Governance for the Sustainable Development Goals
Capacity Development Curriculum

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

Toolkit

Day 2: Collaborative Mindset
Check in
Why change mindsets?
Changing the role of PAs

Exploring the Collaborative Mindset

Exploring the Learning 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.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:15</td>
<td>EQ Check in</td>
</tr>
<tr>
<td>9:15 - 9:45</td>
<td>Competition</td>
</tr>
<tr>
<td>09:45 - 10:15</td>
<td>Collaboration in practice</td>
</tr>
<tr>
<td>10:15 - 10:30</td>
<td>Break</td>
</tr>
<tr>
<td>10:30 - 11:00</td>
<td>Knowledge Map</td>
</tr>
<tr>
<td>11:00 - 12:00</td>
<td>Stakeholder Mapping</td>
</tr>
<tr>
<td>12:00 - 13:00</td>
<td>LUNCH</td>
</tr>
<tr>
<td>13:00 - 14:00</td>
<td>Interview/Engagement</td>
</tr>
<tr>
<td>14:00 - 14:30</td>
<td>Refining challenge statement</td>
</tr>
<tr>
<td>14:30 - 14:45</td>
<td>BREAK</td>
</tr>
<tr>
<td>14:45 - 15:15</td>
<td>Dream/Nightmare Collaborator</td>
</tr>
<tr>
<td>15:15 - 16:45</td>
<td>Nudging collaborative mindsets</td>
</tr>
<tr>
<td>16:45 - 17:00</td>
<td>Wrap up/reflect</td>
</tr>
</tbody>
</table>

Today’s agenda
Today’s objectives

At the end of today, participants will be able to:

● Describe what a collaborative mindset is, and how it supports problem solving
● Apply a collaborative mindset to a challenge (via tools and methods)
● Identify their own collaboration strengths and weaknesses
● Understand how Nudge techniques can be used to increase collaborative behaviours
The Collaborative Mindset
Divide the room into 2 teams

Every team member must touch a tennis ball once and to do so as quickly as possible.

The rules are:

- At any given time, only one person can touch the tennis ball.
- The tennis ball can be touched or tossed.
- The tennis ball cannot be placed on another object such as a table or a chair.
- If the tennis ball is dropped on the ground, the round is void and the team must start from the beginning after 30 second wait.

You will have 2 minutes to talk strategy.

You will have 3 minutes to put this strategy into action.

The team who is the fastest wins.
What does this activity tell us about collaboration?
Empathy
Humility
Enablement
Collaboration in action
Guest speaker (tbc)

Presentation from guest speaker linking the collaborative mindset to practice, showing the value, how it manifests and why it is critical when solving SDGs.

(Suggestion: rep from UNDPs innovation work - HQ or Southeast Asia)

Add image of speaker/ or embed video of them talking here.
Returning to the challenge
**SIMPLE**

- It involves a few components and actors.
- Clear end state: we can tell when the problem is solved.
- Procedures to solve the problem involve a few simple and clear steps.

**COMPLICATED**

- It involves a many components and experts.
- Clear end state: we can tell when the problem is solved.
- Procedures to solve the problem involve many steps and a specific order.

**COMPLEX**

- It involves many actors with conflicting interests.
- No clear end state: new problems may occur.
- Procedures to solve the problem are unclear, not known, requires trials & error to see what works.
Mapping out your knowledge

This tool will help you map out what you know about a specific subject, issue, or situation.
<table>
<thead>
<tr>
<th>Validated knowledge</th>
<th>Assumptions</th>
<th>Knowledge gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you know for sure</strong>&lt;br&gt;For which you have evidence to support your claims</td>
<td><strong>What you think you know for sure</strong>&lt;br&gt;But, for which you don’t have any evidence to support your claims</td>
<td><strong>What you don’t know</strong>&lt;br&gt;For which you need to do research</td>
</tr>
</tbody>
</table>

You’ve probably made assumptions… how might you test if they are correct?
Where do you decide what the actual problem is?

At your desk? Or in the context where the problem arises?
Empathy  Humility  Enablement
Who do you engage with?

- In a perfect world we would engage with all those affected by the challenge - but time/resource limitations make this impossible.
- To ensure we don’t only talk to the ‘usual suspects’ we need to proactively engage with the unusual suspects and those affected by or affecting the challenge.
Mapping stakeholders

This tool will help you identify citizens and stakeholders who are affected by (or affect) you challenge, and prioritise who you should engage with.

Influence/power of stakeholders vs. Interest of stakeholder:

- **High power, high interest**
  - Key player
  - Engage closely

- **High power, low interest**
  - Meet their needs
  - Keep satisfied

- **Low power, low interest**
  - Less important
  - Minimal effort

- **Low power, high interest**
  - Show consideration
  - Keep informed
LUNCH
Why do we need to engage with others?
Empathy

Humility

Enablement
Empathy is about putting yourself into the shoes of others…
Proximity is essential for building empathy. You need to directly engage with the people most affected.
How do we do this?

**Ethnographic research**

is a qualitative method where researchers observe and/or interact with a study's participants in their real-life environment.
New kinds of intelligence in decision making

### STATISTICAL DATA COLLECTION AND ANALYSIS

**Purpose:** to highlight and validate  
**Scope:** generalizable  
**Focus:** Societal problems at scale  
**Time:** point-in-time

### ETHNOGRAPHY AND USER RESEARCH

**Purpose:** to understand and to generate  
**Scope:** contextual, complexity, causes  
**Focus:** concrete everyday life and human-experience  
**Time:** real-time, over time
Observations
Observing people and their behaviour in their natural environment helps you to understand how they interact with products and services, and learn about their routines, workarounds and understand the wider context (e.g. social, cultural, economical, physical environment) of their activities.

Interviews
Interviews help you to build empathy with people (e.g. users) by learning about their experiences and goals, and understanding their behaviour by identifying their needs, motivations, desires, fears and opinions.
Introduce yourself

Be aware of nonverbal cues

Ask open questions, and ask “why?”

Capture the most remarkable essential quotes

Interview in the context

Work in pairs
**Engaging stakeholders**

This tool is to support you to plan how you will engage citizens and other stakeholders, and incentivize them to get involved.

<table>
<thead>
<tr>
<th>Stakeholder 1:</th>
<th>We want to engage with...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Because...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stakeholder 2:</th>
<th>We want to engage with...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Because...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stakeholder 3:</th>
<th>We want to engage with...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Because...</td>
</tr>
</tbody>
</table>

**Incentives**

**What's in it for them?**

**Why should they engage with you?**

**Objectives**

**What is it you're trying to achieve?**

**How can this stakeholder support you?**

**What key information do you need from them?**

**Channels**

**How are you going to communicate with your stakeholder?**

**E.g. face-to-face, focus group, zoom interview, email?**

**When**

**When and where will this engagement happen?**

**Where would they feel most comfortable?**

**And over what period? Is it one-off or regular?**

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Inspired by the 'Engagement Plan' form Nietsa’s Collective Intelligence Design Playbook
Shaping interview questions

Use the space below to develop questions you might ask the person you are interviewing. What is it you are trying to understand about the challenges, their experiences and aspirations - probe for a deeper understanding by asking 'why' questions.

Collection of useful questions

Open-ended
What's been your experience with X (or of X)?
If you had to tell someone the best way to do X [get support, make it through, etc], what would you tell them? How do your friends and family do X?
What things do you not use? What's helpful, what's not helpful?
When was the last time you did X?
What does a good X look like?
What's the difference between X and Y? [Good & bad worker, family doing well vs not, etc.]

Talking about controversial or negative views
Some people tell us this... / Some people say...
What's your take on that? What's your opinion?

Looking across time
How do you think things will be different in five years?
If you had a time machine to go back in time, what would be different?
What are some of the things you want for your future?

Fears and hopes
What would you like more out of your life? [good one with cords] If you could wave a magic wand what would you make different about X?

Ups and downs
What's stressful?
Where do you go for fun?
What's the best experience you've had all year?
What drives you around the bend? What's frustrating?Who are the most important people in your life?
Who do you see in your daily life? Who would like to see?
## Questions and observations
Use this sheet whilst interviewing your stakeholders, it will help you to capture the critical insights and information you require.

<table>
<thead>
<tr>
<th>Quotes:</th>
<th>Observations:</th>
<th>Insights:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capture any notable statements your interviewee makes, i.e. the things that stick out in your mind. Sometimes the way in which people phrase a response tells you more about their experience than notes can.</td>
<td>Capture the ways in which your interviewee physically reacts to questions, or their stance/facial expressions when they are providing answers. What are they expressing but not saying?</td>
<td>Capture the key points of your questions and the interviewee's response to them. What are the main insights you need to remember, what points do you want to return to, to ask follow up questions on? Add them here.</td>
</tr>
</tbody>
</table>

**45 mins**

**United Nations**

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

**nesta**

**Essex County Council**
Welcome back
<table>
<thead>
<tr>
<th>Question</th>
<th>Space for Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the problem that needs to be solved? (context)</td>
<td></td>
</tr>
<tr>
<td>Why is it a problem? (highlight the pain)</td>
<td></td>
</tr>
<tr>
<td>Where is the problem observed? (location, products)</td>
<td></td>
</tr>
<tr>
<td>Who is impacted? (customers, businesses, departments)</td>
<td></td>
</tr>
<tr>
<td>How is the problem observed? (what are the symptoms)</td>
<td></td>
</tr>
</tbody>
</table>

**Problem statement:**


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**United Nations**

**Division for Public Institutions and Digital Government**

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20 mins
Break
Do I have a collaborative mindset?
<table>
<thead>
<tr>
<th>Dream</th>
<th>Communication</th>
<th>Openness</th>
<th>Generosity</th>
<th>Time</th>
<th>Adaptability</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The way in which you share information, address others, set tasks and feed back to others.</td>
<td>The way in which you are vulnerable with those you work with and open to the ideas and suggestions of others.</td>
<td>The way in which you demonstrate appreciation for others' effects, or give credit.</td>
<td>The way in which you manage your time in a realistic manner when working with others.</td>
<td>The way in which you are able to change direction, or adapt to the needs and limitations of others.</td>
<td>The way in which you are clear about the drivers behind your vision and goals when working with others.</td>
</tr>
<tr>
<td>Nightmare</td>
<td>What actions or behaviours might those you work with (internally or externally) consider to be that of a dream collaborator?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DESAs** Division for Public Institutions and Digital Government
Looking at your nightmare answers, take a few to ask yourself “Why do I act like this? What drives this behaviour?” What could you change?
Nudging Collaborative Mindsets

Slides inspired by Ol Beun and Elsbeth Kirkman of BIT/Nesta
Assumptions of traditional behavioural economic theory...

1. People know what their preferences are
2. From all the different options, people will always choose the best one
3. People behave in a self interested way
Quick test... remember as many words as possible

<table>
<thead>
<tr>
<th>Bed</th>
<th>Wake</th>
<th>Snore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rest</td>
<td>Snooze</td>
<td>Nap</td>
</tr>
<tr>
<td>Awake</td>
<td>Blanket</td>
<td>Peace</td>
</tr>
<tr>
<td>Tired</td>
<td>Doze</td>
<td>Yawn</td>
</tr>
<tr>
<td>Dream</td>
<td>Slumber</td>
<td>Drowsy</td>
</tr>
</tbody>
</table>
You have 30 seconds to right down as many words as you can remember...
Memory can be influenced by context...

40-55% of people falsely recall “sleep”
Which square is darker?
Judgement is influenced by context
Imagine that you want to buy a subscription to The Economist and you can choose from the following options:

1. **Online subscription (£59.00)**
   One-year subscription to Economist.com

2. **Print subscription (£125.00)**
   One-year subscription to the print edition of The Economist

3. **Online and print subscription (£125.00)**
   One year subscription to the print edition of The Economist plus online access.
A group of MBA students were asked this question?

When presented with only two choices, this was the response.

Irrelevant decoy information sways choice...

A group of MBA students were asked this question?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print &amp; web (£125.00)</td>
<td>72%</td>
</tr>
<tr>
<td>Print only (£125.00)</td>
<td>28%</td>
</tr>
<tr>
<td>Online only (£59.00)</td>
<td>100%</td>
</tr>
</tbody>
</table>

When presented with only two choices, this was the response..

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print &amp; web (£125.00)</td>
<td>43%</td>
</tr>
<tr>
<td>Online only (£59.00)</td>
<td>57%</td>
</tr>
</tbody>
</table>

Memory, judgement and preferences are all unstable

This is not consistent with classical economics’ predictions about decision making and behaviour.

**Behaviour science:** Is a cross disciplinary area of study, including psychology, sociology, anthropology and marketing - aiming to tell us how people really behave, taking into account our conscious and non-conscious drivers of human behaviour

**Behavioural insights** is the practical application of behavioural science to address practical issues.
Conscious and unconscious decision making

Do we make decisions consciously or unconsciously?

Tailor interventions and ideas to how System 1 works. Make use of the fast unconscious decision making process.

<table>
<thead>
<tr>
<th>System 1</th>
<th>System 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fast</td>
<td>Slow</td>
</tr>
<tr>
<td>Unconscious</td>
<td>Conscious</td>
</tr>
<tr>
<td>Automatic</td>
<td>Effortful</td>
</tr>
<tr>
<td>Everyday Decisions</td>
<td>Complex Decisions</td>
</tr>
<tr>
<td>Error prone</td>
<td>Reliable</td>
</tr>
</tbody>
</table>

95% of decisions made by system 1

https://www.celerity.com/behavioral-design-for-the-everyday-brain
Nudge

“Any aspect of the choice architecture that alters people's behaviour in a predictable way, without forbidding any options or significantly changing their economic incentives”

Richard Thaler and Cass Sunstein
How to nudge behaviours?

EAST Framework

- Easy
- Attractive
- Timely
- Social

EAST: Four Simple Ways to Apply Behavioural Insights
Easy

- Simplify
- Take out the hassle
- Make it the default
Attractive

- Attract Attention
- Personalise
- Provide incentive
Social

- Highlight a helpful social norm
- Leverage networks
- Use reciprocity
Timely

- Consider immediate cost and benefit
- Help people plan responses to events
- Prompt people when they are most likely to be receptive
Behavioural insights can enrich traditional policy tools.
Let’s give it a go...
TESTS approach

- **Target**: Select a behaviour to change
- **Explore**: Understand the context using social anthropology approach
- **Solution**: Design an intervention (use the EAST framework)
- **Trial**: test and evaluate
- **Scale**: Replicate successful idea for greater impact
Target

Identify a collaborative behaviour you want to change in your team or your organisation. Think about the qualities we have gone through today...

Empathy  Humility  Enablement

General challenge:

- How might we effectively reach out to vulnerable groups and incorporate their needs into policy-making and public service delivery?
How might we nudge (identify who) to (identify what you want them to do) in (identify a place or/and a time).

I.e. How might we nudge policy makers to leave their desks and proactively engage with vulnerable groups at the beginning of a policy making process.

Make it as specific as possible to your context.
1. Start with the ideal process

2. Then write out the reality ...

3. Identify barriers that prevent reality from being the ideal process

---

**Creating a user journey map**

This tool is to support you to make tangible how a user experiences a service or situation, and to identify areas for improvement.

<table>
<thead>
<tr>
<th>Stage 1:</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4</th>
<th>Stage 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ideal process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write out what the process would look like in a perfect world.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| The reality process |
| Write out what the current process looks like. |

| The barriers |
| Identify the barriers that are stopping the reality becoming the ideal process. |
Select a barrier and create a solution for it... Design nudges!

### Creating a user journey map

This tool is to support you to make tangible how a user experiences a service or situation, and to identify areas for improvement.

<table>
<thead>
<tr>
<th>Stage 1: What is the first action or decision the user takes?</th>
<th>Stage 2: What do they do next?</th>
<th>Stage 3: What do they do next?</th>
<th>Stage 4: What do they do next?</th>
<th>Stage 5: What is the final decision or action?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ideal process</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Remember...

- Simplify
- Take out the hassle
- Make it the default

- Attract Attention
- Personalise
- Provide incentive

- Highlight a helpful social norm
- Leverage networks
- Use reciprocity

- Consider immediate cost and benefit
- Help people plan responses to events
- Prompt people when they are most likely to be receptive
Nudge inspiration..

https://medium.com/swlh/the-7-most-creative-examples-of-habit-changing-nudges-7873ca1ff44a
Nudge inspiration...

SOCIAL NORMS

In the UK, people in arrears on their taxes were sent reminders that were worded using Social Normative Messages. Phrases such as “9 out of 10 people in your area are up to date with tax payments.” By making them seem like the outliers, tax payments from people sent these letters was 15% up compared to the norm.

ORGAN DONATION

Countries where people have to opt in to donating organs generally see a maximum of 30% of the population registering to donate. In countries where people are automatically enrolled in organ donation schemes and have to actually opt out, only about 10 to 15% of people bother – providing a far larger pool of organ donors.

https://www.skipprichard.com/10-examples-of-nudge-theory/
Create your idea!

In your groups, create a solution to overcome your selected barrier. Have the solution written, or draw out ready to share with the rest of the group in 20 mins.
Each group has 2 minutes to share their idea. Include your:

- **Specific ‘how might we’ statement**
- **Barrier selected**
- **Nudge solution**
- **How might this work in practice**

All other groups will provide feedback (Re: what you like, any suggestions to improve, and any questions)
Trial and Scale
Wrap up and reflection
Wrap up day #2

Reflections, questions, take-aways

What’s on tomorrow?
Empathy
Humility
Enablement
Collaborative Mindset

- Citizen and Stakeholder Engagement: Actively involving citizens, stakeholders, and technical experts.
- Creative Facilitation: Creating a space for sharing different perspectives and ideas.
- Building Bridges: Orchestrating interactions to build a common ground and create shared ownership.
- Brokering: Facilitating conversations to reconcile differences and align multiple stakeholders.

Learning Mindset

- Agile: Responding to changing environments with flexibility.
- Action-oriented: Focused on doing and learning by doing.
- Curious: The desire to explore multiple possibilities.
- Reflective: Reflecting on process and outcomes.
- Outcome-focused: Striving for results and solving real-world problems.

Leading Mindset

- Empathetic: Understanding others’ experiences and frames of reference.
- Resilient: The person-ness to deal with resistance.
- Imaginative: Exploring and envisioning new possible futures.
- Political & Bureaucratic Awareness: Operating political dynamics and bureaucratic procedures to ensure strategic support.
- Financing Change: Understanding the many ways to leverage and use financial resources for innovation.
- Intrapreneurship: Seeing change and taking ownership to create opportunities.
- Demonstrating Value: Articulating the value of new approaches and solutions for decision-making purposes.
- Storytelling & Advocacy: Using narratives and media to communicate ideas and information in compelling ways.

Core Skills

- Future Acumen: Connecting long-term vision with short-term achievable tasks.
- Prototyping & Iterating: Testing ideas and systematically improving them.
- Data Literacy & Evidence: Using available insights and data effectively to accelerate problem-making.
- Systems Thinking: Combining macro and micro perspectives to tackle complexity.
- Tech Literacy: Understanding technological developments and using their potential.

Public sector innovators combine key attitudes and skills to successfully drive innovation in government and solve public problems.