quadrant is related to collective and organizational cultural aspects. Organizational culture is a set of values, and methods of interaction that contribute to the creation of the typical environment of an organization. Schein defines organizational culture "(a) a pattern of basic assumptions, (b) invented, discovered, or developed by a given group, (c) as it learns to cope with its problems of external adaptation and internal integration, (d) that has worked well enough to be considered valid and, therefore (e) is to be taught to new members as the (f) correct way to perceive, think, and feel in relation to those problems." Organizations do not adopt a culture in a single day and in fact learn from past experiences and start practicing it every day thus forming the culture of the workplace¹⁹. Organizational culture change and change management are critical aspects of institutional transformation. Chapters 7 and 8 provide examples of how changes in the environment and organizational culture can promote changes in public servants' behaviors.

Behaviors – The right upper quadrant refers to people's behaviors, which is extremely important for any meaningful change and

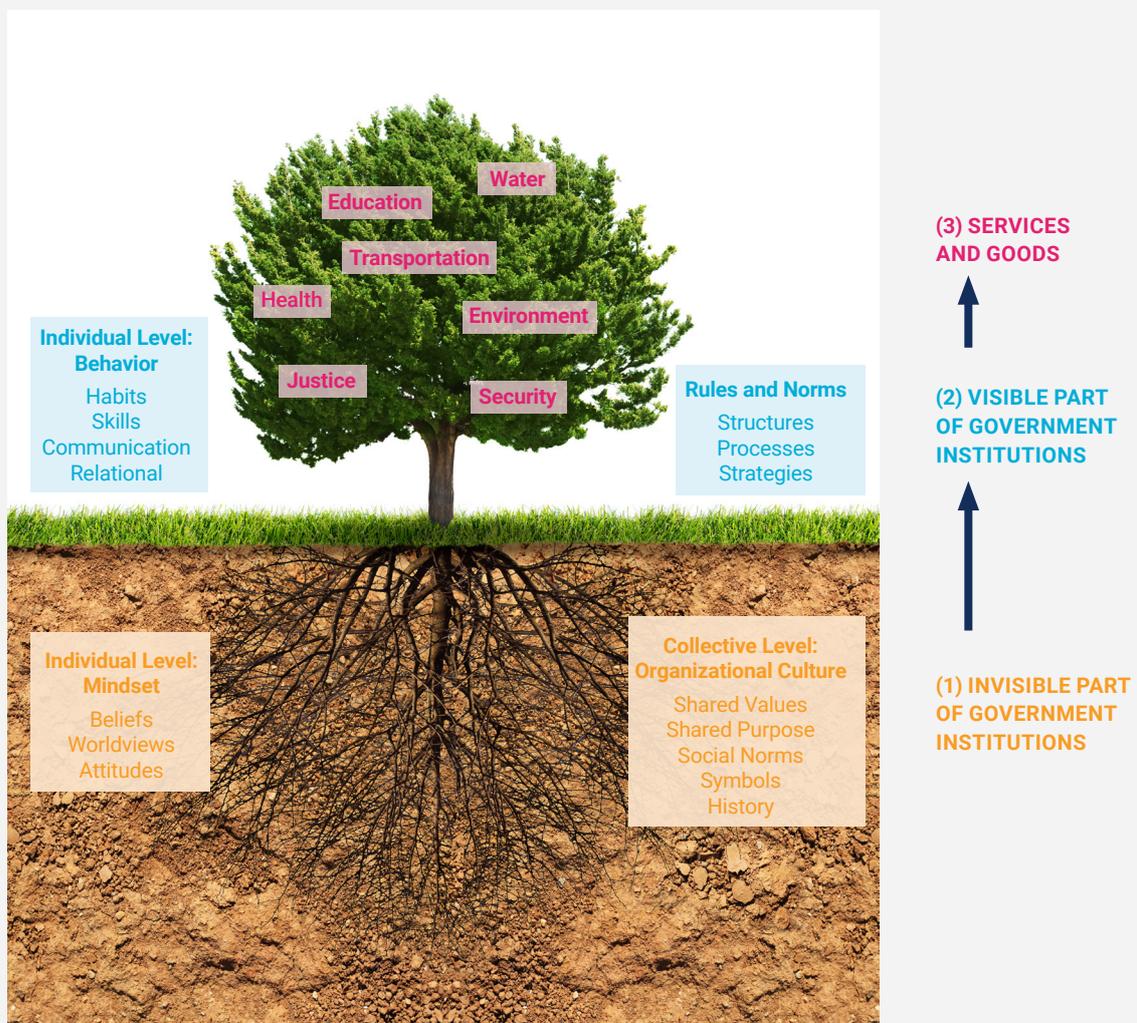
impact. Behavior refers to the way in which a person acts or conducts him/herself, especially towards others. Behavioral attributes (competencies) are made up of knowledge, motives, habits, and skills. "What most organizations typically overlook is the internal shift – what people think and feel – which has to occur to bring any strategy to life. This is where resistance tends to arise – cognitively in the form of fixed beliefs, deeply held assumptions and blind spots; and emotionally, in the form of the fear and insecurity that change engenders" (Schwarz, 2018). Behaviors in an organization are the result of individual mindsets and the impact of its culture and rules and systems, which define how different actors should behave in pursuing their interests.

Rules and normative frameworks – The lower right quadrant refers to rules and norms, which covers the external and collective institutional aspects. It refers to rules and norms that define structures, processes, and agreements (the visible part of institutional transformation), which are the building blocks of any bureaucratic organization. Rules and normative frameworks should be designed following the prescriptions of values. They structure choices and direct behavior. They also formalize public institutions' organizational structures and actions. "Organizational structures are an extrinsic factor which influence people's behavior from the outside" (Janićijević, 2013). For example, parliaments as an institution are based on rules regarding its organization and procedures and serve to represent the preferences of citizens through the design and enactment of legislation for their realization.

In synthesis, it is crucial to promote strategies and approaches that address all four dimensions to ensure effective institutional change, i.e., both individual and collective dimensions of change. Strategic communication in public sector organizations is essential to take account of previous failed change attempts and promote effective change. Strategies are also needed to align individual values and mindsets (beliefs, worldviews, and attitudes) and

organizational culture with institutional values and normative frameworks to ensure desired behavior. Based on the above, and as shown in Figure 1.2., realizing the 2030 Agenda and promoting effective public services requires public institutions' transformation in terms of a change in both invisible (internal) and visible dimensions of institutions, i.e., rules, structures, systems, public servants' mindsets, and behaviors, and organizational culture and environment.

Figure 1.2: Aligning internal with external dimensions of institutional change



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What new capacities, mindsets, and competencies are needed to implement the SDGs?

The 2030 Agenda global commitment to poverty eradication, inter-generational equity, and leaving no one behind as well as the interdependencies among the SDGs and targets require transformative approaches in public administration. Given the broad scope of the SDGs, it is clear that to achieve results and promote effectiveness, inclusiveness, and accountability, public servants will need to acquire new mindsets, capacities, and competencies.

The United Nations Sustainable Development Group (UNSDG)²⁰ defines **capacity** as “the ability of people, organizations and society as a whole **to manage their affairs successfully**,” and capacity development as “the process whereby people, organizations and society as a whole unleash, strengthen, create, adapt, and maintain capacity over time.”²¹ Capacities at these three levels relate to, inter alia: **Individual**—improving individual skills, knowledge and performance through training, experiences, motivation and incentives; **Organizational**—improving organizational performance through strategies, plans, rules and regulations, partnerships, leadership, organizational politics and power structures, and; **Institutional and Enabling Environment**— designing and or strengthening governance rules, systems, processes, and roles and responsibilities, improving policy frameworks to address economic, political, environmental and social factors, among others²². At its essence, capacity is the ability to achieve intended development results through desired change.

Governments need the capacity to promote policy coherence, innovation, transparency and accountability, risk informed policies and digital government, among others. Capacities to enhance institutional coherence are indeed needed to create a whole of government and whole of society approach. Transparency and accountability in government are critical to enable people and civil society to hold governments to account. Moreover,

transforming mindsets to adopt ethical standards for public servants is essential to upholding good governance and anti-corruption behaviors. Innovation in government and availability of new, digital technologies can help public organizations achieve significant improvement in the delivery of public services as well as to solve “wicked” problems and deliver new services. Also, building capacities to spearhead innovations and utilize Information and Communications Technologies (ICTs) and key frontier technologies in government are critical to drive disaster risk reduction and resilience²³.

New mindsets among politicians and public servants, i.e., beliefs and attitudes, are required to turn into action the key principles of the 2030 Agenda and the 11 Principles of Effective Governance for Sustainable Development.²⁴ For example, to translate the 2030 Agenda principle of protecting the “planet” into action, a mindset change is required among public servants and society to manage natural resources. Suppose we want to revert or prevent further environmental degradation. People’s beliefs and attitudes towards the environment must then change from seeing the environment as an infinite resource to be overexploited to a limited resource to be protected and safeguarded.

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.

Box 1.1: 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 (Table 1.4), 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.

The competencies proposed in the UN DESA competency framework are designed to advance the achievement of all 17 Goals and 169 Targets of the 2030 Agenda. The framework helps to identify competencies that entail specific behaviors. Supporting mindset change calls for a practical focus on concrete behaviors associated with specific competencies that can function as vehicles for in-practice learning. Changing mindsets by doing and solving complex problems is a valuable approach. Playing out scenarios to do things differently and rehearsing what new behaviors would be like can bring about change in mindsets (see Chapter 4). UN DESA’s competency framework is framed around the principles of the 2030 Agenda and the Principles of Effective Governance.

Mindsets, and competencies for institutional effectiveness

Institutional effectiveness is based on the principles of sound policymaking, competence, collaboration and systemic robustness. Mindsets that can promote institutional effectiveness include:

- **Agile Mindset** for systems-thinking and strategic intelligence in support of integration (see Chapter 3)
- **Collaborative Mindset** for better coordination, integration, and dialogue
- **Innovative/Problem-Solving or Experimental Mindset** for innovation and critical thinking in support of transformation and competence (see Chapter 4)
- **Evidence-based Mindset** in support of sound policymaking (see Chapter 5)
- **Results-oriented Mindset** for transformative action in support of competence
- **Foresight Mindset** for long-term planning and sound policymaking

An **agile mindset** is essential for promoting **systems-thinking** and **strategic intelligence** in support of the principle of integration and collaboration. This mindset is also vital to understanding the context in which an issue emerges, to respond to unexpected circumstances and to unlearn and relearn quickly. An agile mindset is also needed for integrated planning to ensure that inter-linkages and trade-offs underlying the SDGs are properly addressed and development results are achieved.

A **collaborative mindset** allows public servants to understand and work together towards resolving problems of public interest. Institutions at all levels of government and in all sectors should work together towards the same end, purpose and effect. 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.

An innovative/ problem-solving **experimental mindset** is critical to learn through experience. Given the complexity and uncertainty surrounding many public challenges related to the implementation of the SDGs, institutions will need to work in a more experimental way. This will require larger number of structural, learning-oriented and institutional interventions over time. This approach involves managing intricate tensions and dynamics between opposing mindsets, competencies and behaviors. This complex scenario requires ongoing judgment and the ability to combine multiple different mindsets and competencies at the same time²⁵.

An **evidence-based mindset** is needed to perceive the importance of grounding decision-making on proven evidence. In addition, governments' capacity to track progress in the implementation of the SDGs and collect, analyse, and use disaggregated data, particularly for vulnerable groups, will also be essential.

A **results-oriented mindset** for transformative action in support of competence is critical for transformative action in support of a competent public administration. With a results-oriented mindset, public servants will be able to perceive and manage outputs and outcomes towards agreed results that bring value to people.

A **foresight mindset** for long-term planning will help identify strategic issues, foreseeing opportunities, and risks. A foresight mindset includes short and long-term planning, proactivity and risk-management competencies. Foresight requires that public servants are able to envisage various policy scenarios, adopt medium and long-term plans, and have the capacity to anticipate challenges before they arise. Indeed, public servants need to be able to develop clear goals that are consistent with agreed strategies such as the 2030 Agenda and specific SDG targets as they relate to current national and institutional plans and procedures. They need to ensure anticipatory, flexible and action-oriented behaviors to implement potential solutions and address challenges. Finally, they need to identify and assess issues and risks and create a plan that allows to contain or control those identified and their consequences.

A **digital mindset** is needed to embrace change by leveraging new technologies. 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 government transformation requires new competencies, reorganization of work, and continuous training²⁶. Likewise, it will be essential to integrate online and offline communication, so public servants will need to be conversant with different communication channels. Digital skills and access to infrastructure and Internet connection are indispensable to close the digital divide.

Mindsets, and competencies to promote institutional accountability

Institutional accountability is based on the principles of integrity, transparency and independent oversight. Strengthened accountability mechanisms are essential to ensure that the new global commitments are credible and honoured in practice and that they improve the lives of all people. Ensuring an accountability-driven culture and capacities means that public institutions invest in promoting:

- **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 (see the description in the paragraph of institutional effectiveness)

An **ethical mindset** is needed to perceive the importance of ethics, and orient values, and beliefs upon sound moral principles. The implementation of the SDGs requires high standards of ethical behavior among politicians and public servants to promote transparency and prevent corruption.

An **open mindset** is needed to ensure free access to public information through opening up government data, which requires new skillsets in data mining and analytics. Having an open mindset will also help build trust, engagement, commitment and a collective ownership of institutional goals. It will help to increase accountability. Public servants must change how they communicate and interact among themselves and with the public. Public communication is essential in delivering public services. Communication needs to be built around the needs of citizens, and this requires new skills and talents.

A **personal accountability mindset** aims at creating a culture of accountability where public servants are fully responsible for their actions and consequences. They feel ownership over their actions and results, increasing integrity and supporting performance. They must be able to effectively respond to the many demands and expectations for fast, sustained, and personalized information that can arise with the use of new technologies.

Mindsets, and competencies to promote institutional inclusiveness

Mindsets, and competencies to promote institutional inclusiveness are based on the principles of leaving no one behind, non-discrimination, participation, subsidiarity, and inter-generational equity. The 2030 Agenda calls for responsive, inclusive, and participatory decision-making at all levels. Investing in capacities to promote institutional inclusiveness means investing in creating:

- **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 (see Chapter 6)

- **Empathy/Relational Mindsets** in support of emotional intelligence and socially conscious leadership to safeguard people, planet, and prosperity for all (see Chapter 2)
- **Responsive Mindsets** for people-centric services with a special focus on vulnerable groups (see Chapter 6)
- **Inter-generational Equity Mindset**
- **Digital Mindsets** for a digital change (see the description in the paragraph of institutional effectiveness)

An **inclusive mindset** is critical for empathic and responsive service delivery in support of leaving no one behind, non-discrimination, participation, subsidiarity, and inter-generational equity. Public servants need new capacities to ensure that no one is left behind and foster inclusive societies, and that decision-making at all levels will need to include all voices and perspectives. Governments need to promote a diversified workforce in the public sector, including people from different backgrounds. Besides, local government officials need to have the capacity to better interact with all groups in society, particularly vulnerable groups. Encouraging public servants to spend time with the poor and in the natural world could strengthen people-centered and planet-centered mindsets.

An **empathic mindset** is critical to support emotional intelligence and socially conscious leadership to safeguard people, the planet, and prosperity for all. Building capacities in values of 'Socially Conscious Leadership' is also essential to ensure inclusiveness. As highlighted in Chapter 2, socially conscious leaders reveal qualities of strong social consciousness contributing more positively to people-centric development.

A **responsive mindset** is needed to create people-centric services with a special focus on vulnerable groups, and to co-create services.

An **inter-generational equity mindset** will help promote prosperity and quality of life for present and future generations, which rests on a planet-centered mindset. Instilling and internalizing people-centered and planet-centered mindsets is an essential component of an inter-generational equity mindset.

Each mindset and related competencies is described in Table 1.4.

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.

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>

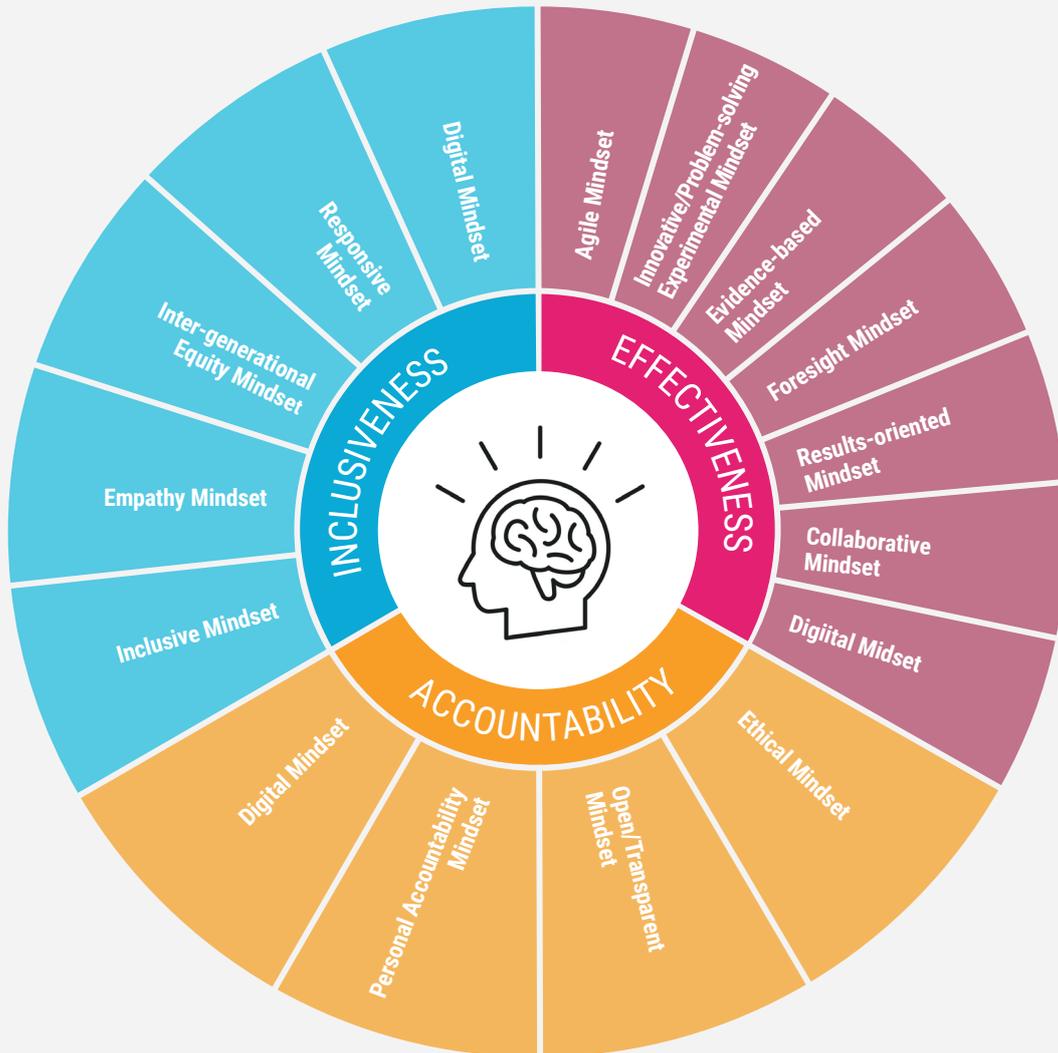
MINDSETS FOR INSTITUTIONAL ACCOUNTABILITY			
MINDSETS	BELIEFS	ATTITUDES	COMPETENCIES
Ethical Mindset 	The implementation of the principles of the 2030 Agenda will lead to sustainable development.	Doing the right for the right reason; is respectful of the views of others, and observes the ethical and 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 FOR INSTITUTIONAL INCLUSIVENESS

MINDSETS	BELIEFS	ATTITUDES	COMPETENCIES
Inclusive Mindset 	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; and 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.
Empathy Mindset 	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.
Responsive Mindset 	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).
Inter-generational Equity Mindset 	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.

MINDSETS FOR INSTITUTIONAL INCLUSIVENESS			
MINDSETS	BELIEFS	ATTITUDES	COMPETENCIES
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.

Figure 1.3: Mindsets for SDGs implementation



— 5 —

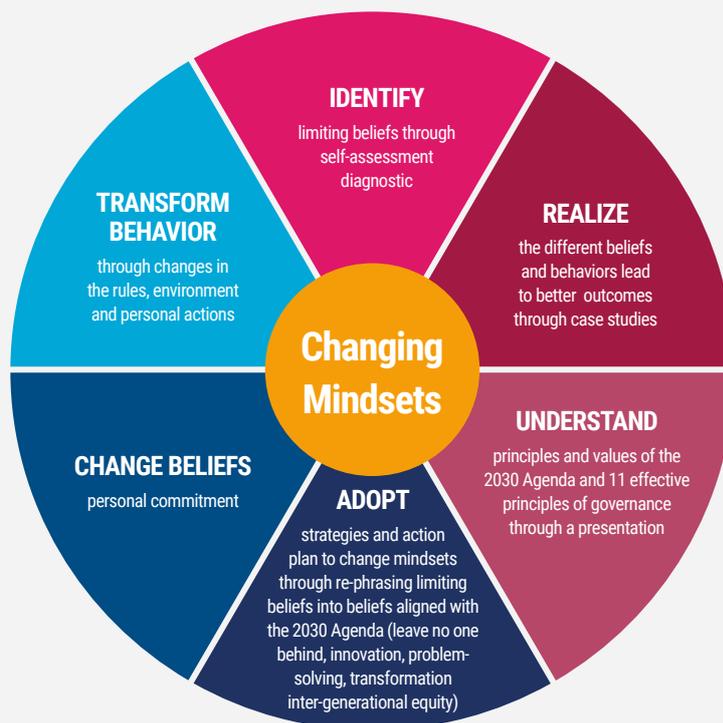
Strategies at the individual, organizational and institutional levels to promote a change in mindsets

While changing mindsets is an individual responsibility and journey that takes time and practice, it is necessary to adopt a whole-of-government approach, encompassing behavioral changes at the individual, organizational and institutional levels. Schools of public administration can work together with human resources management departments to devise a holistic approach to change mindsets which are aligned with the principles and values of the 2030 Agenda and the 11 Principles of Effective Governance for Sustainable Development.

The first step to changing mindsets is to **identify** and be aware of one’s own limiting beliefs. It requires recognizing that mindsets and worldviews shape actions. Personal beliefs, assumptions and biases about the world need to be uncovered through diagnostic self-assessment methodologies. It is important to understand what barriers/beliefs are holding back public servants in pursuing the institutional goals related to the 2030 Agenda. A values analysis can be conducted along

a situation analysis to understand the specific problems of a country’s own context. It is then important to **realize** that different beliefs lead to better outcomes. A full **understanding** of the 2030 Agenda values and the principles of effective governance for sustainable development is critical. For example, to transform behavior from silo-based approaches into collaborative action, it is necessary to identify the beliefs and behaviors that hold back collaboration. Through diagnostic tools, it is possible to identify the inconsistencies between values and beliefs on the one hand, and actions that may be unconsciously implemented. **Adopting strategies** to let go of and re-phrase limiting beliefs into **new beliefs** aligned with the 2030 Agenda should take center stage. Moving from a non-collaborative mindset to a collaborative one requires changes in underlying values, beliefs and actions to achieve those values. **Transforming behaviors**, in turn, reinforces the new beliefs and assumptions.

Figure 1.4: Steps to changing mindsets



Several key strategies to foster a change in public servants' mindsets, which are highlighted throughout this publication, are summarized here below.

Table 1.5: Key strategies to foster a change in public servants' mindsets

(1) STRATEGIES TO PROMOTE CHANGE AT THE INDIVIDUAL LEVEL – MINDSETS	
<p>1.1 Raise awareness of the principles and values of the 2030 Agenda and of the 11 principles of effective governance for sustainable development and their underlying beliefs and enhance the understanding of how to align public servants' mindsets with those principles.</p>	<p>Recommendations:</p> <ul style="list-style-type: none"> a. Update public service codes of conduct and public service charters to include reference to the principles and values of the 2030 Agenda and to the principles of effective governance for sustainable development. b. The set of guidance notes to implement the principles of effective governance could be mainstreamed in the capacity development training courses of schools of public administration and development agencies. c. Schools of public administration²⁹ can undertake training on the 2030 Agenda and the SDGs to sensitize public servants to the principles and values of the 2030 Agenda. In this respect, the Curriculum on Governance for the SDGs developed by UN DESA provides training material that can be adapted to the regional/national context and can be used to help promote effective change in public institutions.³⁰ In particular, the toolkit on Changing Mindsets in Public Institutions can be a reference for institutes of training to gain insights on new values, mindsets and competencies needed to implement the 2030 Agenda.
<p>1.2 Promote socially conscious and transformational leadership values and mindsets with a focus on building inclusive societies. Socially conscious leaders have a significant role to play in the survival and long-term development of institutions that promote the principle of equity and inclusiveness. Building capacities in socially conscious leadership values and enhancing skills in empathy, social research, systems thinking, participatory planning, and team building can promote and transform the mindsets of change-agents to implement the SDGs, both within and across nations (see chapter 2).</p>	<p>Recommendation:</p> <ul style="list-style-type: none"> a. Establish capacity development and training activities to promote socially conscious leadership values, mindsets, and behaviors for public servants across all government levels.
<p>1.3 Define new mindsets to implement the SDGs in the public sector through a new competency framework for the SDGs.</p>	<p>Recommendation:</p> <ul style="list-style-type: none"> a. See below 2.1
<p>1.4 Adopt an innovation/ problem-solving, agile and evidence-based mindset in the public sector as well as continuous learning. Shifting mindsets involves a dynamic process – not necessarily a linear path – of constant practice and renewal (see Chapters 4 and 5). Training, both for long- and short-term change, could be more effective when focusing on problem-solving.</p>	<p>Recommendations:</p> <ul style="list-style-type: none"> a. Design and adopt a Public Service Charter for Innovation in Public Management. b. Develop capacity development training on innovation, experimentation, and evidence that can promote high-level motivation and a greater propensity to embracing new mindsets.
<p>1.5 Governments need to be able to attract, develop, and retain a dedicated workforce. Public sector human resource professionals are a key component in attracting and motivating the best talent in the public sector and hiring people with the right mindsets.</p>	<p>Recommendations:</p> <ul style="list-style-type: none"> a. Human resource practice should move from being transactional to being more strategic. Human resources departments should have a more strategic role in recruiting and attracting the best talent in the public sector (see Chapter 9). b. Mechanisms to promote employee engagement is key to having a motivated, engaged workforce that embraces new mindsets and performs the critical work of government (see Chapter 9).

(2) STRATEGIES TO PROMOTE CHANGE AT THE INDIVIDUAL LEVEL – BEHAVIORS

2.1 Define new mindsets through a new competency framework to implement the SDGs and describe what new behaviors are needed to implement Goal 16. Public administration systems must define new mindsets and competencies that can advance the principles of the 2030 Agenda across public service and ensure that they are put into practice. UN DESA's competency framework (see page 25) could serve as a reference for countries that would like to focus on new competencies, mindsets, and behaviors.

Recommendation:

- a. Develop a new competency framework to guide public servants' recruitment, behavior, and performance.

2.2 Instill meaning and an understanding among public servants of the required mindsets and related behaviors needed to advance the SDGs. Public servants first need to understand why a change in mindsets and behavior is needed. Second, they need to understand what change (in terms of values, beliefs and attitudes, and capacities and competencies) is required to advance the realization of the 2030 Agenda. Third, they need to understand how these changes can be triggered. (see Chapters 10 to 15).

Recommendations:

- a. Schools of Public Administration and Management Institutes and Public Service Training Institutions/Units" should mainstream the SDGs and new mindsets required to realize the 2030 Agenda in their curricula (see Chapter 9).
- b. Schools of public administration can promote acculturation, investment in personal socialization, and individual's ethical education to foster a change in public servant's previous patterns of beliefs and behaviors. Understanding how people behave is critical to fostering a change in mindsets.
- c. Promote effective communication campaigns regarding the new competency framework within the public sector to highlight the changes needed to encourage a change in mindsets and behaviors.

2.3 Nurture champions of change in the public sector for the successful implementation of the SDGs. Organizations need to identify champions of change that can serve as role models for new mindsets and behaviors that will support change (see Chapter 9).

Recommendation:

- a. Government can establish or submit initiatives to Award programmes at the national and local levels to help uncover champions of change. For example, the UN Public Service Awards, which is the most prestigious international recognition of excellence in public service, can help discover champions of change and disseminate national initiatives worldwide.

(3) STRATEGIES TO PROMOTE CHANGE AT THE ORGANIZATIONAL LEVEL – CULTURE

3.1 Ensure that there is coherence between public servants' values and those of an organization and the SDGs, and that those principles are translated into tangible behaviors.

Recommendations:

- a. Assess, by using diagnostic tools, public servants' mindsets – their values, inspiration, and their behaviors – to inform the design of structures and processes and, ultimately, change organizational culture to advance the implementation of the SDGs (Chapter 1 and 4).
- b. Design organizational socialization processes for the internalization of organizational values and principles among public servants.

3.2 Use Behavioral insights methodologies to promote organizational change. Guidelines can help drive public institutions' performance, and, ultimately, design management processes that will determine the institutional goals' success. Behavioral science initiatives in various parts of the world have shown to help change organizational performance by making slight changes to their environment (see Chapters 7 and 8).

Recommendation:

- a. Design and implement changes in the public sector's organizational culture, environment, and choice architecture. Changes in the public sector's environment and choice architecture can help to foster changes in the mindsets of public servants. It is possible to influence behavior through small changes to the environment (see Chapters 7 and 8). It can be helpful to identify the desired behavior as well as the barriers to such behaviors and add or remove obstacles to promote desired behavior.

3.3 Link public servants' performance management with the new mindsets needed to implement the SDGs and results-based management. A public sector with strengthened capacity and increased performance has a higher likelihood of reaching the 2030 Agenda for Sustainable Development. Performance appraisals play an essential role in management practices to increase performance. Creating a performance and results-based culture is also critical to providing a clear direction in the public sector.

Recommendations:

- a. Create a link between personal performance goals and appraisal indicators to organizational goals. The latter can make individual mindsets coherent with others in the organization. Managers can adjust performance appraisals to measurable objectives and use digital tools for sharing information and monitoring information at the micro-level (see Chapter 10). Measurement drives behavior, so managers need a clear view of human nature and behavior in organizations. (See Chapter 9).
- b. Public sector organisations can redesign performance management systems taking into account new mindsets and behaviors.
- c. Develop a caring culture in the public sector and increase the engagement of public servants to promote inclusive and empathic mindsets, which can help provide better services to citizens (see Chapter 8).

(4) STRATEGIES TO PROMOTE CHANGE AT THE INSTITUTIONAL LEVEL

4.1 Promote policies and regulations for strategic human resources management and training that focus on the new mindsets required to implement the SDGs. A shift from traditional, often siloed, and cumbersome policy development is needed to embrace more agile and responsive governance policies and regulations that focus on new tools, processes, and mindsets to inform more systemic responses to the challenges in implementing the SDGs (see Chapter 3).

Recommendations:

- a. Devise new policies and regulations to ensure that human resources strategies for recruitment, advancement in career, and life-long-learning reflect the new mindsets needed to implement the SDGs. Policies should promote design-thinking methods, such as co-creation, prototyping, testing, iteration, and an inclusive, multi-stakeholder approach, ensuring that diverse perspectives are represented and reflected.
- b. Develop HR strategies that promote the reframing of human resource management addressing not only mindsets but also the mix of HR systems that are needed to implement the SDGs.
- c. Promote networking among the schools and institutes of public administration is imperative to share knowledge and good practices in changing mindsets.

6

Conclusion

There are four main messages that emerge from this chapter. First, the chapter argues that changing beliefs and attitudes, i.e., mindsets, of public servants is critical to ensuring institutional effectiveness for SDG implementation. It is people both in government and in society who are central to any change and who will translate the principles of the 2030 Agenda into meaningful actions.

Second, the chapter examines why changing mindsets is essential to promoting institutional effectiveness by analyzing the nature of institutions and institutional change. The chapter highlights that institutions are complex entities, which are constituted by a visible and hidden part. The visible structure is composed of formal rules and norms and is relatively easy to change. The hidden structure is defined as the complex set of values and informal norms of conduct that produce a culture by which an institution's identity is determined. Understanding the nature of institutions is critical in understanding how they develop and how they can be purposefully changed.

The third argument is that implementing the 2030 Agenda for Sustainable Development requires a change in public servants' behavior, which, in turn, is shaped by their mindsets. New mindsets should reflect the 2030 Agenda principles and the principles of effective governance. In this respect, public institutions need to identify competencies that entail specific mindsets and behaviors. Supporting mindset change calls for a practical focus on concrete behaviors associated with specific competencies that can function as vehicles for in-practice learning. Changing mindsets and competencies by doing can help governments become more effective in generating solutions and learning to address current and future problems. Cultural change and change management are critical aspects of public institutions' transformation to realize the SDGs, especially by developing a culture of innovation and problem-solving. Doing things differently and focusing on expected new behaviors can bring about a change in mindsets.

The fourth message is that strategies and capacity development activities aimed at changing public servants' mindsets are essential to promote institutional transformation, helping to address the SDGs. Changing mindsets requires a holistic approach that takes into account strategies at the individual, organizational and institutional levels.

Endnotes

1. For example, principles of leaving no one behind and inter-generational equity.
2. <https://www.un.org/sustainabledevelopment/blog/2015/08/transforming-our-world-document-adoption/>
3. UN/DESA Policy Brief #75: COVID-19: Reaffirming State-People Governance Relationships, available at: <https://www.un.org/development/desa/dpad/publication/un-desa-policy-brief-75-covid-19-reaffirming-state-people-governance-relationships/>
4. This is aligned to the 11 Principles of Effective Governance, the CARICAD and CLAD Charters. Note 6: 6 Report on the nineteenth session (13–28 May 2020), <https://undocs.org/e/2020/44>
5. E/2018/44-E/C.16/2018/8, para. 31.
6. See Chapter 4.
7. Dweck, Carol S. et al. (2014) Academic Tenacity Mindsets and Skills that Promote Long-Term Learning. Bill & Melinda Gates Foundation. Retrieved from: <https://ed.stanford.edu/sites/default/files/manual/dweck-walton-cohen-2014.pdf>
8. Stanford Encyclopedia of Philosophy, <https://plato.stanford.edu/entries/belief/>
9. <https://dictionary.cambridge.org/us/dictionary/english/belief>
10. Oxford Dictionary.
11. The word was first used in 1930 to mean habits of the mind formed by previous experiences and mind was defined as deeply held beliefs, attitudes and assumptions about who we are and the world around us, The nature of mindsets, Ash Buchanan, 2017 available at: <https://medium.com/benefit-mindset/the-nature-of-mindsets-18afba2ac890>
12. See Talcott Parsons, 1983.
13. It is also important to distinguish between instrumental and intrinsic values. "Intrinsic value has traditionally been thought to lie at the heart of ethics. Philosophers use a number of terms to refer to such value. The intrinsic value of something is said to be the value that that thing has "in itself," or "for its own sake," or "as such," or "in its own right." Extrinsic value is value that is not intrinsic". See: "Intrinsic vs. Extrinsic Value" First published Tue Oct 22, 2002; substantive revision Wed Jan 9, 2019, Stanford Encyclopedia of Philosophy.
14. See Oxford Dictionary: <https://en.wikipedia.org/wiki/Principle#:~:text=A%20principle%20is%20a%20proposition,that%20a%20system%20is%20constructed>
15. See Talcott Parsons, 1983.
16. According to Douglas North organizations are "groups of individuals bound together by some common purpose to achieve objectives", and organizations are influenced by the institutional framework they are placed in (North, 1990: page 5).
17. According to Huntington (1968), an institution that, over time, acquires the capacity to exist independent of the social forces that gave it birth, may be defined as effective/strong or "institutionalized". Institutionalization occurs when the expected values that are aligned with the rules being set up are internalized by all actors and produce expected behaviors. For example, "the division of powers in government is institutionalized both as an organizational framework that results from and influences the competitions of political actors and as an attempt to safeguard a certain conception of liberty".
18. Alberti and Balogun, Challenges and perspectives in reforming governance institutions, 2005, UN DESA Discussion Paper
19. <https://www.managementstudyguide.com/edgar-schein-model.htm>
20. Common Principles for Measuring Capacity, UNDG, 18 March 2016, Draft
21. <https://unsdg.un.org/sites/default/files/UNDG-UNDAF-Companion-Pieces-8-Capacity-Development.pdf>
22. Capacity Development UNDAF Companion.
23. For more information on governance capacities for the SDGs please visit: <https://unpan.un.org/capacity-development/curriculum-on-governance-for-the-SDGs>
24. United Nations, 2015. Transforming our world: the 2030 Agenda for Sustainable Development A/RES/70/1. Accessed at: http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E
25. See Toolkit on Changing Mindsets in Public Institutions to implement the SDGs: www.unpan.un.org
26. See Chapter 7, 2020 UN E-Government Survey, United Nations.
27. The initial Competency Framework was developed with Schools of Public Administration around the world and this is a modified version which reflects the three dimension of Goal 16 and the Principles of Effective Governance. This framework is a living document which can be adapted to different local contexts
28. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6594552/>
29. Schools of Public Administration and Management Institutes vary in size, capability and maturity, so there is no one size fits all solution.
30. The Curriculum on Governance for the SDGs is available on the UN Public Administration Network website at unpan.un.org