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

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

**Toolkit**

**Day 5: Applying to practice**

Division for Public Institutions and Digital Government
Check in
Why change mindsets?
Changing the role of PAs

Exploring the Collaborative Mindset
Exploring the Learning Mindset
Exploring the Leadership Mindset

Changing mindsets
Applying to practice

Monday
Tuesday
Wednesday
Thursday
Friday

WHY
Elaborate why the focus is on mindsets, and why they are critical when seeking to speed up action on SDGs.

WHAT
Identify what experimental mindsets look and feel like in practice, and what approaches can be taken to spread these mindsets and ways of working across the organisation.

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

<table>
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<th>Time</th>
<th>Event</th>
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<td>09:00 - 09:15</td>
<td>Check-in</td>
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<td>09:15 - 10:45</td>
<td>Project clinics</td>
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<td>10:45 - 11:00</td>
<td>Break</td>
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<td>11:00 - 12:00</td>
<td>Speed dating</td>
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<td>12:00 - 13:00</td>
<td>Lunch</td>
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<td>13:00 - 14:30</td>
<td>Creating an office of experimentation</td>
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<td>14:30 - 14:45</td>
<td>Break</td>
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<td>14:45 - 15:45</td>
<td>Presentations</td>
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<td>15:45 - 16:45</td>
<td>Action plan</td>
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<td>16:45 - 17:00</td>
<td>Wrap up</td>
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Today’s learning objective

After today, you will be able to:

- Reflect on your own skills, behaviours, mindsets and identify your own areas of development
- Learn from your peers about the value of experimental mindsets in their work
- Identify concrete ways to begin to enhance the experimental mindset of their organisations and departments
Project clinic
Groups will pair up and share what they have done for their working challenge.

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

- What was good about how the team approach the working challenge, any ideas of what could have been done differently, any questions?

- How are these processes/tools/mindsets different (or similar) to what currently exists in your teams, departments and organisations?

- What feels important to bring into your own organisation and why (how will it help address the SDGs?)

- What are the main challenges to embedding this mindset in your organisation? How might these challenges be overcome?
● What were the key insights and lessons?
● What was similar to what you currently do?
● What was different?
● What do you feel you can bring into your own organisation?
Break
Speed dating
Learning goal: speed dating

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

Imagination Outcomes

- Empathy
- Humility
- Enablement
- Reflective
- Agile
- Curious
- Imagination
- Outcomes focused
- Courageous
Collaborative Mindset

- Citizen & Stakeholder Engagement
- Creative Facilitation
- Building Bridges
- Brokering

Empathetic
- Understanding others' experiences and frames of reference

Resilient
- The perseverance to deal with resistance

Imaginative
- Exploring and envisioning new possible futures

Outcomes-focused
- Strong commitment and alignment:

Agile
- Responding to changing environments with flexibility

Action-oriented
- Bias towards action and learning by doing

Curious
- The desire to explore multiple possibilities

Reflective
- Ability to reflect on process and results

Courageous
- Willingness to take risks

Learning Mindset

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

Leading Mindset

- Political & Bureaucratic Awareness
- Financing change
- Intrapreneurship
- Demonstrating Value
- Storytelling & Advocacy

Outcomes-focused
- Strong commitment and alignment:

Core Skills Key Attitudes

Public sector innovators combine key attitudes and skills to successfully drive innovation in government and solve public problems.
Speed dating time!
Do you have any admirers...
... of the way you are successfully demonstrating the application of new mindsets in practice?
Let’s find out

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

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

Your partner responds following the structure below.

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

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

When the bell rings again, it’s time for a new date.
Use your script card and score card

**Speed dating: script card**

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

- I am impressed by your...
- In my experience, it works well when you...
- Your should think about or consider...
- I suspect a fixed/growth mindset is appearing when ...
- Going forward, you should focus on developing ...
Let’s discuss ...
What does this mean for learning development goals…

What should be your focus?
What is the change you expect to see if you do this?
Is this what you really need?
What is the next action you can take?
LUNCH
Evaluative simulation: Set up an office for experimentation
Set up an experimental office
The office plan

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

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

This isn’t about interior design. Don’t take the plan literally, it’s to represent how an office could be organised and operate to support experimentation.
Remember the mindsets...

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

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

Key

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

- Table for 4
- Beanbag
- Chairs
- 1 Person desk
- Plants
- Office cubicle wall

- Boardroom table for 10
- Sink and sliding door
- Person
- Softs (3 person)
- Chair

Reception
Toilets

50 mins
Prep what you are going to share after the break
Break
Experimental office: sharing
Each group has:

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

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

Then we'll vote for the best office of experimentation
Action planning
How will we apply these lessons to our daily work? What actions can we take to develop experimental and innovative mindsets within our organisation?
### Developing an action plan

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

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

<table>
<thead>
<tr>
<th>Actions steps</th>
<th>Persons responsible</th>
<th>Resources required</th>
<th>Progress indicators</th>
<th>Completion date</th>
<th>Evidence of success</th>
</tr>
</thead>
<tbody>
<tr>
<td>What actions will you need to take to implement the change you want to see?</td>
<td>Who will you need to work with to achieve this?</td>
<td>What are the resources (people, funding, time, spaces, etc.) to complete these action steps?</td>
<td>How will you know you are making progress?</td>
<td>When will this step be completed?</td>
<td>How will you know it has been completed successfully?</td>
</tr>
</tbody>
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**40 mins**
Wrap up and reflection
Wrap up day #5

Reflections, questions, take-aways

Next steps
Mindsets, and competencies for institutional effectiveness

- **Agile Mindset** for systems-thinking and strategic intelligence in support of integration

- **Innovative/Problem-Solving or Experimental Mindset** for innovation and critical thinking in support of transformation and competence

- **Evidence-based Mindset** in support of sound policymaking

- **Foresight Mindset** for long-term planning and sound policymaking
- **Results-oriented Mindset** for transformative action in support of competence

- **Collaborative Mindset** for better coordination, integration, and dialogue

- **Digital Mindset** is needed to embrace change by leveraging new technologies
Mindsets, and competencies to promote institutional accountability

- **Ethical Mindsets** in support of values and beliefs based on sound moral principles

- **Open/Transparent Mindsets** in support of integrity and transparency

- **Personal Accountability Mindsets** in support of an accountability culture

- **Digital Mindsets** for a digital change is needed to embrace change by leveraging new technologies
Mindsets, and competencies to promote institutional inclusiveness

- **Inclusive/ Leave no one behind Mindsets** for empathic and responsive service delivery in support of leaving no one behind, non-discrimination, participation, subsidiarity, and inter-generational equity
- **Empathy/Relational Mindsets** in support of emotional intelligence and socially conscious leadership to safeguard people, planet, and prosperity for all
- **Responsive Mindsets** for people-centric services with a special focus on vulnerable groups
- **Inter-generational Equity Mindset** will help promote prosperity and quality of life for present and future generations
- **Digital Mindsets** for a digital change is needed to embrace change by leveraging new technologies

### Mindsets for Institutional Inclusiveness

<table>
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<tr>
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<th>Beliefs</th>
<th>Attitudes</th>
<th>Competencies</th>
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<tr>
<td>Inclusive Mindset</td>
<td>All people are equal in dignity and rights and deserve equal opportunities for a better life.</td>
<td>Is committed to treating everyone with dignity and respect, empathy, tolerance, solidarity, and no discrimination.</td>
<td>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 activities may jeopardize the basic needs of future generations; empowerment and participation and develop awareness of own and communities’ beliefs, values and expectations and ensure a culture of caring, negotiation and facilitation to find solutions to a shared problem. Successful negotiators will analyze a problem, identify the interested parties, and reach a consensus. Communication, persuasion, planning, strategizing, and cooperating are essential skills of negotiation and facilitation.</td>
</tr>
<tr>
<td>Empathy Mindset</td>
<td>Understanding the experience and feelings of others is crucial to make decisions that leave no one behind.</td>
<td>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.</td>
<td>Competencies of an empathy/relational mindset include emotional intelligence, socially conscious awareness, responsibility, and collaboration. Emotional intelligence is the ability to recognize, manage, and communicate with emotions, 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 people. Finally, they will be able to collaborate with stakeholders from different backgrounds.</td>
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<tr>
<td>Inter-generational Equity</td>
<td>Young and old generations deserve to live in a sustainable planet and have their needs met.</td>
<td>Is compliant with the principle of environmental, social, and economic equity.</td>
<td>Competencies that are linked to an inter-generational 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.</td>
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<td>Responsive Mindset</td>
<td>Public institutions exist to respond to people’s needs and protect human rights, and fundamental freedoms for all.</td>
<td>Putting people first by effectively anticipating and responding to their needs and creating an enabling environment for sustainable development.</td>
<td>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).</td>
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Strategies at the individual, organizational and institutional levels to promote a change in mindsets
**Monday**
- Why change mindsets?
- Changing the role of PAs

**Tuesday**
- Exploring the Collaborative Mindset

**Wednesday**
- Exploring the Learning Mindset

**Thursday**
- Exploring the Leadership Mindset

**Friday**
- Changing mindsets
- Applying to practice

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