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

Toolkit

Day 3: Learning Mindset
Check in
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<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tr>
<td>Why change mindsets?</td>
<td>Exploring the Collaborative Mindset</td>
<td>Exploring the Learning Mindset</td>
<td>Exploring the Leadership Mindset</td>
<td>Changing mindsets Applying to practice</td>
</tr>
</tbody>
</table>

**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>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>9:00 - 9:15</td>
<td>EQ Check-in</td>
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<tr>
<td>9:15 - 9:30</td>
<td>Growth and fixed Mindsets</td>
</tr>
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<td>9:30 - 10:00</td>
<td>Chopstick Challenge</td>
</tr>
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<td>10:00 - 10:45</td>
<td>Learning in practice - guest speaker</td>
</tr>
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<td>10:45 - 11:00</td>
<td>Break</td>
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<td>11:00 - 12:00</td>
<td>Ideation</td>
</tr>
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<td>12:00 - 13:00</td>
<td>LUNCH</td>
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<td>13:00 - 13:35</td>
<td>Experimentation and hypotheses</td>
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<tr>
<td>13:35 - 14:45</td>
<td>Prototyping and feedback</td>
</tr>
<tr>
<td>14:45 - 15:00</td>
<td>Break</td>
</tr>
<tr>
<td>15:00 - 15:30</td>
<td>Learning and failure</td>
</tr>
<tr>
<td>15:30 - 16:15</td>
<td>Fixed and growth mindsets</td>
</tr>
<tr>
<td>16:15 - 16:45</td>
<td>Social psychology</td>
</tr>
<tr>
<td>16:30 - 16:45</td>
<td>Wrap up/reflect</td>
</tr>
</tbody>
</table>
Today’s objectives

By the end of the day participants will be able to:

● Describe what a learning mindset entails, and the value it brings to tackling complex challenges.
● Apply tools and methods to a challenge that support learning
● Create, test and iterate an idea through prototyping
● Describe the difference between good and bad failure
● Understand the role of social psychology techniques to promote a learning mindset in the organisation
The Learning Mindset
Growth and fixed mindsets
The Chopstick Challenge
Each team needs to assign two testers and two users.

**TESTERS**
Set up the test, give instructions, observe and interview

**USERS**
Use the prototype.
The UN Medical Unit is currently working on a critical challenge - the safe collection and movement of contaminated medical matter. A new tool to address this challenge has been developed, with the most recent prototype being inspired by the ancient Asian technique of chopstick use, specifically the teaching beginners to use chopsticks. Hence the working title “Chopsticks Challenge”.

Chopsticks are a simple tool which are used to pick and carry a diverse range of sizes and textures, making it a suitable inspiration to address our challenge.

As part of this early stage prototype development, we are looking for facilitators to set up and run experiments, in order to gather feedback and further iterate our initial prototype.

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**The task**

Users are given 2 minutes to move all objects in box A to box B using only the prototype provided.

**The rules**

- Users must lift the object from one box to another. You cannot push/roll/blow etc. (remember this stuff is highly contagious).
- Users must use the prototype when lifting the objects - not your hands!
- Users cannot tamper with the objects or device in any way.
Let’s run the test with the first user...
Observe: what works well, what doesn’t work well?

Don’t judge!
You may ask your users to “think out loud” while they perform the task. Don’t judge!
Short interview - Tester

**Efficacy:** How did the tool help you to complete your task / achieve your goal?

**Usability:** How did you experience using it? What did you struggle with?

**Suggestions:** What element would you change?
Based on your observations and interviews, what would you change?
What's the idea you want to test?

Make the change to the prototype

(use the materials provided)
Let’s run the test with the other user…
First, swap tester pairs with next table. Also, those who were testers become users and users become testers.

**TESTERS**
Set up the test, give instructions, observe and interview

**USERS**
Use the prototype.
Repeat the testing process again...
Any thoughts after this activity?
Reflective  Agile  Curious
Learning Mindset in action
Guest speaker

Suggested: Giulio Quaggiotto, Head of Innovation Regional Centre Asia, UNDP

Add image of speaker/ or embed video of them talking here
Break
Returning to your challenge...
Ideation

The process of generating ideas and solutions. The aim is to generate ideas that move beyond the obvious, towards multiple possible opportunities which can be filtered down to the best fit, the most practical, or the most impactful.
Cognition
How we think/make sense

Frames
How we see/perceive

Knowledge
What we (think we) know

Shaped, in part, by environment (org/cultural) and social norms
Knowledge limits
The Cognitive Bias Codex: A Visual Of 180+ Cognitive Biases by Terry Heick
<table>
<thead>
<tr>
<th>Bias</th>
<th>Description</th>
<th>Implications for the innovation process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixation (functional fixedness)</td>
<td>Being blind to alternatives</td>
<td>Elaborating on one solution at an early stage. Focussing on one method (e.g. design thinking)</td>
</tr>
<tr>
<td>Confirmation bias</td>
<td>A tendency to cherry-pick information that confirms existing beliefs or ideas</td>
<td>Missing disconfirming information, ignoring “red flags” end up with failure at a later stage</td>
</tr>
<tr>
<td>Group think (bandwagon effect)</td>
<td>Individuals in a group strive for harmony and consensus and avoid raising controversial issues or alternative solutions</td>
<td>Ideas or misconceptions are not challenged, there is loss of individual creativity, uniqueness and independent thinking</td>
</tr>
<tr>
<td>Not invented here</td>
<td>Internally-developed solutions are considered better than externally-developed solutions</td>
<td>May incur inflated development costs, while tested and proven solutions already are available</td>
</tr>
<tr>
<td>Spotlight effect</td>
<td>Search for information where it is easiest</td>
<td>Explore what is already known, or explore a predictable subset of solutions, while innovation happens in the adjacent possible</td>
</tr>
</tbody>
</table>
In the social sciences, framing comprises a set of concepts and theoretical perspectives on how individuals, groups, and societies, organize, perceive, and communicate about reality. Framing involves social construction of a social phenomenon – by mass media sources, political or social movements, political leaders, or other actors and organizations. Participation in a language community necessarily influences an individual's perception of the meanings attributed to words or phrases.

Wikipedia
Parable of the blind man and the elephant

Martha Adelaide Holton & Charles Madison Curry, Holton-Curry readers, 1914
Parable of the blind man and the elephant

- **Trunk** = Snake
- **Leg** = Tree
- **Tail** = Brush
- **Side** = Wall
- **Ear** = Fan
- **Side** = Wall
Increase knowledge - read more, do more, experience more (diverse)

Be aware of **cognitive biases** and how they shape and limit how you think

**Shift frame** *(change the perception of a problem)*
from needs to potential
from limitations to opportunities
from barriers to possibilities
https://wml4aceh.wordpress.com/2010/11/05/239/
How to improve the handover of patients from the operation theatre to the intensive care unit?

How might we organise the treatment or care programme around the patients?

By analogy
Change cards

Using your problem definition, create solutions using the change cards to push your solutions.

Discuss which have potential and select 2-3 ideas that are worth exploring.

Discuss how the viability of these ideas and select one which has to most potential.
As a group, select one idea that you believe has potential.

(we’ll be working on this this afternoon)
LUNCH
How to know if your idea works?

Experimentation
An experiment is a structured process that helps you to learn what works and what doesn’t.
IDEAS → HYPOTHESIS

IDEAS → SOLUTION
More humble approach...

Policies are usually developed by few people that are not involved in their implementation

Policy projects often becomes a quest for clear-cut interventions that idealizes the theoretical over practice

When policy projects are considered as failures, they are more likely to be failed by wider networks of support and validation
DEVELOP
What can we do differently?

IMPROVE
Can we make it better?

QUESTION
What is it we don’t know?

PROVE
Does it work?
An experiment always has these characteristics:

- **Learning is the priority**: creating better intelligence by testing ideas in reality
- **Testing or trialing**: a defined idea or hypothesis
- **a structure**: a systematic process that allows learning to happen
- **Timelines**: there are limits or checkpoints set from the start at which results are assessed and decisions made
What an experiment is not:

1. Any initiative where a decision has already been made, where the outcome will not change what you’re doing is a bad experiment
2. Any initiative where you don’t have a process to learn is a bad experiment
What types of experiments are there?
You don’t know what the outcome might be.

**What if…**
You do something… and any outcome is good

---

You have a strong hunch of what the outcome could be.

**You do something and the test is a success when it generates the outcome you intended… or… it results in an outcome that is also good.**

---

You know what the outcome should be.

**If … then …**
You do something and the test is a success (only) when it generates the outcome you expected.
Knowing what the problem is

Knowing what the solution is

EXPLORE

HERE BE DRAGONS

TRIAL & ERROR

VALIDATE

0% 100%

0% 100%
“A hypothesis is a testable belief about future value creation”

Michael Schrage
The basic structure of a hypothesis

if ... then ...

The action you will take, the thing you will do...

The change you expect to see...
### Developing multiple hypotheses

This tool is to support you in turning your challenges and problems into testable hypotheses.

<table>
<thead>
<tr>
<th>The challenge:</th>
<th>Assumptions:</th>
<th>Hypothesis:</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your problem statement?</td>
<td>What assumptions underpin your problem statement?</td>
<td>If this assumption is true, then what would be the observable outcome?</td>
<td>How might you test this hypothesis?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If...</th>
<th>Then...</th>
</tr>
</thead>
<tbody>
<tr>
<td>If...</td>
<td>Then...</td>
</tr>
<tr>
<td>If...</td>
<td>Then...</td>
</tr>
</tbody>
</table>
Prototyping
Making an idea **visible** or **tangible**, so you are able to **share and test** it with others, in order to **learn** from it.
<table>
<thead>
<tr>
<th>What is the method about?</th>
<th>Proof of Concept</th>
<th>Prototype</th>
<th>Pilot</th>
<th>Minimal Viable Product (MVP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing the feasibility of a crude idea or assumption to justify further development</td>
<td>Testing how an idea may work, look, or feel like to learn from and identify assumptions</td>
<td>Testing whether a solution will work in the real context to justify scaling or implementing</td>
<td>Testing the viability of the essential core of your solution in action and continuously adapting to create value</td>
<td></td>
</tr>
<tr>
<td>When is it used in the process?</td>
<td>Early stage</td>
<td>Early stage</td>
<td>Roll out</td>
<td>Live testing</td>
</tr>
<tr>
<td>What are you testing?</td>
<td>A hunch or assumption</td>
<td>An idea</td>
<td>A solution</td>
<td>The core of a solution</td>
</tr>
<tr>
<td>What is the purpose of the test?</td>
<td>You have a hunch and want to test if it can be made real</td>
<td>You have an idea and want to test how it might work and learn from it</td>
<td>You have a solution and want to test if it actually will work and iron out minor creases before implementing or scaling it</td>
<td>You have the core of a solution and want to test if there is demand, if not you change your approach</td>
</tr>
<tr>
<td>When is your test a success or proven?</td>
<td>When your idea is feasible</td>
<td>When your idea works as anticipated – if not, you must have gained insights to improve it</td>
<td>When a solution works as anticipated</td>
<td>When there is demand and the solution works as anticipated</td>
</tr>
<tr>
<td>Who’s involved in testing it?</td>
<td>Internal stakeholders</td>
<td>Users, citizens, decision makers, sponsors</td>
<td>Real users, decision makers, sponsors</td>
<td>Real users</td>
</tr>
<tr>
<td>How much development time* is needed?</td>
<td>A couple of minutes, hours or a few days</td>
<td>From half an hour up to a few days or even weeks</td>
<td>A few weeks up to a couple of months or a year</td>
<td>Continuous</td>
</tr>
<tr>
<td>What costs* are involved?</td>
<td>A few pennies up to 1,000 GBP</td>
<td>A few pennies up to 5,000 GBP</td>
<td>10,000 GBP up to hundreds of thousands</td>
<td>Core part of the business model 100k up to millions.</td>
</tr>
</tbody>
</table>

* These numbers are indicative

From problem to solution

Analytic approach

Problem

Solution

Design approach

Problem

Solution
From problem to solution

Analytic approach

Problem  Solution

Design approach

Problem  Solution
Value of prototyping and experimentation

- **Prototyping space**
- **Big bang implementation**
- **Room For Error**
  - Getting the solution right
- **Resources**
  - Time, material, money
Planning an experiment
### Running an experiment

This tool will help you to plan and evaluate an experiment by articulating your hypothesis, planning how you will collect your data and reflect on the results.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Results</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the issue you are trying to solve? What is the situation you want to change?</td>
<td>What data did you collect?</td>
<td>What did you learn from your experiment? What assumptions have been reinforced or disproved?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Insights</th>
<th>Next experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>What (repeatable) intervention or action will solve the issue or change the situation? What will the observable or measurable outcome look like? What are you expecting or hoping that will happen? If... then...</td>
<td>What did you learn from your experiment? What assumptions have been reinforced or disproved?</td>
<td>What will you do next? What changes do you need to make? What are gaps or assumptions you have to test?</td>
</tr>
</tbody>
</table>

*This tool is based on learnacad.com/experiment-report/* and medium.com/terrible-economics-the-experiment-driven-insight-12fed5c33c47.*
Types of elements you can change or experiment with

- **Products / Service Touchpoints**
  - **Physical**: The products or environments needed to deliver the service
  - **System**: Organisational structures and processes

- **Networks / Systems**
  - **Information**: What information is communicated and via what format?
  - **People**: Roles/skills and behaviours are needed to deliver service

- **Processes / Service Organisations**
  - **Training offers/ experiences**
Prototyping should test how something...

- Looks
- Works
- Feels
- Behaves
Prototyping methods

**Experience Prototype:**
Test a new process by incorporating role play into a physical environment

![Image: Whittington Hospital Pharmacy]
Prototyping methods

**Wizard of Oz:**
Test a user's experience and understanding of a new product
Prototyping methods

**Mock up:**

Make a system, and connections within it, explicit in order increase understanding

- **Looks**
- **Works**
- **Feels**

Photo by Design Thinking Centre
Prototyping methods

**Paper Prototyping:**
Test out required functions of prototype, and order in which things should happen

- **Looks**
- **Works**
- **Feels**
- **Behaves**

Photo by Amélie Mourichon on Unsplash
Prototyping methods

Constructive Interaction:
Have user talk through what they think or feel when performing set of tasks.

- Looks
- Works
- Feels
- Behaves

Initial Reaction: The initial reaction was very positive. Both the resident (Ebba) we tested it with and the carer seemed to like the concept. Currently Ebba receives letters from her family every so often. She runs over to the mail box everyday to check to see if she has anything, she loves when she recieves a letter. The main purpose of them is often to request her presence somewhere. Ebba was very excited about this idea and was laughing and very animated when using it. She was amazed by how it worked... “It’s quite something”.

“receiving a letter is a wonderful experience”
Fidelity

High fidelity

Clickable prototype

Paper prototype

Low fidelity

Crude sketch
You have 10 minutes to plan out how you will run your experiment. Who will you test it with and what will you be measuring (i.e. what will indicate its a success)?

- **LOOKS**
- **WORKS**
- **FEELS**
- **BEHAVES**
Running an experiment

This tool will help you to plan and evaluate an experiment by articulating your hypothesis, planning how you will collect your data and reflect on the results.

**Set-up**

**Issue**
What is the issue you are trying to solve? What is the situation you want to change?

**Hypothesis**
What (repeatable) intervention or action will solve the issue or change the situation? What will the observable or measurable outcome look like? What are you expecting or hoping that will happen?

if...  
then...

**Plan**
How will you set up and run the experiment? Who will be involved? In what context? How are you going to collect data?

**Results**
What data did you collect?

**Insights**
What did you learn from your experiment? What assumptions have been reinforced or disproved?

**Next experiment**
What will you do next? What changes do you need to make? What are gaps or assumptions you have to test?

5 mins
You have 30 minutes to build your prototype

(be ready to present them)
Present and gain feedback
Presenting your prototype

- State your challenge
- Tell us your hypothesis
- Present your prototype (tell us who you would test this with, when, where and why)
What did you learn? How will it inform your next iteration?
Key messages:

Test your assumptions early.

Accelerate your learning by starting doing ... and iterate to improve your ideas.
Break
Learning and failure
How comfortable do you feel with failing in your organisation?
How comfortable do you think your employees are with failure?
How to become more comfortable with failure?
Do you know the difference between blameworthy and praiseworthy failure?
In your groups, arrange the cards into the correct order.

Amy Edmondson, Harvard Business Review, April 2011
Types of Failure

- **Blameworthy Failure**
  - Deviance: Violating prescribed processes.
  - Inattention: Careless deviation from process.
  - Inability: Lack of skills, training, competence.
  - Process Inadequacy: Prescribed process is faulty.
  - Task Challenge: Task is too hard to execute reliably.
  - Process Complexity: Process breaks down due to complexity.
  - Uncertainty: Reasonable choices lead to failure due to unforeseeable events.

- **Praiseworthy Failure**
  - Hypothesis Testing: Experiment designed to test an idea leads to unwanted results.
  - Exploratory Testing: Experiment designed to uncover new knowledge leads to unwanted results.
Key messages:

- If we, or those we work with, are too scared to fail - it will lead to inaction, stagnation, mediocrity and a lack of creativity.
- To address the SDGs we need new innovative ideas and actions - this will be extremely difficult if everyone is too scared to try.
Identifying your fixed mindset
Moving from a fixed to a growth mindset

Activity inspired by Carol Dweck’s Mindset - changing the way you think to fulfil your potential
STEP 1

Embrace your fixed mindset

We all have one dwelling within us, depending on the situation or our emotional state.
STEP 2

**Identify the triggers**
- when does your inaction mindset appear?
  
  - New challenge?
  - When under pressure?
  - When you feel you don’t know enough?
  - When you’re tired?
  - When you don’t see the value?

STEP 3

STEP 4
**STEP 2**

**Identify the triggers**
- when does your inaction mindset appear?

- New challenge?
- When under pressure?
- When you feel you don’t know enough?
- When you’re tired?
- When you don’t see the value?

**STEP 3**

**Name it!**
Who are they?
What makes them tick?
How do they affect you?
How do you know they are coming?

- How might other people recognise when they are around?
**STEP 2**

**Identify the triggers**
- when does your inaction mindset appear?

New challenge?
When under pressure?
When you feel you don’t know enough?
When you’re tired?
When you don’t see the value?

**STEP 3**

**Name it!**
Who are they?
What makes them tick?
How do they affect you?
How do you know they are coming?

How might other people recognise when they are around?

**STEP 4**

**Identify what actions you can take to counter the triggers?**

How do you pre-empt it and ensure it doesn’t prevent you from taking action?
Who would like to share their ‘fixed mindset’ character with us?
How to encourage a growth/learning mindset in your organisation?
Three building blocks for a learning organisation

<table>
<thead>
<tr>
<th>Supportive learning environment</th>
<th>Concrete learning processes and practices</th>
<th>Reinforcing leadership behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Psychological safety:</strong> To learn, people cannot fear being belittled or marginalized if they disagree or ask naive questions. They need to feel comfortable.</td>
<td>Learning environment arises from a series of concrete steps and widely distributed activities. It requires the generation, collection, interpretation and dissemination of information. I.e. experiments, intelligence gathering, technological trends, education and training. Knowledge must be shared across individuals, groups or the whole organisation - moving laterally or vertically.</td>
<td>When leaders actively question and listen to employees—prompting dialogue and debate—people feel encouraged to learn. If leaders signal the importance of spending time on problem identification, knowledge transfer, and reflective post-audits, these activities are likely to flourish. When leaders demonstrate through their own behavior a willingness to entertain alternative points of view, employees feel emboldened to offer new ideas and options.</td>
</tr>
<tr>
<td><strong>Appreciation of differences:</strong> learning occurs when people become aware of opposing ideas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Openness to new ideas:</strong> Employees should be encouraged to take risks and explore the untested.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Time for reflection:</strong> when people are overstressed their ability to think analytically and creatively is compromised. They need protected time to do this.</td>
<td></td>
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</tr>
</tbody>
</table>

https://hbr.org/2008/03/is-yours-a-learning-organization
Utilising social psychology principles..

Social Psychology:
“the scientific field that seeks to understand the nature and causes of individual behavior in social situations” (p. 6) Baron, Byrne and Suls (1989)

1. Social modelling: provide a positive example of the transformation you seek Bandura, 1962
2. Social norms: use the bandwagon effect (convey the idea that most people are already doing it)(Lewin, 1943)
3. Signal credibility: use a trusted messenger (people are more likely to be persuaded by someone who seems credible)(e.g., Heesacker, Petty, & Cacioppo, 1983)
4. Respect autonomy: being patronized elicits resistance (Brehm, 1966)
5. Avoid blame and focus on growth

https://medium.com/learning-mindset/5-strategies-for-changing-mindsets-ce2de5f92d56
Select on supportive learning environment card

And one social psychology card

And create a solution..
Let’s share some ideas.
Wrap up and reflection
Wrap up day #3

Reflections, questions, take-aways

What’s on tomorrow?
Collaborative Mindset

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

Learning Mindset

- Future Acumen
- Prototyping & Iterating
- Data Literacy & Evidence
- Systems Thinking
- Tech Literacy

Leading Mindset

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

Outcomes-focused
- Companions for Experimenting & Public Problem Solving
- Courageous
- Reflective
- Curious
- Action-oriented
- Resilient
- Empathetic

Core Skills
- KEY ATTITUDES
  - Agile
  - Resilient
  - Imaginative
  - Reflective
  - Courageous
  - Companions for Experimenting & Public Problem Solving

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