

# Governance for the **Sustainable Development Goals** Capacity Development Curriculum

## Innovation, Digital Government and Changing Mindsets for Public Sector Transformation in Guyana to Achieve the Sustainable Development Goals

### Day 3 – Key Mindsets for Innovation, Digital Government and Public Sector Transformation

24 March 2022

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# Welcome to Day 3

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# Good Morning

**10:00 - 10:05 am  
(5 min)**

**Introduction by the Facilitator for the Day**

**Ana Thorlund, Governance and Public  
Administration Officer, United Nations Project  
Office on Governance, (UNPOG)/DPIDG, UN DESA**

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# Objectives

- **Recognize that all people have mindsets that influence behaviors and attitudes**
- **Connect the SDGs with new mindsets**
- **Recognize how implementing the SDGs requires policy coherence at many levels and agile and collaboration mindset.**
- **Discuss the importance of Transformational Leadership for the SDGs and a transformation leadership mindset**
- **Learn about the need for developing an Evidence-based Mindset**

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# Agenda at a glance

Day 1 – Setting the Scene: The 2030 Agenda for Sustainable Development: The Need for Public Sector Transformation, Innovation, Digital Government, and New Mindsets

Day 2 – Innovation and Digital Government

**Day 3 – Key Mindsets for Innovation, Digital Government and Public Sector Transformation**

Day 4 – Key Mindsets for Innovation, Digital Government and Public Sector Transformation (Cont.)

Day 5 – Action Planning for Changing Mindsets to promote Innovation, and Transformation in the Public Sector in Guyana

Day 6 – The Way Forward: Priorities and Actions for Change

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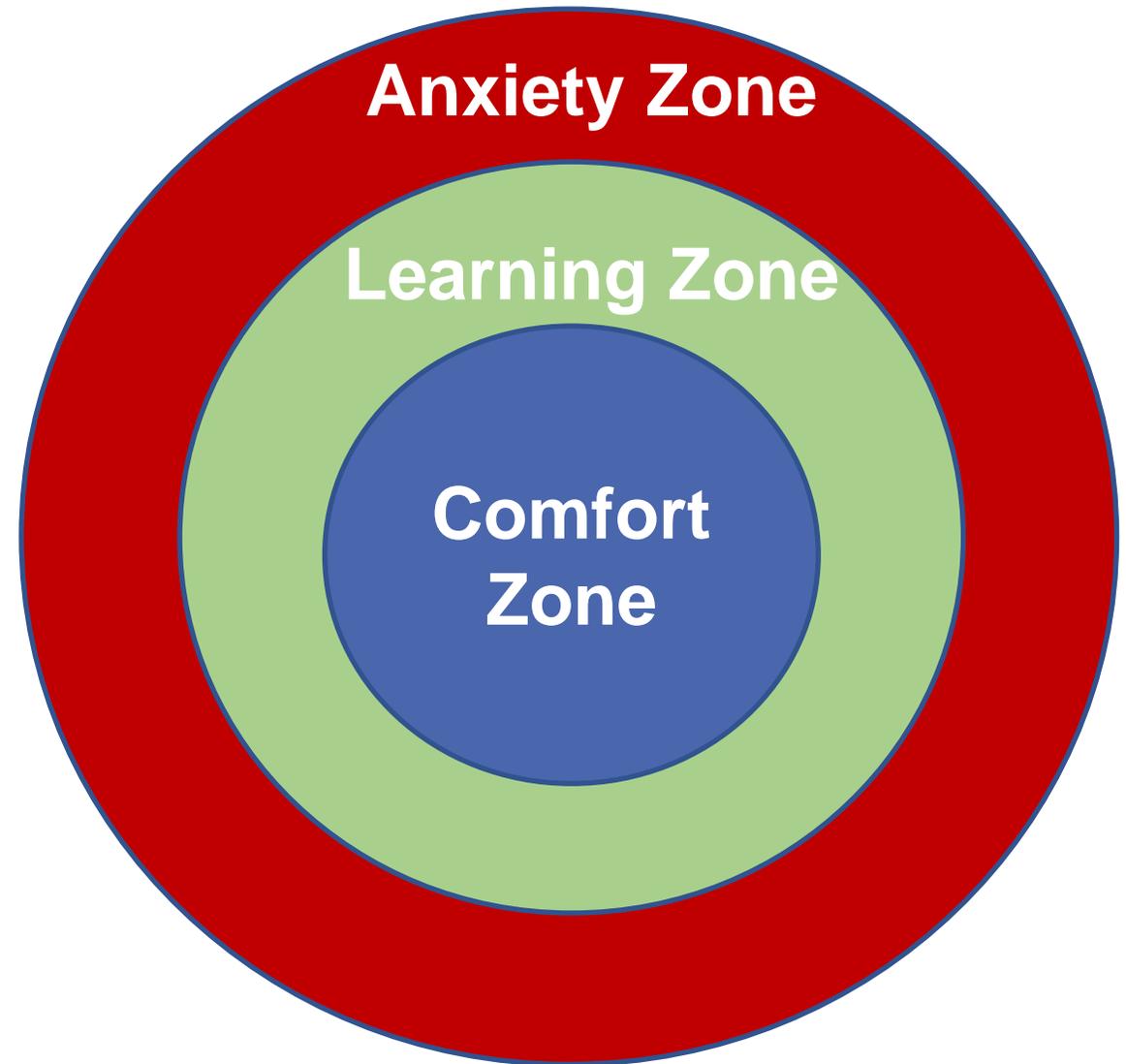
# Day 3 Agenda

10:00 – 10:05	Good Morning
10:05 – 10:20	Why Changing Mindsets and Competencies are needed to implement the SDGs and to promote Public Sector Innovation and Transformation
10:20 – 10:35	Strategies for Institutional Coordination in support of Policy Coherence & System Thinking and the Need for Agile and Collaborative Mindsets
10:35 – 11:00	Break-out groups on Institutional Coordination and an Agile and Collaboration Mindset for SDGs
11:00 – 11:10	BREAK
11:10 – 11:25	Reporting back in plenary
11:25 – 11:35	Transformational Leadership for the SDGs and Key elements of a Transformation Mindset
11:35 – 12:00	Break-out groups on how to promote a transformational leadership mindset
12:00 – 12:15	Reporting back in plenary
12:15 – 12:45	Developing an Evidence-based Mindset: Fostering a culture of evidence-based policymaking through research, training, and policy engagements Break-out groups
12:45 - 12:55	Reporting Back
12:55 - 13:00	Wrap-up & Reflection

## Our Learning Journey

This workshop is participative – the outcomes are determined by your own contributions.

Be prepared to challenge yourself, learn from each other, and relate new concepts and ideas to your own work and experience.



In fact our workshop journey will be non-linear and unpredictable with exploration and discovery all along the way



**Fuzzy front end**

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# Why Changing Mindsets and Competencies are needed to implement the SDGs and to promote Public Sector Innovation and Transformation

**10:05 – 10:20 am  
(15 min)**

**Adriana Alberti, Chief, Programme Management and Capacity Development Unit, DPIDG, UN DESA**

**Stefania Senese, Programme Management Officer, DPIDG, UN DESA**

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# 1. The critical role of effective governance for sustainable development and the need for new mindsets

## ① Goal 16 of the 2030 Agenda for Sustainable Development



**16 PEACE, JUSTICE AND STRONG INSTITUTIONS**




Effective, accountable and inclusive institutions

## ② 11 Principles of Effective Governance for Sustainable Development

**Principles of Effective Governance for Sustainable Development**

- Effectiveness**
  - » Competence
  - » Sound policymaking
  - » Collaboration
- Accountability**
  - » Integrity
  - » Transparency
  - » Independent oversight
- Inclusiveness**
  - » Leaving no one behind
  - » Non-discrimination
  - » Participation
  - » Subsidiarity
  - » Intergenerational equity





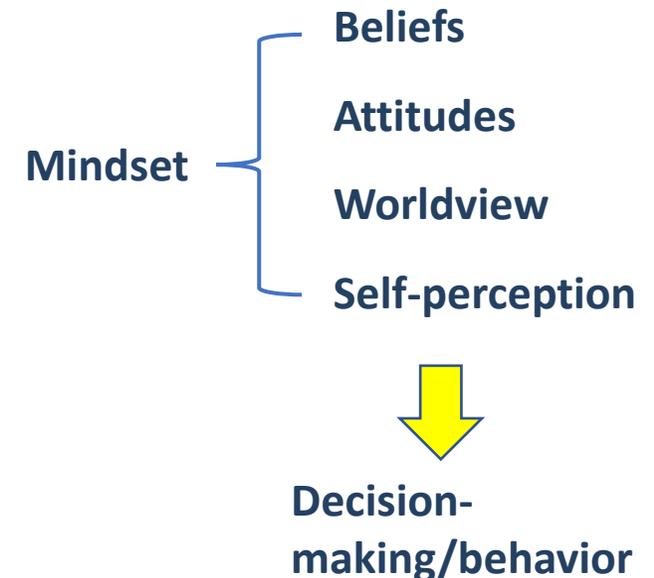
## 2. What is a mindset?

**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

**A mindset consists of beliefs and attitudes that a person has assimilated throughout a lifetime about themselves and the world around them.**





## 2. What is a mindset?

External & Universal

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

<b>Principles</b>	Propositions that are a guide for behaviors
<b>Values</b>	Prescriptions for being <sup>15</sup> which contain an ethical dimension
<b>Belief</b>	What we hold to be true - <b>How we see the world</b>
<b>Attitudes</b>	A way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior

Personal values (internal)  
Institutional values (external)

- **How we interact with the world**

Source: Elaboration by the authors

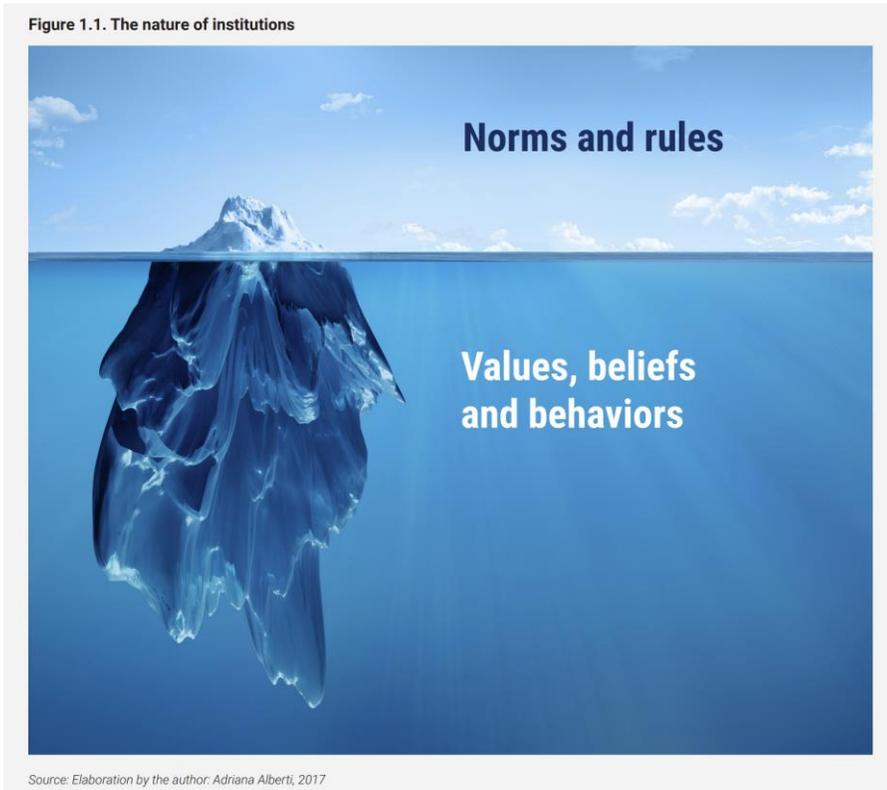
**Beliefs and attitudes are influenced by values**



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

#### ① Understanding the nature of institutions and institutional change

Visible part  
↕  
Dual nature  
↕  
Hidden part



**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.



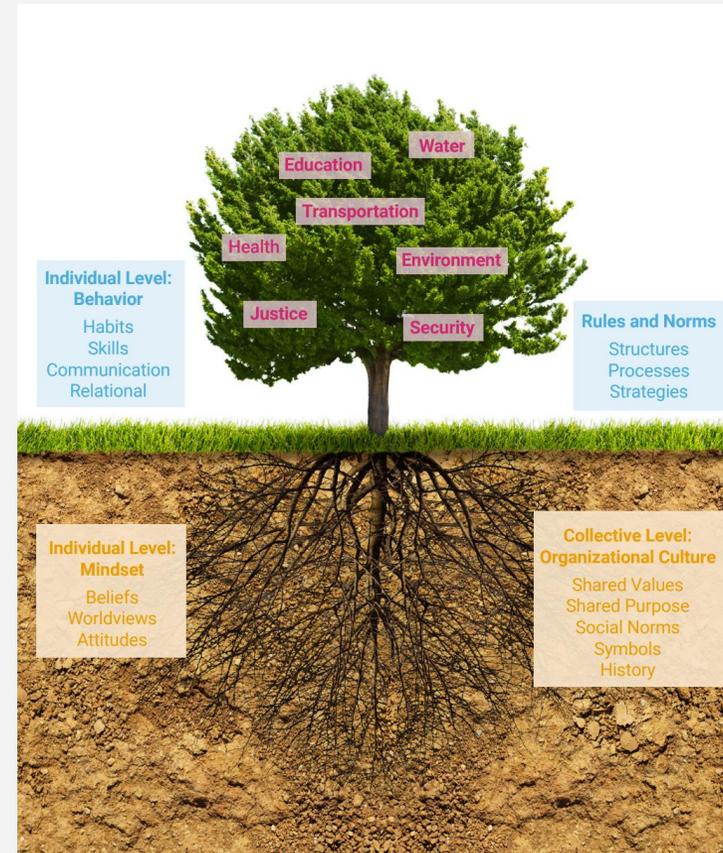
### 3. Why is it important to change mindsets to promote effective institutions for sustainable development?

#### ② Why a change in mindsets and behaviors is critical to promoting effective institutions

Figure 1.2: Aligning internal with external dimensions of institutional change

Table 1.3: Dimensions of effective institutional change

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



Source: Authors' adaptation from Ken Wilber, 2021



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



**Capacity** - the ability to achieve intended development results through desired change

**Mindset** - are required to turn into action the key principles of the 2030 Agenda and the 11 Principles of Effective Governance for Sustainable Development

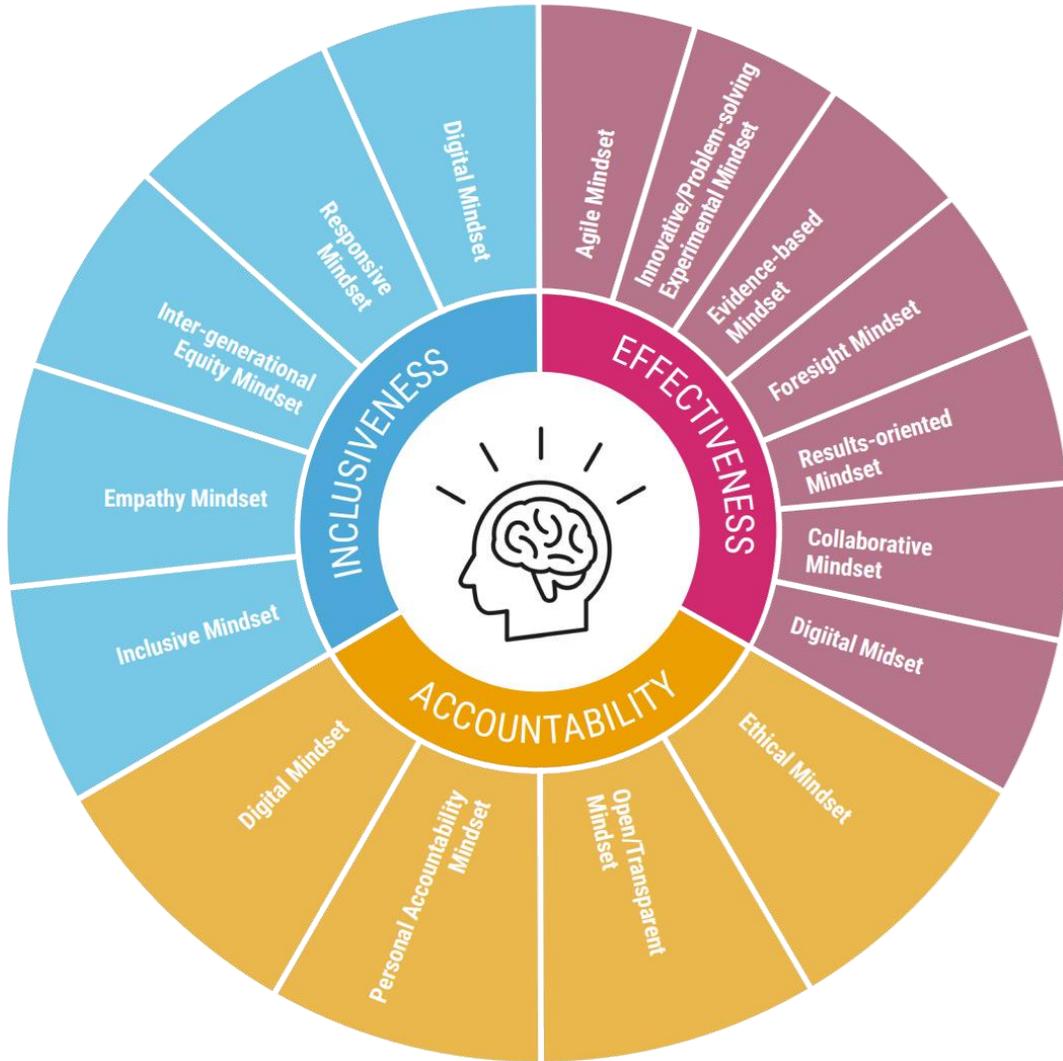
**Competency** - specific knowledge, skills, and attributes

- Individual
- Organizational
- Institutional and Enabling Environment



#### 4. The critical role of focusing training assessment on changes in mindsets and behaviors

Figure 1.3: Mindsets for SDGs implementation



Training assessments need to assess not only the knowledge and skills acquired, but most importantly whether the training and follow-up actions help to instill new values and mindsets, which can lead to institutional expected behaviors.



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**DESA** | Division For Public Institutions and Digital Government



**United Nations**

Department of Economic and Social Affairs

## **Changing Mindsets to Realize the 2030 Agenda for Sustainable Development**

How to promote new  
mindsets and behaviors  
in public institutions to  
implement the Sustainable  
Development Goals

**MINDSET**



## New Competencies

aligned to SGD  
implementation  
mindsets are  
required in the  
public sector

- New mindsets must go in hand in hand with new **competencies**, which call for specific know-how and skills.
- Governments may need to invest in retooling public services and reskilling public servants.





1. Why is it important to develop a competency framework for public servants to realize the Sustainable Development Goals?

2. What is a competency framework in support of the Sustainable Development Goals?



COMPETENCY FRAMEWORK FOR PUBLIC SERVANTS TO REALIZE THE SUSTAINABLE DEVELOPMENT GOALS



**Principles of Effective Governance for Sustainable Development**

**Effectiveness**

- » Competence
- » Sound policymaking
- » Collaboration

**Accountability**

- » Integrity
- » Transparency
- » Independent oversight

**Inclusiveness**

- » Leaving no one behind
- » Non-discrimination
- » Participation
- » Subsidiarity
- » Intergenerational equity





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



Table 1.4: Mindsets and Competency Framework for SDGs Implementation<sup>27</sup>

INSTITUTIONAL EFFECTIVENESS			
MINDSETS	BELIEFS	ATTITUDES	COMPETENCIES
<b>Agile Mindset</b> 	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 <b>competencies in systems-thinking</b> to perceive the links, cause-effect relations, and dynamics affecting sustainable development; <b>risk-informed adaptation</b> to maintain effectiveness when experiencing change and continue delivering results within new structures or despite external shocks; <b>and collaboration</b> to perceive problems of common interest and positively conceive that dialogue, coordination, partnerships, and networks can address problems.
<b>Innovative/ Problem-solving Experimental Mindset</b> 	Human capacities are not fixed; it is possible to continuously improve through efforts and learning. <sup>28</sup>	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 <b>strategic problem-solving</b> to develop and break down problem scenarios to ensure solutions that can be presented in a stepwise approach towards the achievement of a target; <b>creativity</b> to actively seek to improve programmes or services, offering new and different options to solve problems and meet client/citizen needs and <b>innovation</b> 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.
<b>Evidence-based Mindset</b> 	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 <b>data and information literacy</b> 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. <b>Public Financial Management (PFM)</b> competency is also needed for effective public administration and service delivery, especially in fragile and post conflict environments (see chapter 12).
<b>Foresight Mindset</b> 	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 <b>long-term planning</b> to develop clear goals that are consistent with agreed strategies such as the 2030 Agenda and specific SDG targets; <b>forward looking and proactivity</b> to ensure anticipatory, flexible and action-oriented behaviors to implement potential solutions and address challenges, as well as <b>risk-management</b> 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** is based on the principles of sound policymaking, competence, collaboration and systemic robustness.



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



**Institutional effectiveness** is based on the principles of sound policymaking, competence, collaboration and systemic robustness.

INSTITUTIONAL EFFECTIVENESS			
MINDSETS	BELIEFS	ATTITUDES	COMPETENCIES
<p><b>Results-oriented Mindset</b></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 <b>results-based management</b> competencies to manage for results. Also, public servants need to have a <b>life-long learning</b> competency to share and apply knowledge learned across the organization to advance the realization of the SDGs. Finally, public servants need to <b>manage performance</b>, ensure that a set of outputs meet the goals effectively and efficiently, define strategic and operational objectives, and link them to resources.</p>
<p><b>Collaborative Mindset</b></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 <b>coordination, integration, and dialogue</b> across teams, levels of government, and functional areas. Public servants will be able to build <b>multi-stakeholder partnerships</b> 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><b>Digital Mindset</b></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 <b>keep abreast of technological developments and understand the applicability (benefits and risks)</b> 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>



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**Institutional accountability** is based on the principles of integrity, transparency and independent oversight.

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



MINDSETS FOR INSTITUTIONAL ACCOUNTABILITY			
MINDSETS	BELIEFS	ATTITUDES	COMPETENCIES
<b>Ethical Mindset</b> 	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 <b>professionalism, results-based management, lifelong learning and managing performance</b> . 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.
<b>Open/Transparent Mindset</b> 	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 <b>ability to collect, manage, and share information</b> and data to increase budget transparency, promote disclosure and access to information.
<b>Personal Accountability Mindset</b> 	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 <b>communication</b> to successfully work with new colleagues and new environments, to communicate effectively, listen attentively to others, and share information in a timely manner, <b>and managing resources</b> 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.
<b>Digital Mindset</b> 	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 <b>keep abreast of technological developments and understand the applicability (benefits and risks)</b> 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.



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



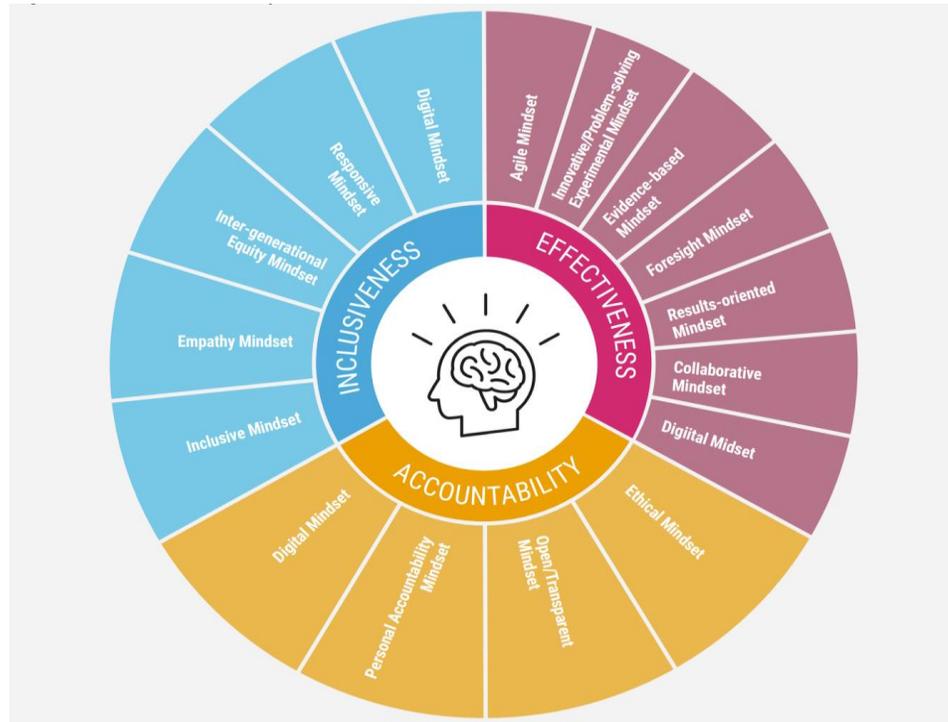
**Institutional inclusiveness is based on the principles of leaving no one behind, non-discrimination, participation, subsidiarity, and inter-generational equity.**

MINDSETS FOR INSTITUTIONAL INCLUSIVENESS			
MINDSETS	BELIEFS	ATTITUDES	COMPETENCIES
<b>Digital Mindset</b> 	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 <b>keep abreast of technological developments and understand the applicability (benefits and risks)</b> 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.
<b>Inter-generational Equity Mindset</b> 	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 <b>construct administrative acts</b> that balance the short-term needs of today's generation with the longer-term needs of future generations. Also, <b>skills in management and planning</b> are critical for long-term public debt management, long-term territorial planning, and spatial development, and ecosystem management. Finally, skills in <b>assessing the impact</b> of the SDGs are critical for the decision-making process.

MINDSETS FOR INSTITUTIONAL INCLUSIVENESS			
MINDSETS	BELIEFS	ATTITUDES	COMPETENCIES
<b>Inclusive Mindset</b> 	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.	<b>Competencies</b> that are linked to this mindset are: <b>respect for diversity, and non-discrimination</b> to promote public sector workforce diversity, and in line with SDG 16.7, ensure responsive, inclusive, participatory, and representative decision-making at all levels; <b>inter-generational equity</b> 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; <b>empowerment and participation</b> and develop awareness of own and communities' beliefs, values and expectations and ensure a culture of caring; <b>and negotiation and facilitation</b> 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.
<b>Empathy Mindset</b> 	Understanding the experience and feelings of others is crucial to make decisions that leave no one behind.	Is attentive and focused on understanding the feelings and needs of others, particularly vulnerable groups and those that are left behind, and takes actions to address their needs.	Competencies of an empathy/relationship mindset include emotional intelligence, socially conscious awareness, responsibility, and collaboration. <b>Emotional intelligence</b> is the ability to recognize, manage and communicate with emotional regulation, and respond appropriately to the emotions of other people. With <b>socially conscious awareness, responsibility, and collaboration competencies</b> , 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.
<b>Responsive Mindset</b> 	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 <b>respect, protect and promote human rights and fundamental freedoms for all, and ensure equitable access to public service delivery</b> 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).



# Thank you!



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# Strategies for Institutional Coordination in support of Policy Coherence & System Thinking and the Need for Agile and Collaborative Mindsets

**10:20 – 10:35 am (15 min)**     **Veronique Verbruggen, Senior Inter-regional Advisor, DPIDG, UN DESA**

**Presentation (12 min)**

**Video on systems thinking (3 min)**

# Institutional coordination in support of policy coherence

Veronique Verbruggen

Sr. Interregional advisor on  
Governance and Institution Building



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## Public servants need to:

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

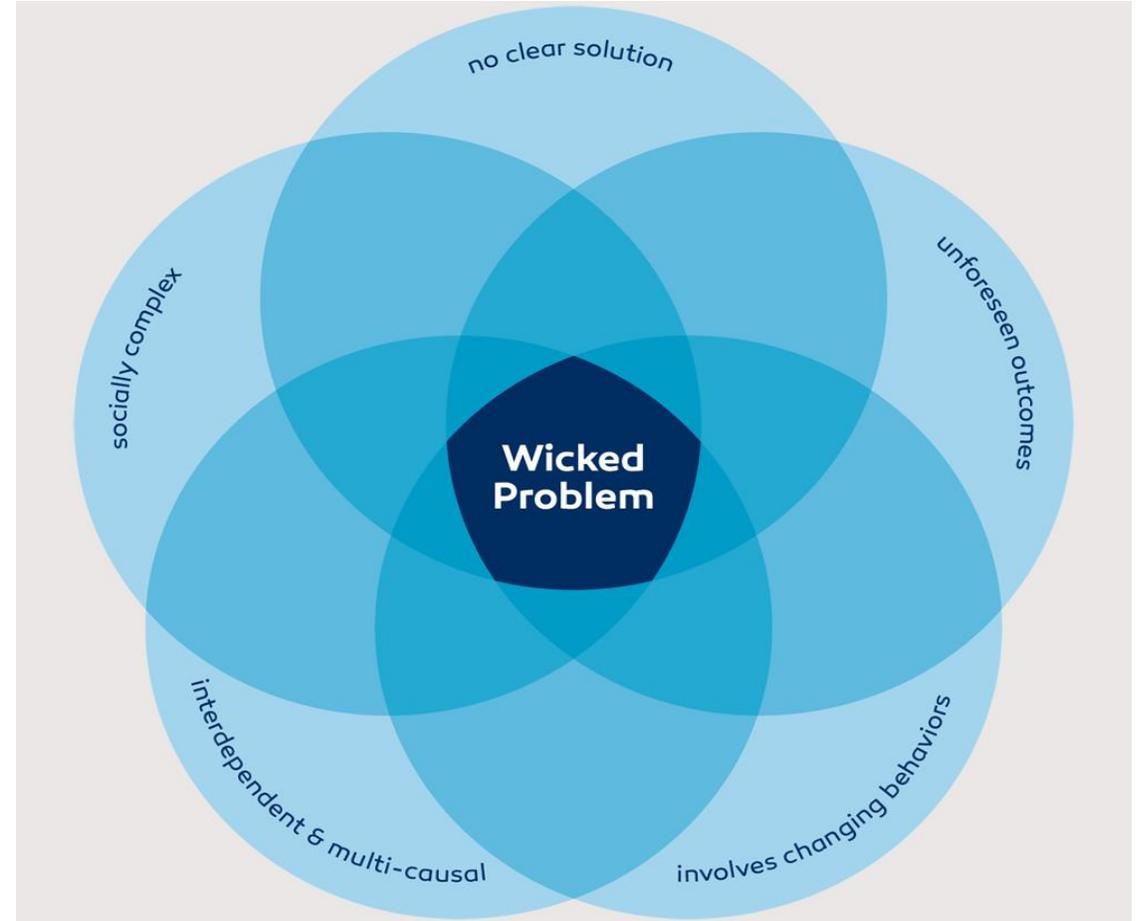
**Managing such dynamics calls for the right mindsets to lead the change.**



**Why do new mindsets matter to realize the 2030 Agenda?**

# Are we creating institutional capacity that can deal with the challenges we are facing?

## A crisis of public legitimacy





# Relation btw. policy & institutional coherence vs. digital government

- **Assumption: “digitization will change the institutional culture of a government/ culture”**
- **IT designers understand technology, but not the realities of government & Government officials and politicians understand the realities of government, but not the technology**
- **A management structure to implement the strategic decisions for transformation needs to be established**
- **Developing effective work processes require understanding of how policies are interconnected**
- **Progress toward coherence requires inter-office coordination/ agreement on who will do what**
- **Human Resource Development Planning is required: availability of qualified staff**



## SDGs and policy coherence

- **Goal 17**  
**Strengthen the means of implementation and revitalize the global partnership for sustainable development**
- **Target 17.4**  
**Enhance policy coherence for sustainable development**





# Effectiveness as a governance principle (ECOSOC)

## Competence

To perform their functions effectively, institutions are to have sufficient expertise, resources and tools to deal adequately with the mandates under their authority

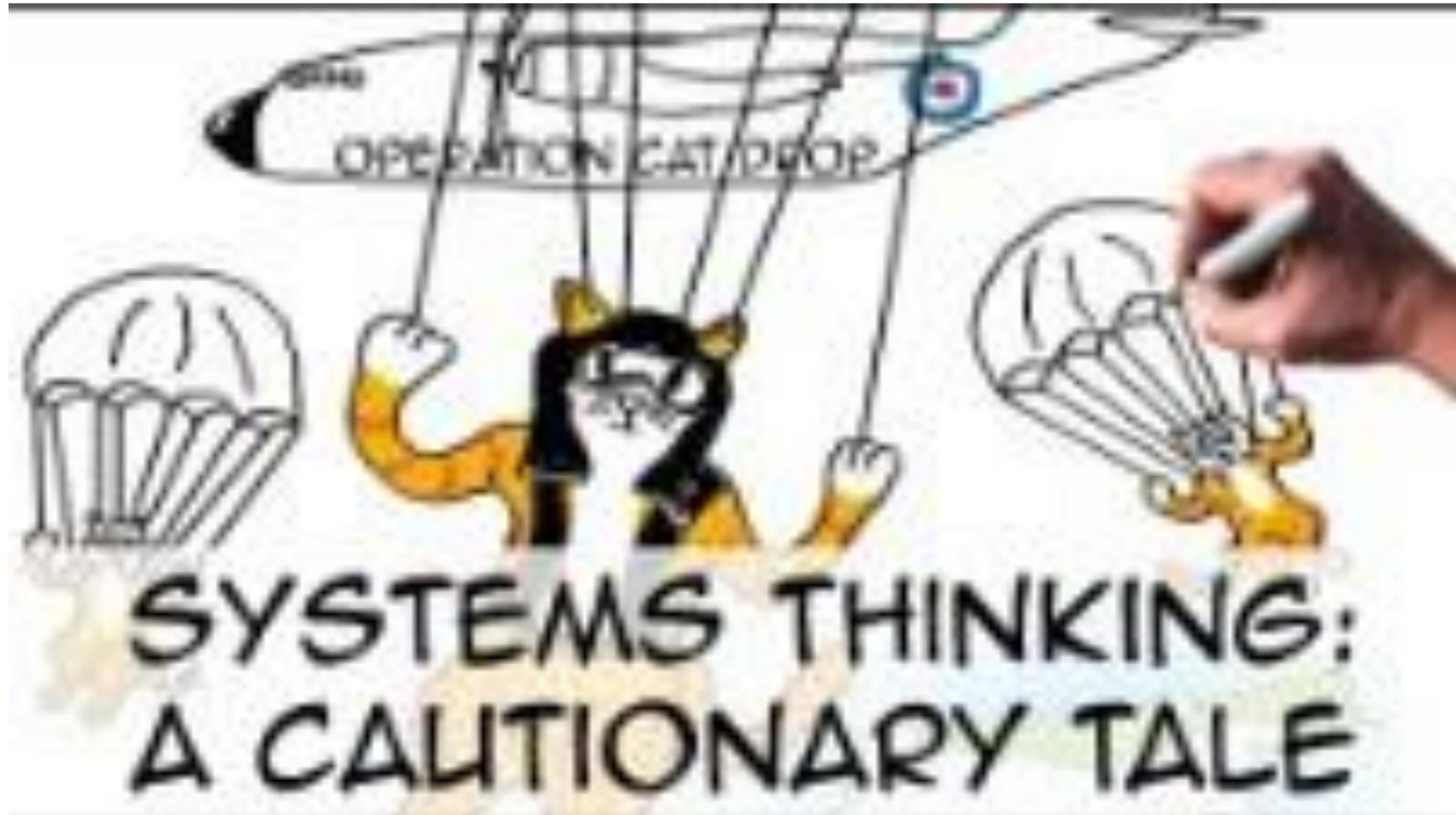
## Sound policymaking

To achieve their intended results, **public policies are to be coherent with one another** and founded on true or well-established grounds, in full accordance with fact, reason and good sense.

## Collaboration

To address problems of common interest, institutions at all levels of government and in all sectors should work together and jointly with non-State actors towards the same end, purpose and effect

# Systems thinking: a cautionary tale (cats in Borneo)

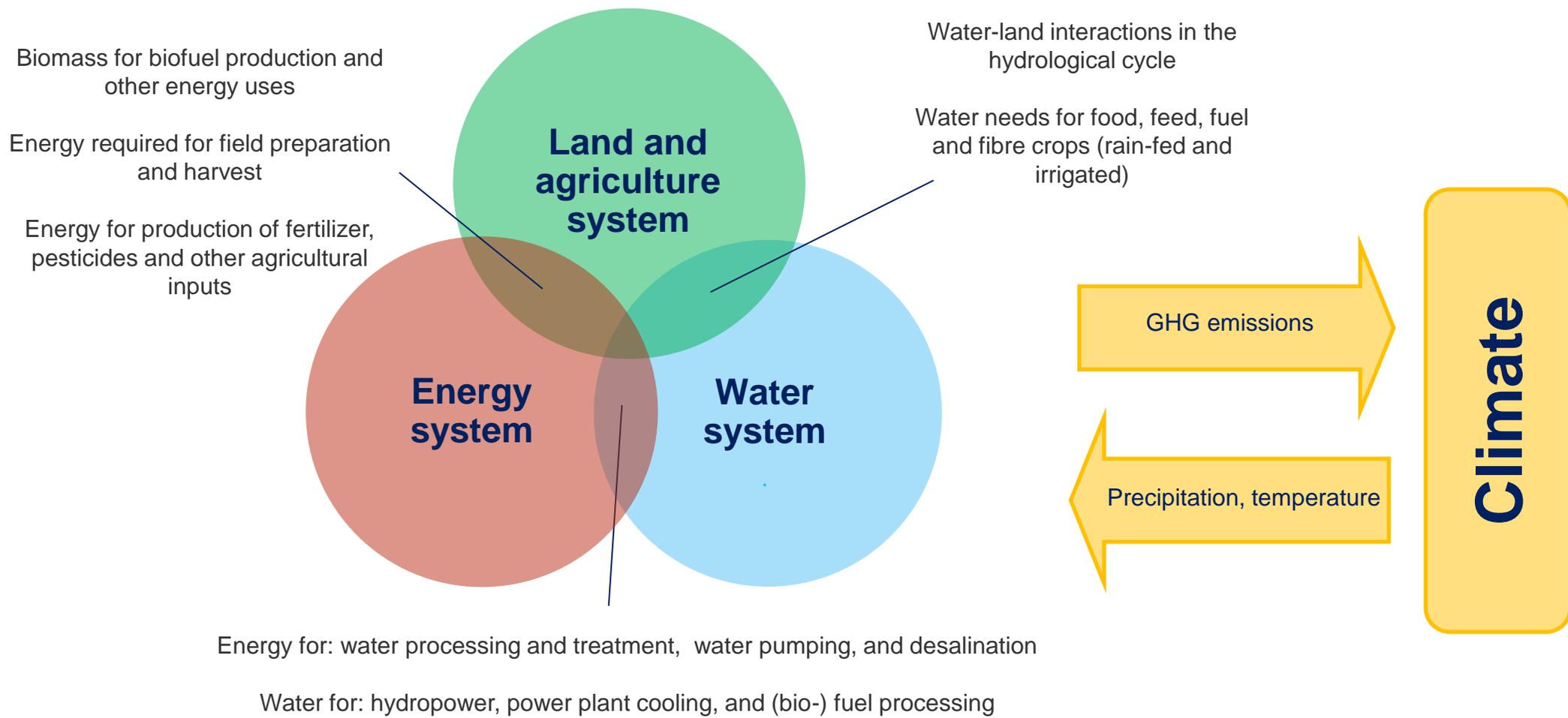






## Key concepts: Policy coherence

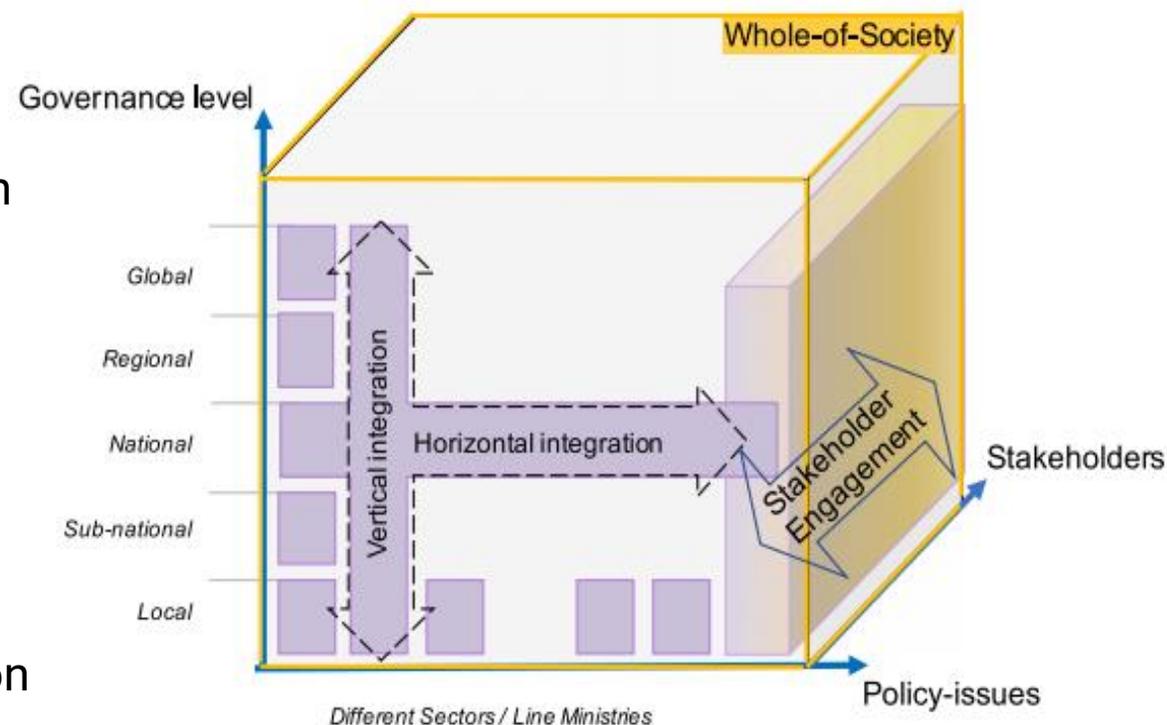
- *“systematically reduces conflicts and promotes synergies between and within different policy areas to achieve the outcomes associated with jointly agreed policy objectives” (Nilsson et al, 2012, p. 396)*
- **Aims**
  - **To identify trade-offs between policies & reduce negative impacts between policies**
  - **To foster synergies between policies & develop policies that mutually reinforce each other**





# Institutional coherence as a precondition for policy coherence

- Systematically identify relevant linkages across the sectors and domains and consider those linkages in design of policies;
- Policies are consistent across sectors and scales (from local to global);
- Involvement of relevant stakeholders in design, implementation, monitoring and evaluation;
- Adequate resources are provided for implementation at all levels and at all scales







# Move your administration up the scale – where to start?

- Establishing a high-level interagency committee, hosted by a high-ranking ministry, or the center of government.
- Establishing a coordinated institutional mechanism.
- Conducting simulation and mapping exercises: “integrated policy analysis”.
- Arranging multi-stakeholder consultation forums
- Ensuring SDGs are visible and mainstreamed in national policy, development strategy and planning, and budgeting.
- Requesting strategic impact assessments of draft policy bills
- Imposing sectoral mandates and reporting requirements
- Engaging in international cooperation and peer learning



## Readiness Assessment on Institutional Arrangements for Policy Coherence: 9 Building Blocks



### Building Block 1: Political Commitment

Institutionalization of political commitment towards policy coherence

The country has institutionalized its commitment towards policy coherence for sustainable development at the highest political level through a vision, legal and normative frameworks.



### Building Block 2: Transformational Leadership, Human Resources and Changing Mindsets

Transformational leadership, human resources, and changing mindsets for policy coherence

The country has mechanisms in place to promote transformational leadership, human resources and changing mindsets for policy coherence.



### Building Block 3: System Thinking and Policy Linkages

System thinking and policy linkages: integration of the social, economic and environmental dimensions of sustainable development and systematic assessment of policy effects

The country has mechanisms in place that allow relevant public institutions to integrate the three dimensions of sustainable development and systematically assess the policy effects and cross-sectoral linkages throughout the policy and planning process.



### Building Block 4: Organizational Structures and Processes

Organizational structures and processes for inter-ministerial coordination/ integration

The country has an institutional mechanism in place that periodically brings together relevant ministries and government entities to enhance coherence across sustainable development related policies including sectoral policies.



### Building Block 5: Financing

Financing for policy coherence

The country has mechanisms in place to promote the alignment of private and public finance to policy coherence objectives and to track related expenditures.



### Building Block 6: Digital Technology and Data

Use of digital technology and data for policy coherence

The country has mechanisms in place to Use of digital technology and data for policy coherence.



### Building Block 7: Coherence between National and Regional Level

Coherence between National and Local/Regional Levels

The country has mechanisms in place for aligning priorities, policies and plans between various levels of government.



### Building Block 8: Stakeholders Engagement

Stakeholders engagement in strengthening policy coherence

The country has mechanisms in place to ensure that laws, policies, plans programs and major development projects at different levels of government and including at the overarching, sectoral and local level are developed through participatory processes that involve relevant stakeholders.



### Building Block 9: Monitoring, Reporting and Evaluation

Monitoring, reporting and evaluation for policy coherence

The country has mechanisms in place to systematically monitor and evaluate the effects of policies on sustainable development and cross-sectoral impacts, and to inform adaptive action.



# Discuss and answer questions

**Group 1:** Question 1,4,5,6,7,10 and 12 of Building Block 2: Transformational leadership, HR, changing mindsets

**Group 2:** Questions 1,2,3,5,7,10 and 11 of building block 4: Organizational structures and processes

**Group 3:** Questions 1,3,4,8,9,11,12 and 13 of building block 6: Digital technology and data

**Group 4:** Questions 1,3,4,6,8,10 and 12 of building block 7: Coherence between national and local/regional level

**Group 5:** Questions 1,4,8,9,11,13,15 and 17 of building block 8: Stakeholder engagement

- Which issues would be easy to change
- Which ones are more difficult to change? Outline the challenges.
- Why and what are the key barriers and costs that would need to be overcome?

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## **Break-out sessions' engagement:**

1. As you are champions of change in Guyana, please use the break-out room sessions as opportunities to share your ideas and views through open dialogue.
  2. You are encouraged to go beyond your comfort zone and use your creative thinking in exploring the issues at hand.
  3. In the interest of time, please start the session as soon as possible even if not everyone has joined.
  4. If you have technical issues in joining a group, please alert us immediately through the chat function and you will be promptly assisted.
-

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# Break-out groups

*on Institutional Coordination and an Agile and Collaboration Mindset for SDGs*  
***Each group to select a Facilitator and Rapporteur***

10:35 – 11:00 am  
(25 min)

Ms. Veronique Verbruggen, Senior Inter-regional Advisor, DPIDG,  
UN DESA

## ***Fill out the online survey***

**Group 1:** To access the questions about **Transformational Leadership, Changing Mindsets and HR**, please click [here](#).

**Group 2:** To access the questions about **Organizational Structures and Processes**, please click [here](#).

**Group 3:** To access the questions about **Digital Technology and Data**, please click [here](#).

**Group 4:** To access the questions about **Coherence between National and Local Level**, please click [here](#).

**Group 5:** To access the questions about **Stakeholder Engagement**, please click [here](#).

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# Break

11:00 – 11:10 am  
(10 min)



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# Reporting Back in Plenary

**11:10 - 11:25 am  
(15 min)**

**Facilitated by Veronique Verbruggen, Senior  
Inter-regional Advisor, DPIDG, UN DESA**

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# Transformational Leadership for the SDGs and Mindsets needed for Innovation

**11:25 – 11:35 am  
(10 min)**

**Lois Parkes, Leadership Development and  
Institutional Strengthening Specialist, CARICAD**

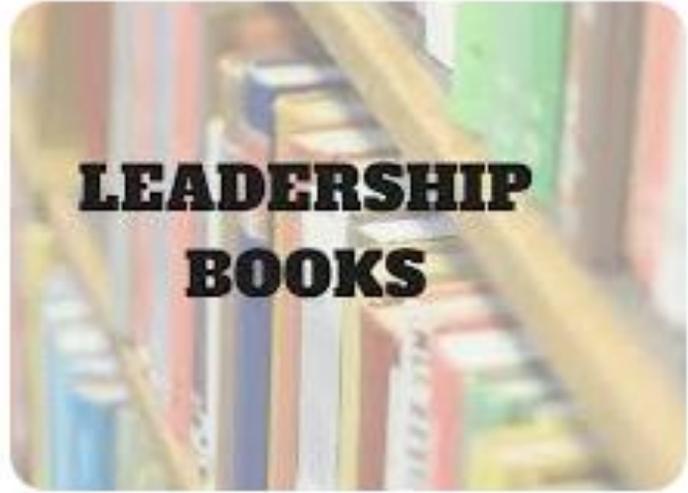


how many books on leadership are there?

All Images News Videos More

About 4,490,000,000 results (0.63 seconds)

That's a lot of leadership books! Indeed, counting all formats, Amazon offers **57,136 books** with the word "leadership" in the title. Why are there so many leadership books? Here are 5 reasons.



https://conleadnow.com/why-are-there-so-many-leader

# Google search for books on leadership, 5 December 2021

The leader has to be practical and a realist, yet must talk the language of the visionary and the idealist  
Eric Hoffer

You don't have to hold a position in order to be a leader  
Anthony J. D'Angelo

No man will make a great leader who wants to do it all himself, or to get all the credit for doing it  
Andrew Carnegie

# 1001+ Leadership quotes

To handle yourself, use your head; to handle others, use your heart.  
Eleanor Roosevelt

Great leaders take people to places nobody has ever been before  
DM

Great necessities call forth great leaders  
Abigail Adams

The function of leadership is to produce more leaders, not more followers  
Ralph Nader

The best executive is the one who has sense enough to pick good men to do what he wants done, and self-restraint to keep from meddling with them while they do it.  
Theodore Roosevelt



Charismatic Leadership

Authentic Leadership

Holistic Leadership

Transactional Leadership

Transformational Leadership

Servant Leadership

Autocratic Leadership

101+ Leadership Models

Resonant Leadership

Laissez-faire Leadership

Coaching Leadership

# A few points on contemporary thinking on leadership

Good leadership makes a difference.

Leadership (doing the right things) is different from management (doing things right).

Leadership is not just about personal charisma or about one person on top of a pyramid - everybody can be a leader.

Leadership is more about making change happen than it is about managing the status quo.

Leaders should have a good understanding of their own selves.

# Transformational Leadership

“ ... a leadership approach that **causes change in individuals and social systems**. In its ideal form, it **creates valuable and positive change in the followers with the end goal of developing followers into leaders.**”

MacGregor Burns (1978) [emphasis & punctuation added]

Transformational Leadership is particularly important for leaders engaging in the implementation of the SDGs.

# Transformational Leadership

“... enhances the motivation, morale and performance of followers through a variety of mechanisms. These include

**connecting the follower's sense of identity and self to the mission and the collective identity of the organization;**

**being a role model for followers that inspires them;**

**challenging followers to take greater ownership for their work, and**

**understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance.”**

MacGregor Burns (1978) [emphasis & punctuation added]

# Transformational Leadership in Public Management

The 2030 Agenda requires **public leaders that embrace values** like collaboration, integration, inclusion, leaving no one behind, partnerships, respect for people and planet, transparency and accountability.

Spearheading the SDGs demands **a transformational leadership mindset** at local, national, regional and global level.

Transformational leaders today must **understand new concepts** – eg social innovation, networking, crowdsourcing, big data, disruptive innovation in the public sector, effective communication, the science of persuasion and more.

In addition to strategic vision and planning they need resilience, people-skills, **leading by example and the courage to make a difference.**

# What does Transformational Leadership transform?

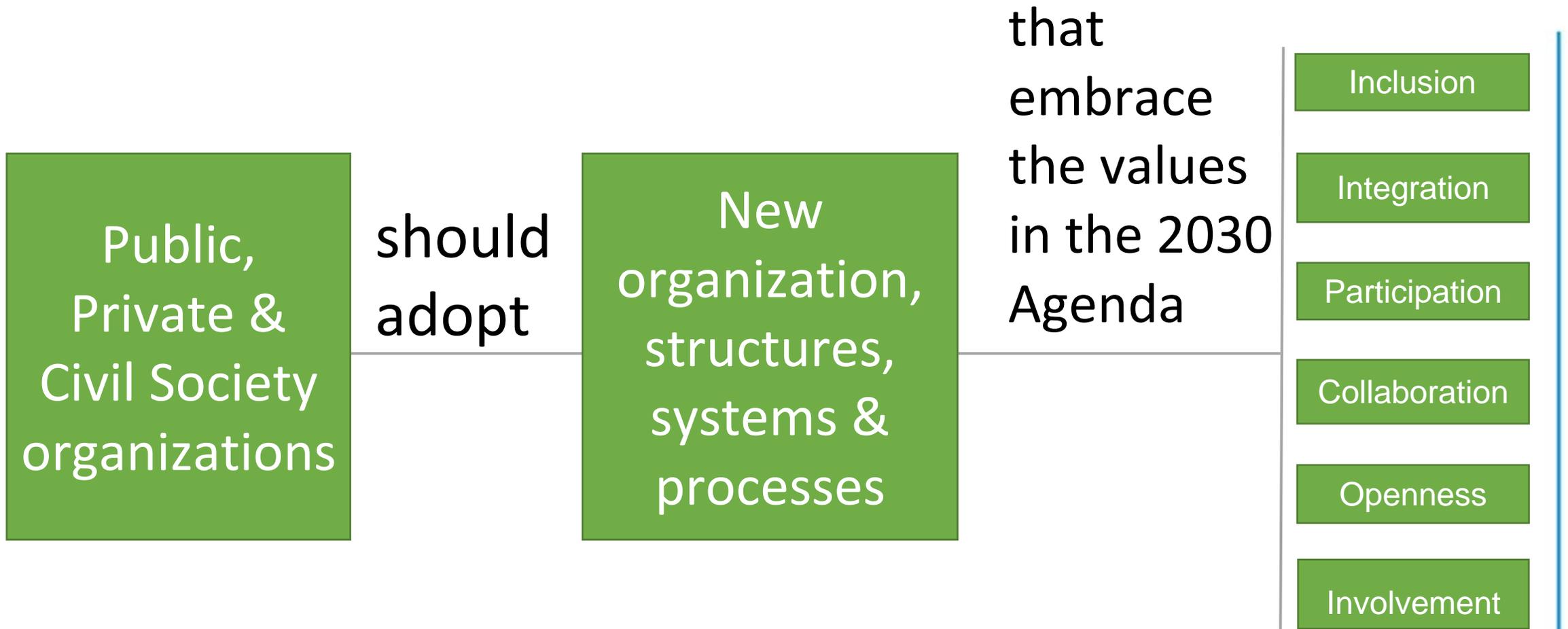
Organizations

Institutions

Society

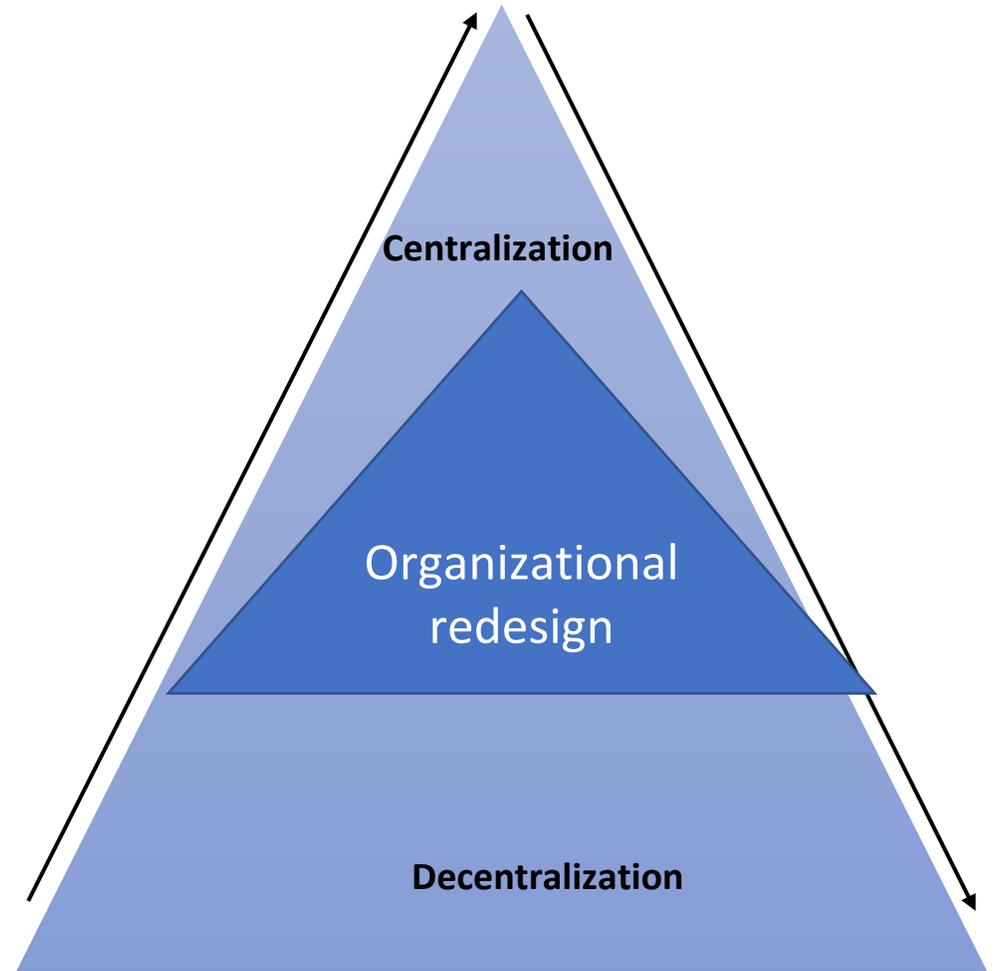
Individuals (mindsets and competencies)

# Transforming organizations



# Transforming organizations

For the 2030 Agenda it is essential to have clear top-down and vibrant bottom-up planning, decision-making and communication structures and processes.

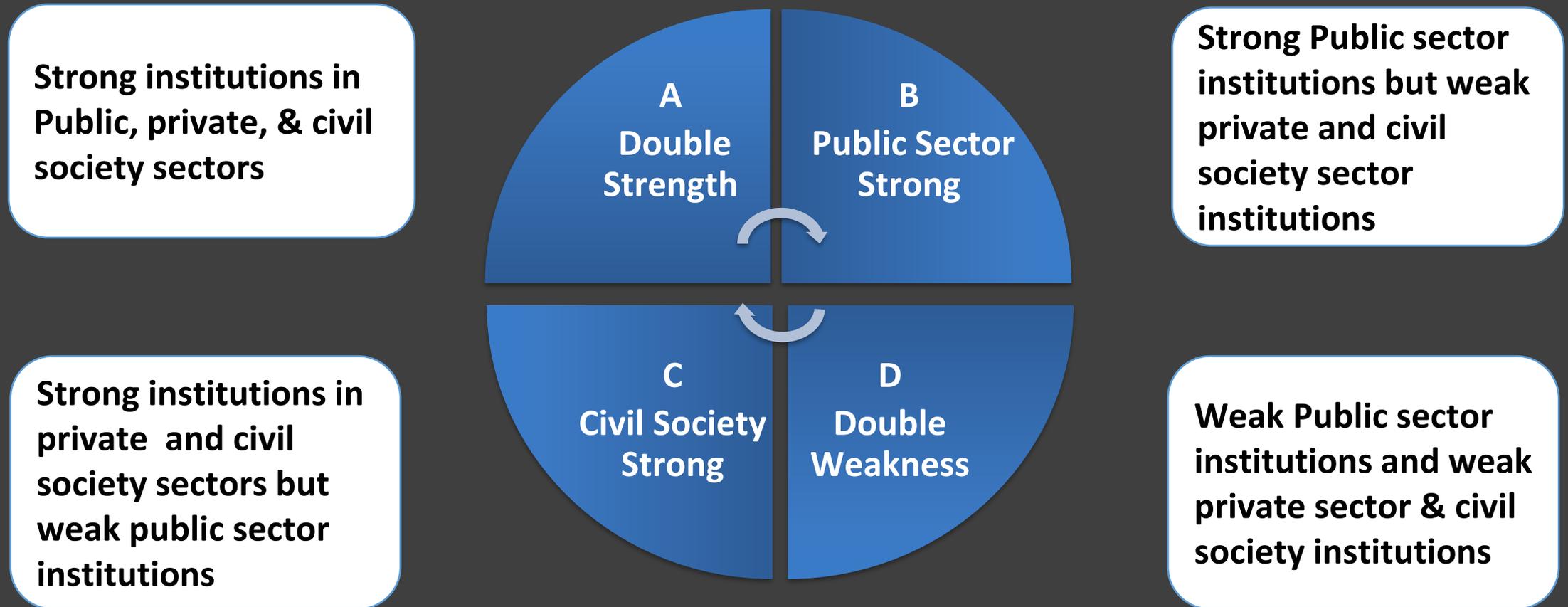


# Transforming institutions

Transformational leadership also transforms institutions, establishing new organizations or strengthening organizations, laws and rules to support the implementation of the SDGs.

Institutional development involves organizational design, systems design, policies, laws, rules and regulations, leadership development, human resources development, and **changing mindsets to positively change behavior and culture** in organizations and in society.

# Framework for analysis of the institutional strength of a country



**Public Sector leaders must understand and collaborate with Private and Civil Society Institutions**

# Transforming individuals

Transforming individuals involves transforming **competencies** and **mindsets** (the hardest part).

Leadership is a key factor– **leaders must embrace new competencies and mindsets themselves first.**

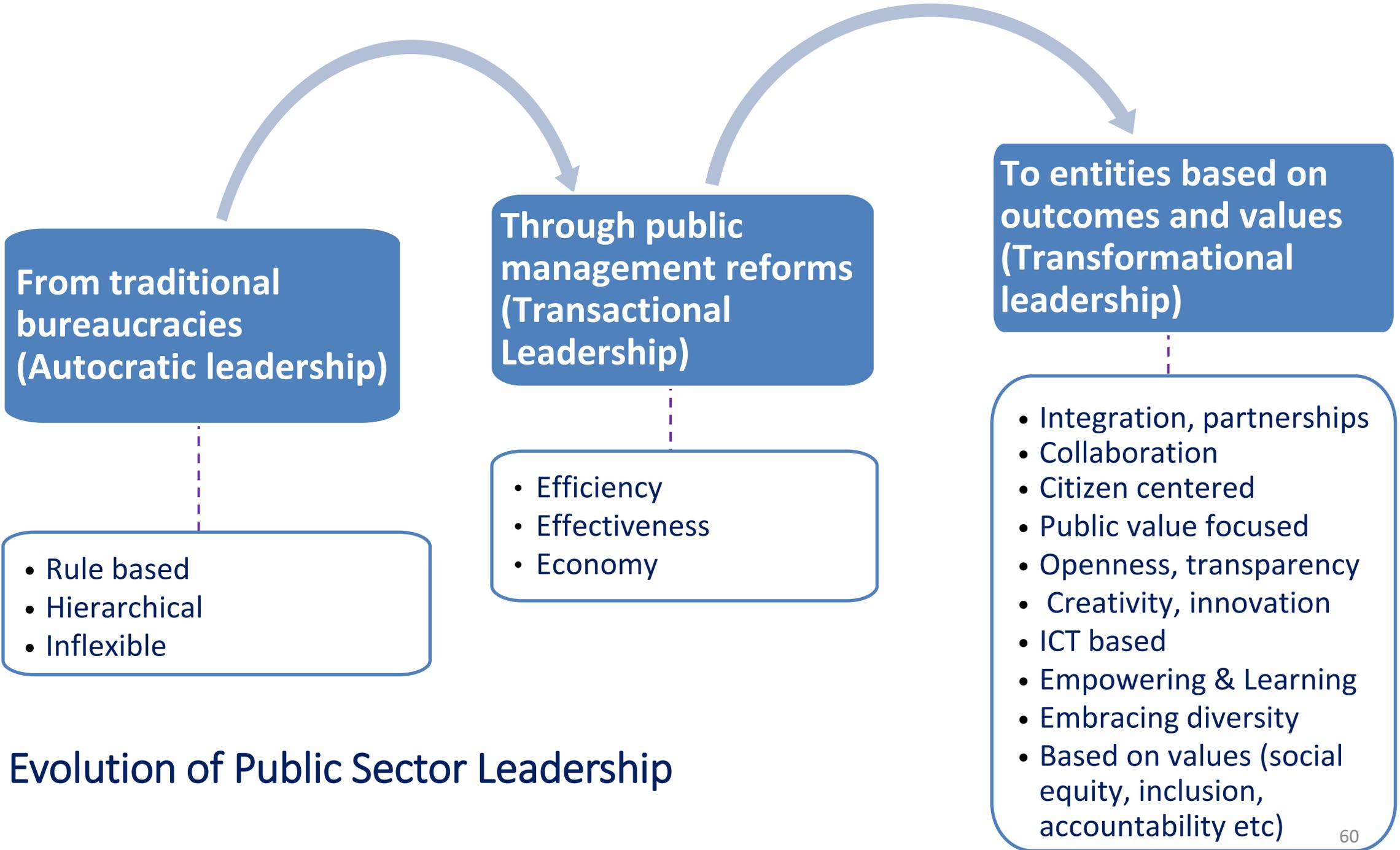
Some people will upskill and shift their own mindsets faster than others. These “early adopters” are vital for others to emulate and so envelop transformation in a new culture.

## **New orientations for competencies and mindsets**

**Innovation** – regularly imagining and implementing new things that add value.

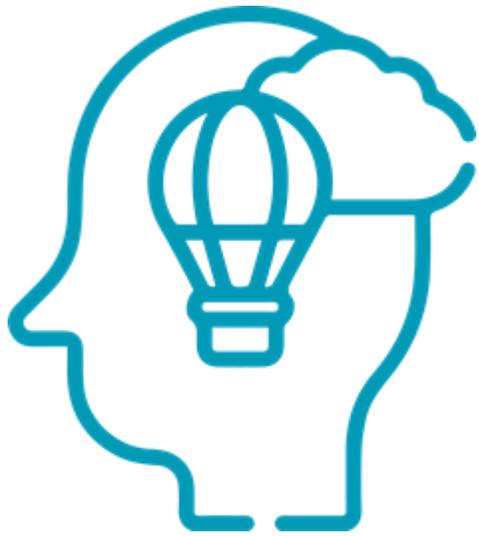
**Citizen engagement** – systematically involving citizens in many stages and levels of public service.

The new orientations are best led by leaders with an **Innovation/Experimental Mindset** (which is a combination of Learning, Collaborative and Leadership Mindsets).



## Evolution of Public Sector Leadership

# Leadership Mindset Qualities



**Imagination**

Envisioning new creative possibilities



**Outcomes-focused**

Strong commitment to real world effects



**Courageous**

Willing to take risks

# Rules & Regulations

Official Systems  
for doing things

Procedures

Forms you have to use

How meetings  
are run

Steps you have to follow

Reporting requirements

Budget lines

Boxes you have to tick

Approvals you need to get

Ways you always do things!

# Bureaucracy & Red Tape

"The great challenge is to make innovation a strategic leadership priority", MINDLAB



# **BREAKOUT SESSION**

**Key Elements of a Transformational Leadership Mindset**

**(25 minutes)**

Each group discuss the same questions.

Chair:

Rapporteur:

## Questions

## Answers

**Why is a transformational leadership mindset needed for public sector transformation?**

Identify 3 to 5 key points

**What are the key elements of a transformational leadership mindset?**

Identify for each question 1 to 3 key points

**1. What are the key values that should guide leadership (such as empathy, humility, collaboration, etc.) in Guyana to promote effective, inclusive and accountable institutions and public service delivery?**

Values:

Beliefs:

Attitudes:

Behaviors:

Questions	Answers
<p>3) What are the key attitudes that transformational leaders should display?</p> <p>4) What behaviours are needed to promote transformational leadership that will help achieve Guyana's vision and the SDGs?</p> <p>5) What are the key beliefs (what you hold to be true, such as people have a right to be provided services in an equitable manner) that should guide transformational leadership?</p>	
<p>6) What are the challenges of promoting a transformational leadership mindset?</p>	

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# Reporting Back in Plenary

**12:00 - 12:15 pm (15 min)**      **Facilitated by Lois Parkes, Leadership Development and Institutional Strengthening Specialist, CARICAD**

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# **Developing an Evidence-based Mindset: Fostering a culture of evidence-based policymaking through research, training, and policy engagements**

**12:15 - 12:45 pm  
(30 min)**

**Presentation (10 min) & Activity (20 min)**

**Anna Mysliwiec, Policy Manager, J-PAL**



## Creating an evidence-based mindset:

A perspective from the Abdul Latif Jameel Poverty Action Lab

**Anna Mysliwiec** (Policy Manager, J-PAL Global), with:

Aimee Barnes (Senior Policy Associate, J-PAL Global)

Alex Chen (Policy Associate, J-PAL Global)

March 24, 2022



**Good policy requires rigorous  
evidence.**

# The Sveriges Riksbank Prize in Economic Sciences in Memory of Alfred Nobel 2019



© Nobel Media. Photo: A. Mahmoud

**Abhijit Banerjee**

Prize share: 1/3



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**Esther Duflo**

Prize share: 1/3



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**Michael Kremer**

Prize share: 1/3

# Anchored by a global network of academic researchers



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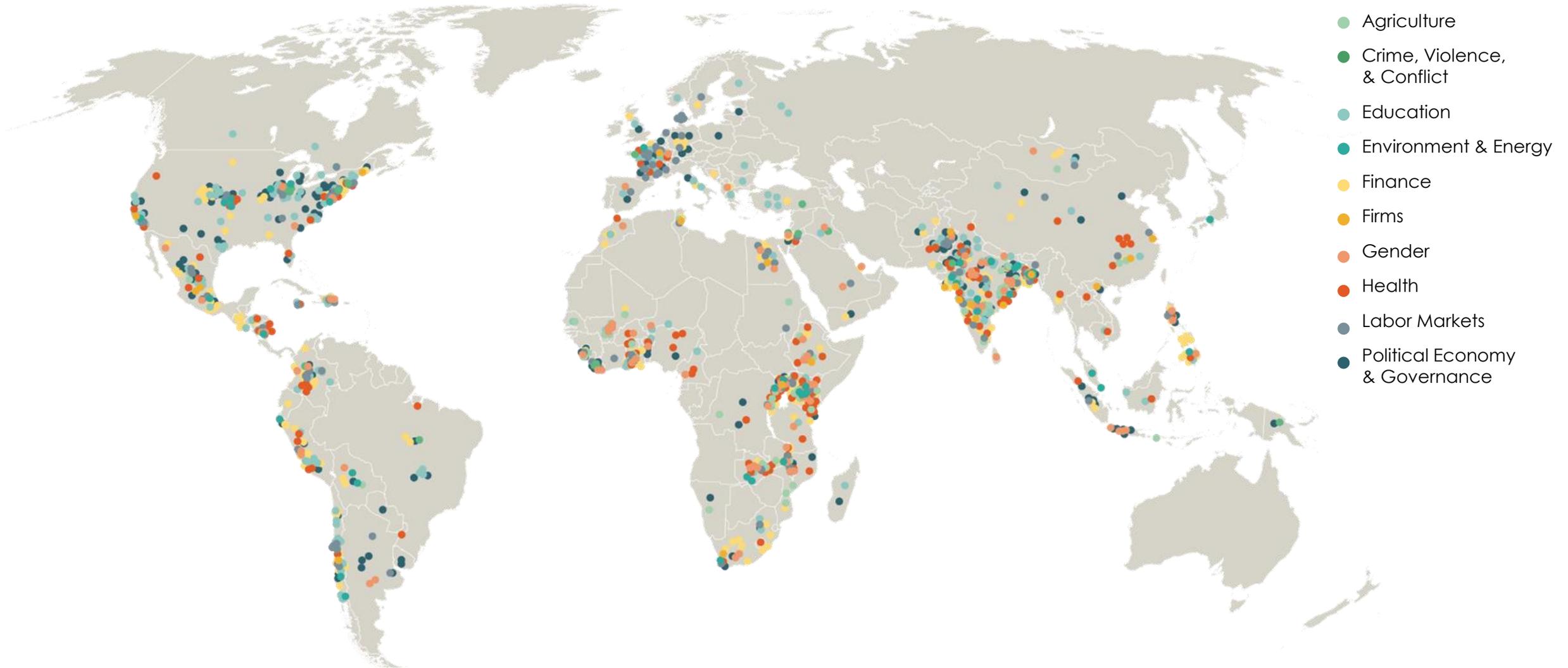


UC San Diego



Yale

# Global knowledge: 1,025 completed randomized evaluations in 88 countries



Yet despite the availability and appetite for rigorous research, an **'evidence-policy gap'** persists.

## Why does the 'evidence-policy gap' persist?

- Low prioritization of, and limited capacity for, evidence-informed policymaking
- Financial constraints
- Political uncertainty
- Difficulty finding the right evidence and applying it to a new context
- Behavioral biases in decision-making ([Banuri et al. 2019](#))
- Lack of bureaucratic incentives to leverage and apply evidence

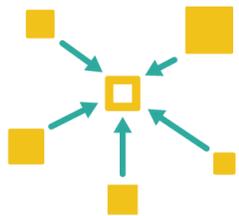
An **“evidence-based mindset”** is  
necessary to bridge the gap.

## Three strategies to develop an evidence-based mindset



**#1: Generating tailored evidence** to solve specific problems identified by policymakers

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**#2: Leveraging existing evidence** from around the world to inform local decision-making

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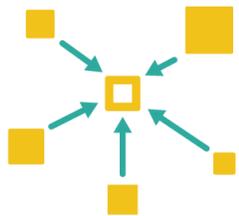
**#3: Institutionalizing a holistic culture of evidence use**

## Three strategies to develop an evidence-based mindset



**#1: Generating tailored evidence** to solve specific problems identified by policymakers

---



**#2: Leveraging existing evidence** from around the world to inform local decision-making

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**#3: Institutionalizing a holistic culture of evidence use**

# What can governments do to reduce corruption in their bureaucracies?



Strategy #1:

**Share program information with beneficiaries**



Strategy #2:

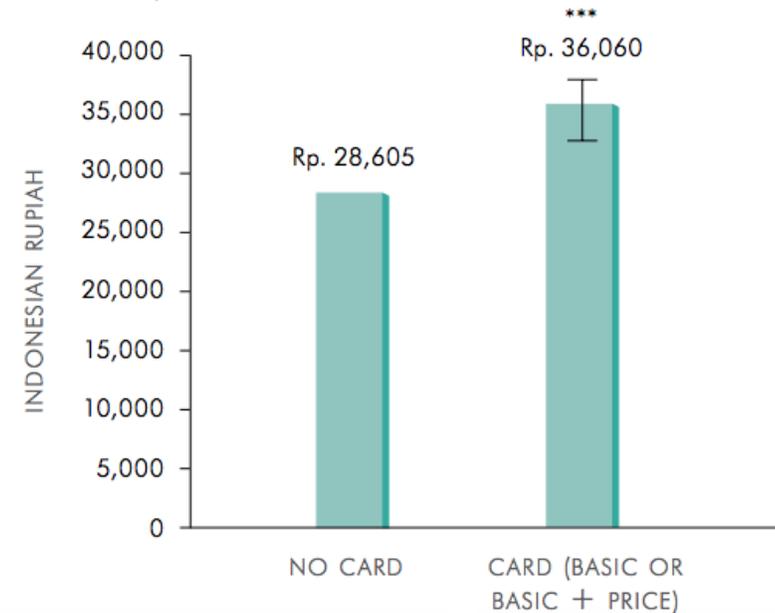
**Streamline program delivery with technological innovations**

# #1 Sharing program information with beneficiaries can effectively reduce leakage

- Subsidized rice program Rastra (formerly Raskin) in Indonesia
- Tested impact of providing ID cards with information on program benefits
- Leakages reduced by **33-58%**
  - Esp. when adding price; publicizing information
- Government scaled up program based on results in 2013, ID cards now reach 65+ million people

[Banerjee, Abhijit, Rema Hanna, Jordan Kyle, Benjamin A. Olken, and Sudarno Sumarto. 2018.](#)

**FIGURE 1. TOTAL BENEFITS RECEIVED BY HOUSEHOLDS ON AVERAGE, NO CARDS VS. CARDS**



## #2 Innovations in program delivery

- In 2017, *same program* evaluated a reform to transition from in-kind to a non-cash e-voucher system
- Voucher amount deposited to a debit card, redeemable at registered retailers
- Increased amount of intended subsidy eligible households received by 45%
- Improved targeting, reduced poverty among low-income households



[Banerjee, Hanna, Olken, Satriawan, and Sumarto 2021](#)

## #2 Innovations in program delivery: Devil is in the details

- In India, a move to digital payments had differing results based on system details:
  - **Andhra Pradesh:** biometric authentication systems led to a faster and less corrupt payments process without adversely affecting program access
  - **Jharkhand:** it did not reduce leakages and reduced benefits for those who had not previously registered an ID by 10.6% (nearly 300k people lost access)
- **Key difference:** Beneficiary experience + flexibility



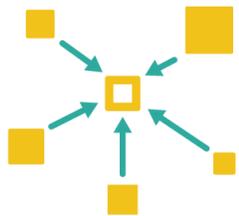
[Muralidharan, Niehaus, and Sukhtankar 2016](#); [Muralidharan, Niehaus, Sukhtankar 2020a](#); [Muralidharan, Niehaus, Sukhtankar 2020b](#); [Banerjee, et al 2020](#)

## Three strategies to develop an evidence-based mindset



**#1: Generating tailored evidence** to solve specific problems identified by policymakers

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**#2: Leveraging existing evidence** from around the world to inform local decision-making

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**#3: Institutionalizing a holistic culture of evidence use**



## Key questions to ask when applying evidence from one context to another

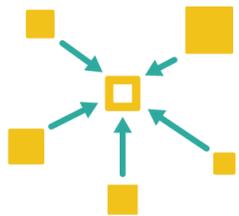
- What is the theory of change behind the RCT?
- Do the local conditions hold for that theory to apply?
- How strong is the evidence for the general behavioral change?
- What is the evidence that the implementation process can be carried out well?

## Three strategies to develop an evidence-based mindset



**#1: Generating tailored evidence** to solve specific problems identified by policymakers

---



**#2: Leveraging existing evidence** from around the world to inform local decision-making

---



**#3: Institutionalizing a holistic culture of evidence use**

Our approach to an **evidence-based**  
**culture.**

# Developing an evidence-based culture is an iterative process of diagnosis, testing, and learning



## Discussion questions

- What considerations do you weigh when making decisions as policymakers?
- What sorts of data and evidence do you typically draw on when making decisions?
  - Where do you have good evidence? Where do you wish you had more or better-quality evidence?
  - Where evidence is limited, how can you best use existing evidence and resources in making decisions?
- **What are the challenges and benefits of using evidence in decision making, and promoting an evidence-based mindset more broadly?**
- What do you see as the next steps for cultivating an evidence-based mindset in your work?

# How can we work with you?



## **Evaluate**

Conduct a randomized evaluation of your program to better understand its impacts.



## **Use evidence**

Incorporate evidence from rigorous evaluations into your organization's work.



## **Build capacity**

Enroll in our Executive Education training or online courses, or host a customized workshop to help build a culture of rigorous evaluation.

# Evaluating Social Programs: An in-depth look at using randomized evaluations to measure social impact

J-PAL's five-day flagship course gives participants a thorough understanding of randomized evaluations and how they can be designed to rigorously measure social impact and inform evidence-based policies and programs.

## Concepts covered

- Why and when a rigorous evaluation is needed
- Components of a high-quality randomized evaluation
- Needs assessments and theories of change
- Common threats to the validity of experiments
- Sampling and power calculations
- Strategies to maximize policy impact
- Generalizing and applying evidence

## Upcoming dates

Host	Dates	Location	Language
<a href="#">J-PAL Global &amp; North America</a>	June 13-17	Zoom	English

Thank you!

Questions?

**J-PAL Governance team**

Contact: Anna Mysliwiec

[amysliwiec@povertyactionlab.org](mailto:amysliwiec@povertyactionlab.org)



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# Break-out groups

12:25-12:45 pm (20 min)

*Each group to select a Facilitator and Rapporteur*

# Questions for Break-out groups

1. What considerations do you weigh when making decisions as policymakers?
2. What sorts of data and evidence do you typically draw on when making decisions?
  - ① For what kinds of programs, policies, or decisions do you feel like you have good evidence?
  - ② For what kinds of programs, policies, or decisions do you wish you had more or better-quality evidence?
  - ③ For areas where evidence is limited, how can you best use existing evidence and resources in making decisions?
3. What are the challenges and benefits of using evidence in decision-making, and promoting an evidence-based mindset more broadly?
4. What do you see as the next steps for cultivating an evidence-based mindset in your work?

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# Reporting Back

**12:45 - 12:55 pm  
(10 min)**

**Facilitated by Anna Mysliwiec,  
Policy Manager, J-PAL**

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# Wrap-up and Reflection

Reflect on today's learning and try to relate it to your own context.

Write down your reflections based on the below prompts and be prepared to share your insights on the last day of the workshop.

**My key insight**  
(learning) from  
today

**An action** related  
to today's learning  
that we should  
take in my  
organization

**An action** related  
to today's learning  
that I will take

What I am **still**  
**curious** about

---

# Evaluation Poll

- What I liked
- What I liked less
- What should we do differently?

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Thank you!