



**United  
Nations**

Department of  
Economic and  
Social Affairs



# Innovation and Digital Government for Public Service Delivery

## Online Workshop Guide for Facilitators

Division for Public Institutions and Digital Government (DPIDG)  
United Nations Department of Economic and Social Affairs (UNDESA)

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## BACKGROUND

The Division for Public Institutions and Digital Government (DPIDG) of the UN Department of Economic and Social Affairs (UN DESA) has prepared a **Curriculum on Governance for the SDGs** composed by various Toolkits. These were initially designed for delivery in live workshops for public servants of UN Member States in all Regions.

As part of this initiative, a **Toolkit on Innovation, Digital Government and Public Service Delivery for the SDGs** was developed to enhance linkages between the 2030 Agenda, National Development Plans, digital government and public service delivery. The Toolkit includes extensive instructional content in PowerPoint form, a thorough Digital Transformation Capability Assessment Framework (DTCAF), Notes for Facilitators, Reading Materials and References, Case Studies and activities to be carried out in plenary sessions, breakout groups and individually.

DPIDG worked in close cooperation with the Center for Technology in Government (CTG), University of Albany, in the development of this Toolkit.

“The Innovation and Digital Government for Public Service Delivery Workshop was developed with two objectives and for a target audience of senior technical decision makers in Ministries and Agencies, particularly in least developed countries. The first objective of the Workshop is to achieve a level of knowledge transfer and capacity building about innovation and Digital Government for public service delivery and the second is to use a digital transformation capability framework and assessment process to illustrate key concepts about capability, to build understanding of the value of self-assessment and to inform action planning.”

To complement and support the UN Secretary-General's initiatives in response to the COVID-19 pandemic this course has been converted into a Facilitated Online Course. This Guide aims to enable Facilitators to deliver the online workshop on **Innovation and Digital Government for Public Service Delivery**.

The original workshop, which was designed for in-person delivery of the Toolkit over a full 5 days (35 hours) in a live workshop setting, is presented here in shortened form for delivery as an online synchronous workshop of 5 sessions of 2 hours each (10 hours).

### Curriculum on Governance for the SDGs

The Curriculum on Governance for the Sustainable Development Goals was prepared by the UN Department of Economic and Social Affairs (UN DESA), Division for Public Institutions and Digital Government (DPIDG). UN DESA/DPIDG's mission is to support governments in strengthening their capacities to translate the Sustainable Development Goals (SDGs) and other internationally agreed goals into institutional arrangements, strategies and programmes for effective service delivery and participatory, accountable and inclusive decision-making processes. The division's capacity development efforts are geared towards supporting developing countries, with a focus on Least Developed Countries (LDCs), Landlocked Developing Countries (LLDCs) and Small Island Developing States (SIDS).

Turning sustainable development from concept into practice presents countries with new governance and institutional challenges. One of the 11 principles of Effective Governance for Sustainable Development, developed by the UN Committee of Experts on Public Administration and endorsed by the Economic and Social Council in 2018, is **competence**. A competent and effective public service with well-motivated and

professional public servants is at the center of success in implementing government policies and programs related to the 2030 Agenda and the SDGs, including in delivering services to the furthest left behind. Without a dedicated effort to help governments mobilize and build the capacities of public servants at all levels, progress on the SDGs may be undermined by ineffective bureaucracies.

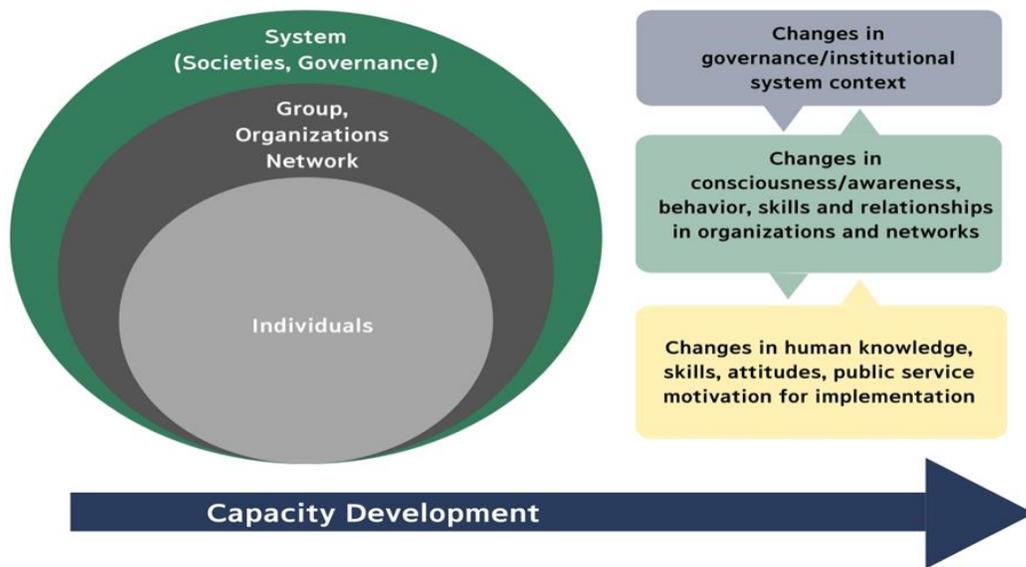
In light of the above, the UN Department of Economic and Social Affairs works closely with schools of public administration and governments to help countries around the world meet their economic, social and environmental goals in a balanced way. The **UN DESA's Global Initiative on Equipping Public Servants with the Capacities to Implement the SDGs** aims at developing the capacities of governments and public servants (in terms of knowledge, skills, attitude, leadership competencies and mindsets) to support the implementation of the SDGs, provide data and information about development of capacities in the regions; and support institutional capacity development for improved public service delivery as well as North-South and South-South exchange of effective governance practices to ensure cross-fertilization and mutual learning.

The work carried out by UN DESA/DPIDG with governments and schools of public administration is based on four building blocks:

- ✓ Systems thinking
- ✓ Co-creation
- ✓ Driving transformational change
- ✓ Focusing on impact

The initiative engages schools of public administration in developing and updating their curricula to reflect the SDGs and the key principles and objectives of the 2030 Agenda and to develop the relevant competencies that public sector leaders and public servants need to effectively support the implementation of Agenda 2030.

Four years after the adoption of the 2030 Agenda for sustainable development, it is clear that there is a strong commitment and momentum for implementation. But it is also clear that implementing the Sustainable Development Goals (SDGs) presents major challenges for public institutions that need new capacities and knowledge to provide integrated support to SDG implementation and to “leave no one behind”.



The Curriculum on Governance for the SDGs was developed in collaboration with schools of public administration and other partners to respond to the need to equip public servants with the capacities to realize the 2030 Agenda.

The Curriculum is composed of a number of training Toolkits which provide a holistic roadmap in terms of key governance elements needed to implement the SDGs. Each training Toolkit is inter-related and complementary to the other ones. New national and local capacities are needed to design and implement holistic, integrated, coherent and informed political and institutional frameworks that support these new aspirations and goals. Effective governance strategies, knowledge, new skills, and attitudes are essential to build public servants’ capacities for SDG implementation and drive individual, institutional and societal changes. In designing the training tool-kits, a multi-disciplinary approach is being adopted since this is critical to addressing sustainability issues.

For more information on the Curriculum, please see the Curriculum Guide.

## A. PURPOSE OF THE GUIDE FOR FACILITATORS

Within the rationale of the face-to-face workshop described above, the purpose of this document is to present the online training course on **Innovation and Digital Government for Public Service Delivery** and to provide guidance on how to present and facilitate it.

A version of this workshop was delivered to senior public servants from thirteen countries of the Caribbean Region in two training events organized jointly by UN DESA, CARICAD and CARICOM in February and March 2021.

The contents of this document are largely drawn from the comprehensive package referenced in Annex VII and, in particular, from the Toolkit Facilitator’s Guidance Manual, as well as additional content on innovation and change provided by external consultancy.

The words “Facilitator” and “Presenter” and the words “Workshop” and “Course” are used interchangeably in this Guide.

The subject matter itself is naturally evolving and prone to fast change, so frequent revisions are recommended.

## B. GENERAL OBJECTIVES OF THE COURSE

1. Present new concepts, tools and techniques, to support country strategies, capabilities and action planning in the areas of Innovation and Digital Government.
2. Conduct an assessment of participating countries’ Digital Transformation Capability and relate it to their National Development Plans.
2. Explore strategies and actions to strengthen country capabilities in Digital Government for innovative and effective public service delivery, as they relate to the 2030 Sustainable Development Goals.

## C. PARTICIPANTS

This course is directed to senior public servants, especially in countries in which Digital Government is in its very early stages. It can be delivered to different audience groups such as:

- **Participants from one country - one Ministry/department/organization.** These groups generally have an easier time “bonding” and they can more easily develop and commit to implement plans for action.
- **Participants from one country – different Ministries/departments.** These groups offer good opportunities for cross-fertilization of ideas within the country and new types of collaborative action.
- **Participants from many different countries.** For such groups, which blend different national backgrounds and stages of advancement in e-government, the course can be a rich forum for sharing experiences and a good source of inspiration for strategy and action planning.

Like all training within organizations, this course will have a stronger impact if:

- There is presence and buy-in from senior decision-makers.
- The implementation of Digital Government is a country priority.
- Participants have a predisposition for learning and change.
- Participants are keen to implement new learning in their organizations.

This course can be adapted to different group sizes. To enable a good level of interaction, a good number of participants would be between 10 and 15, though it is possible to accommodate fewer or more people. The full-time presence of all is important because many modules depend on teamwork and continuity from one session to the next.

In groups with larger numbers, facilitation methods and activities may have to be adapted to enable more interaction in smaller teams.

The course has been designed for presentation in English to English-speaking participants, without the use of simultaneous or consecutive translation. It is no doubt possible to have the materials translated for delivery in different languages.

#### **D. CONTEXT**

This workshop has global content and case studies/references from various Regions. This has the advantage of communicating the commonality of many elements of the process towards Digital Government as presented in many UN publications, in particular the “UN E-Government Survey 2020” and its subsequent editions. This is why it is also important to engage in partnerships with Schools of Public Administration and Regional Institutions when adapting and delivering it to specific countries or Regions.

The context of government, society, public service and digital advancement varies tremendously from country to country. To make this workshop more relevant to participants, at various times participants themselves should be asked to participate, engage, present and relate the content of the workshop to their own countries based on their own experiences. It is possible to further contextualize it by introducing country-specific material and/or expert speakers addressing specific items of the course.

#### **E. FACILITATOR/PRESENTER**

Experienced Facilitators and Presenters who familiarise themselves with the subject matter, flow, presentational and facilitative elements of this course, should be able to deliver it after thoroughly studying this Guide and recommended reading (See Section M and Annexes).

Facilitators should have:

- Good knowledge of the 2030 Agenda
- A good understanding of Innovation and Digital Transformation
- A good understanding of Public Service Delivery
- Experience in making public presentations
- Experience in facilitative training for large and small groups
- Experience with delivering online training

Additional useful experience would be:

- Having led innovative public service delivery projects
- Having led a collaborative strategic planning process
- Some background knowledge of the countries involved

It is also possible for a person with experience as a trainer who has participated in the course, to deliver it to colleagues at work and other people in their country. In this regard, the design of the training does

facilitate a Training of Trainers’ approach (ToTs) utilized in all Toolkits of the Curriculum on Governance for the SDGs.

## F. PRESENTATION AND FACILITATION

The workshop includes presentational and interactive modules in varying proportions depending on the session. The present design allows for one person to take on both roles. It is of course also possible ,and sometimes preferable, for two or more persons to deliver the course in collaboration. Some general differences in Presenter/Facilitator roles are noted below:

Presenter role	Facilitator role
<ul style="list-style-type: none"> <li>• Communicates new content to participants</li> <li>• Has good understanding of the subject matter</li> <li>• Makes good quality presentations</li> <li>• Makes good use of eye contact and clear diction</li> <li>• Uses good visual, audio and other tools where necessary</li> <li>• May take Q &amp; A from participants</li> <li>• Manages time precisely</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a good environment for learning</li> <li>• Listens carefully</li> <li>• Solicits contributions from participants</li> <li>• Encourages active sharing between participants</li> <li>• Makes connections between different contributions</li> <li>• Manages interactions between people with different temperaments, experiences and opinions</li> <li>• Manages time efficiently, with flexibility and firmness</li> </ul>

A few additional tips to Facilitators:

- Be aware and sensitive of cultural specificities of participants
- Recognize and appreciate diversity in line with UN core values
- Recognize that English is often not the first language of participants
- Recognize that participants collectively are a very rich source of know-how and wisdom.
- Maintain a balance between intensity and lightness of effort and mood
- When presenting, handle interruptions gracefully
- When facilitating, use different types of questions – direct and indirect, open and closed
- When facilitating, ask if others can respond to a participant’s question directed to the trainer
- When facilitating, ask the questioner what s/he thinks before responding
- Be sensitive and flexible enough to adjust planned activities as the need arises
- Establish time for those who have further needs and discuss these outside the session
- Humor is good, encourage it

In online workshops be aware that people are seeing and hearing from their own devices. They can only see a screen and, if they have a choice, this may be a full-speaker view, shared screen view or gallery view. This can be quite tiring especially if devices and connectivity are imperfect. Facilitators should bear in mind that participants could be getting a poor image and audio, depending on their devices, location and bandwidth available. Note also note that people may at times be multi-tasking.

By contrast, in live workshops they can change their physical points of view at will, use body language effectively and socialize during breaks with other participants. See also Section H below.

Encourage participants to use their video so everyone can see each other because this greatly improves online conviviality (unless bandwidth or technology issues prohibit this). Forming an emotional bond is harder, but it can be facilitated by good listening and encouraging participants to expressing their feelings.

## G. PREPARATION AND FOLLOW-UP

### Collaboration with Organizer

The most important preparatory work involves developing a good understanding of expectations, delivery content and flow between the Facilitator and the persons responsible for organizing the delivery of the course. Facilitators should stress the importance of **full-time presence of all participants** for a successful outcome. A checklist of items for the Facilitator and the Organizer to explore together would include:

- Level of Digital Government of the country (or countries) involved.
- Organizer's expectations from the course.
- Objectives, content and format of the course.
- Number and profiles of participants.
- Dates and times of delivery of the course.
- Dates and times of rehearsals.
- The process of inviting participants.
- The platform and technical support.
- Responsibility for technical administration/hosting

### Actions before the course

- Have a personal meeting to brief the Administrator/Host and learn the specificities of the platform you will be using
- Send Invitations to Participants
- Send Guidelines to Participants
- Send Handout pdf to Participants
- Organize Participant teams
- Prepare the DTCA – send to Participants right before Session 1 begins

### Before each Session

- Conduct a practise run with the Administrator
- Set up POLLS
- Set up WHITEBOARDS
- Set up BREAKOUT teams

### During each Session

- Keep a record of final POLL evaluations
- Keep a record of WHITEBOARD contributions
- Keep a record of CHAT area contributions
- Keep a record of POLL outcomes
- If participants and the Organizer agree, you may wish to record this session.

### After each Session

- Check evaluation POLL outcomes to fine-tune future sessions according to people's needs

## H. TECHNICAL FORMAT AND DELIVERY

This workshop has been designed for synchronous online delivery.

As mentioned before, it is important to understand that an online workshop experience will never match a face-to-face experience in that eye contact and body language cannot, with the present state of technology, be reproduced at a distance. Kinesthetic activities are also excluded. Instead of eyes scanning around a room, participants are confined to communication via a screen which (depending on the platform) may have minimal choices in viewing formats and the warming power of smiles is weakened. Trainers should be sensitive to "screen fatigue" and schedule frequent breaks.

On the other hand online platform features such as BREAKOUT rooms, CHAT areas, POLLS and WHITEBOARDS make some interactivity more efficient because keyboards and clicks are faster than moving from room to room or physically posting a sticky note on a board.

### The Platform

Meeting/webinar platforms abound. At the time of writing a number of suitable platforms are available internationally offering different features and functionalities. To the best of our knowledge our required features are offered on ZOOM, MICROSOFT TEAMS, GOOGLE MEET/JAMBOARDS, WEBEX and ADOBE to name but a few popular platforms. Each has different "bells and whistles" and more will most certainly be introduced as all electronic meeting/seminar/work-sharing programmes change very fast.

It is essential that the Platform used for this workshop offers:

- The possibility to share screens and Powerpoint slide decks
- A CHAT area
- A WHITEBOARD which can be made accessible to all participants and visually displayed for all
- A POLL function
- A BREAKOUT ROOMS/TEAMS function
- Additional features such as RECORD SESSION, RAISE HAND, YES, NO, Emoticons etc are optional
- Capability of inviting participants and sending reminders through the Platform, if possible

### Administrator/Host

The Administrator has the crucial responsibility for the technical delivery of the session. Unless delivery is seamless, an otherwise well-designed online workshop can become a disappointing experience for participants and speakers alike. The Administrator will of course have an excellent grasp and practical experience of how the platform of choice works and, in addition, they should:

- Ensure all invitees have received invitations and responded
- Coach participants about the features of the system 10 minutes before each session begins
- Collect and upload all preparatory work which participants are to present before each session
- Support Facilitators in the use of features such as CHAT, WHITEBOARD, Q& A, screen sharing etc
- Manage all "incidents" of sound, audio and transmission

## Facilitator

The Facilitator should use:

- A high-speed internet connection
- A good quality PC – desktop or laptop
- A good quality (integrated or external) camera approximately at eye level
- A good quality (integrated or external) microphone
- A good quality (integrated or external) speaker or speakers
- Appropriate lighting from the front
- An appropriate backdrop - a professional physical backdrop is good though not necessary; a “blur the background” feature is good to use if the surroundings are best hidden from view

Facilitators should look at the camera as much as possible when speaking as this is the best approximation of eye contact with participants. It is also best if they fill about 2/3 of the screen view with their head and shoulders. Presenters and invited speakers should be coached to do the same.

Facilitators should have a good understanding of the features and functionalities of the platform and an excellent rapport with the Administrator/Host.

## Participants

Participant should use, where possible:

- A high-speed internet connection
- A PC – laptop or desktop (First preference always) or other device that is kept stationary
- A good quality (integrated or external) camera
- A good quality (integrated or external) microphone
- Appropriate lighting from the front and appropriate speakers

A Powerpoint deck GUIDELINES FOR PARTICIPANTS is included in this package (Annex II). The Administrator may wish to modify this to ensure compatibility with their platform.

## Technical preparation before each Session

The Facilitator and the Administrator should do run-throughs of each session in advance. They should be online 30 minutes before each session to ensure everything is in working order. They should set up the POLLS and BREAKOUT TEAMS and ensure seamless transitions from one module to the next.

Participants should be encouraged to join the session 15 minutes earlier. The Administrator may wish to mute and unmute people centrally. Otherwise participants should be asked to mute their microphones when not speaking

## I. WORKSHOP STRUCTURE

The online course has been designed for delivery in 5 sessions of 2 hours each (plus 15 minutes break) ie a total of 10 hours of training. It is best for Sessions to be scheduled at least one day but not more than one week apart, so the whole course can be delivered over a period of 1-5 weeks.

Sessions 1-4 have been sourced from the original Toolkit on which the face-to-face course is based. Session 5 includes sections on change designed by Dimis Michaelides.

### **Preparation**

Each Session requires some preparation from participants which always links into the timetable of the Session that follows. Workshop designers appreciate that participants are busy people, but assume they are willing to invest a little time for learning outside the workshop. Undertaking this work makes the course a richer experience for all.

All preparation involves participants relating workshop content to their own country's context. Preparation is individual for Session 1, 2 and 5. It involves teamwork for Sessions 3 and 4 – participants report that such online collaboration is often an enriching experience in itself. There are “deliverables” expected from the preparatory work of Sessions 1-4 – taking a survey, preparing presentations – while for Session 5 the preparatory work is reflective in nature.

### **Presentation and Facilitation**

Approximately 40% of time in the workshop involves presentation delivery and 60% is interactive.

The workshop incorporates Icebreakers and Closers which are built into each Session. These are extremely valuable, making the flow of the workshop smoother and the learning more profound.

### **Icebreakers**

In each session 10 minutes are allocated to Icebreakers. Icebreakers are intended to be rapid and light, focusing on participants' thoughts and feelings in relation to the course. Except for the first Session which asks participants to introduce themselves, they are constructed on themes that are relevant to the topic and content of the workshop.

Icebreakers include a rapid discussion on a real case study, and a fictional but very plausible case study, a creative activity to stimulate making unusual associations, and a reflective activity to explore the different meanings of “change”.

### **Closers**

In each session 10 minutes are allocated to Closers. Learning is best consolidated with personal reflection so at the end of each session participants are asked to share key insights as a conclusion. Insights are shared in a different way each time – in a sentence, a slogan, a 6-word story, sharing with a colleague.

### **Session objectives**

In each session a few minutes are allocated presenting Session Objectives.

### **Summary of previous session**

In each session a few minutes are allocated presenting a brief summary of the previous Session.

### **Evaluation**

The workshop is evaluated in two ways. At the end of each Session a simple poll allows participants to express in three simple sentences:

- What I liked
- What I liked less

- What we should do differently

This allows Facilitators to make adjustments according to this continuous feedback.

At the end of the workshop participants should complete a more comprehensive survey online. A sample is shown in Annex V.

## **J. THE DIGITAL TRANSFORMATION CAPABILITY ASSESSMENT**

“The Digital Transformation Capability Assessment Framework (DTCAF) was designed by the Center for Technology in Government/ University at Albany, SUNY (CTG), in close cooperation with the Division for Public Institutions and Digital Government of UN DESA, for use in the Five-Day Workshop on Innovation and Digital Government for Public Service Delivery.

The DTCAF was developed to help workshop participants identify institutional gaps in innovation and public service delivery vis-à-vis commitments made towards achieving the targets of the 2030 Agenda.

Completing a DTCA will help Workshop Participants build new understanding of the level of digital transformation capability that exists in a country as a foundation for continued efforts to innovate and lead in the area of Digital Government and public service delivery. A DTCA is not meant to be used to benchmark capability, but rather to develop an understanding of current capability and to inform decision making about where investments are needed to increase innovation and Digital Government capability leading to improvements in public service delivery.

Completing a DTCA as part of this Workshop serves multiple purposes. The first is to provide Workshop Participants with exposure to the general process of conducting assessments as a way to systematically identify gaps between existing capability and desired capability. The second is to use that understanding as a new lens through which to learn the content presented in the Workshop, and third, to use that new understanding of their country’s digital transformation capabilities when working with fellow Workshop Participants to create an action plan for building new capability.

The focus of interest, or unit of analysis, in completing in this Workshop with the DTCA is not a particular digital initiative, such as a portal, but rather it is the whole of government capability for creating and sustaining a mature Digital Government.”

Source: Digital Transformation Capability Assessment Framework, Self-Assessment Instrument  
Center for Technology in Government University at Albany, SUNY

The DTCA covers 6 dimensions which are important in evaluating the capacity for Digital Transformation. Each is considered an “enabler” of change or improved performance in a specific domain within a framework of Digital Transformation. The theories of change on which the assessment is based come from recent relevant literature and a review of current and best practices in innovation and digital government for public service delivery.

The 6 DTCA dimensions are shown below:

Six Dimensions of the Digital Transformation Capability Assessment Framework	
<i>Dimension</i>	<i>Definition</i>
Leadership	Leaders are the stewards of digital transformation efforts. They must engage, motivate, build commitment, and mobilize resources for the successful implementation of a digital strategy. Leaders must also craft the plans to achieve the organizational goals, as well as its communication to stakeholders and monitoring the progress.
Strategy	Strategic plans help to support the transformation agenda. This contains the actions to be taken to pursue the digital transformation goals.
Governance	The organizational capacity and managerial actions developed to overcome potential cultural barriers in implementing the digital strategy across agencies and departments. The development of good governance must be aligned with the strategic goals, as well as legal framework.
Legal	The set of legislation, guidelines, and standards that a department or agency must comply with in deploying digital services.
Technology	The set of technologies that directly and indirectly contribute to the delivery of programs and services through digital platforms.
Professional and Workforce Development	The policy and programmatic affordances in place to support ongoing capacity building.

The original assessment contains 94 questions which are individually self assessed and calls for a full-day of debriefing to discuss outcomes. In the online workshop 12 questions are used in a self-assessment taken as a preparatory assignment and outcomes are presented and discussed in a 45-minute module.

The online assessment is shown in Annex IV. Facilitators should reproduce this in their preferred online format (eg Survey Monkey). The DTCA is briefly presented in Session 1 and the online version is sent to participants for completion. Participants should respond 1 day before the Session 2 and Facilitators should then compile outcomes in Powerpoint form (preferably in graph or chart formats) and integrate it in their presentations for discussion in Session 2.

It is strongly recommended that Facilitators of the online course take the time to read through the original material accompanying the full survey conducted in the face-to-face workshops in Annex VII.

## **K. AGENDA OVERVIEW AND AGENDA AT A GLANCE**

### **Overview**

#### **Session 1 - Key Concepts in Innovation and Digital Government to advance the 2030 Agenda for Sustainable Development**

The first Session sets the stage with the 2030 SDGs and how they relate to National Development Plans followed by an introduction to key concepts for Innovation and Digital Government and to the Digital Transformation Capability Assessment (DTCA).

## Session 2 – Innovation and Digital Government Transformation Capacities, Principles and Roadmaps

The second Session analyzes the outcomes of the Digital Transformation Capability Assessment, seeks to enhance understanding of key capacities required to promote Innovation and Digital Government, and offers guidance on preparing a Roadmap (from principles and strategies to action) to achieve it.

## Session 3 - National Development Priorities and New Approaches to Innovation and Digital Government for Inclusive Service Delivery

The third Session relates National Development Plans Priorities to Innovation and Digital Government, explores Public Value and Social Inclusion and introduces principles and practices of Design Thinking and Innovation Labs for Social Innovation through Digital Government.

## Session 4 – Strategy and Action Planning for Innovation and Digital Government Transformation

The fourth Session explores how Design Thinking and Innovation Labs might be created and actioned and the role of Action Planning and different steps involved – from making good decisions to launching prototypes and going live. The role of risk is also discussed.

## Session 5 - Towards Digital Government: Organizational and Personal Change for Transformational Action

The fifth and Final Session explores different levels of change – contextual, organizational and personal – and how these relate to one another. There is emphasis on Leadership and People as agents of Organizational Change and on the importance of Personal Change. The workshop closes with discussions of organizational and personal changes that participants are ready to undertake.

### Agenda at a glance

Session 1	Key Concepts in Innovation and Digital Government to advance the 2030 Agenda for Sustainable Development
TIME	AGENDA
20 min	<b>Introduction</b>
10 min	<b>Public Service Delivery and the 2030 Agenda for Sustainable Development – How do They Relate?</b>
30 min	<b>PRESENTATIONS (based on participants' preparation)</b> <i>How does your National Development Plan relate to the UN Sustainable Development Goals?</i>
15 min	<b>BREAK</b>
20 min	<b>Basics Concepts and Practice of Innovation and Digital Transformation in Public Service Delivery.</b>
10 min	<b>The Digital Transformation Capability Assessment (DTCA)</b>
15 min	<b>ACTIVITY</b> <i>In what ways might Digital Transformation bring value to public service delivery in your country?</i>
15 min	<b>Conclusion</b>

<b>Session 2</b>	<b>Innovation and Digital Government Transformation Capacities, Principles and Roadmaps</b>
<b>TIME</b>	<b>AGENDA</b>
15 min	<b>Introduction</b>
45 min	<b>What are your country's Digital Transformation Capabilities?</b>
15 min	<b>BREAK</b>
15 min	<b>Key Capacities for Promoting Innovation &amp; Digital Government Transformation</b>
15 min	<b>A Roadmap for Promoting Innovation &amp; Digital Government Transformation</b>
15 min	<b>ACTIVITY</b> <i>Imagine ONE ACTION that would help create positive mindsets for innovation and digital transformation in your public services.</i>
15 min	<b>Conclusion</b>

<b>Session 3</b>	<b>National Development Priorities and New Approaches to Innovation and Digital Government for Inclusive Service Delivery</b>
<b>TIME</b>	<b>AGENDA</b>
15 min	<b>Introduction</b>
30 min	<b>PRESENTATIONS (Based on participants' preparation)</b> <i>How can Innovation and Digital Government help you achieve your National Development Plan and Priorities?</i>
15 min	<b>Public Value and Innovation for Social Inclusion</b>
15 min	<b>BREAK</b>
15 min	<b>Design Thinking for Innovation and Digital Government</b>
15 min	<b>Innovation Labs for Innovation and Digital Government</b>
15 min	<b>ACTIVITY</b> <i>In what ways might Design Thinking and Innovation Labs add value to public service delivery in your country?</i>
15 min	<b>Conclusion</b>

<b>Session 4</b>	
<b>Strategy and Action Planning for Innovation and Digital Government Transformation</b>	
<b>TIME</b>	<b>AGENDA</b>
15 min	<b>Introduction</b>
45 min	<b>Design an Innovation Lab to resolve social problems using Innovation and Digital Technologies in your country.</b>
15 min	<b>BREAK</b>
20 min	<b>Action Planning for Digital Government Transformation</b>
25 min	<b>ACTIVITY</b> <i>Debate on the motion: Organizations should encourage their people to make mistakes and take risks.</i>
15 min	<b>Conclusion</b>

<b>Session 5</b>	
<b>Towards Digital Government: Organizational and Personal Change for Transformational Action</b>	
<b>TIME</b>	<b>AGENDA</b>
15 min	<b>Introduction</b>
15 min	<b>Innovation and Faster Organizational Change I</b>
15 min	<b>ACTIVITY</b> <i>Poll: Which are the greatest obstacles to Innovation and/or Digital Transformation in public administration in your country? (Check up to 3)</i>
15 min	<b>Innovation and Faster Organizational Change II</b>
15 min	<b>BREAK</b>
10 min	<b>Tips for Personal Change</b>
40 min	<b>DISCUSSIONS</b> <i>Based on your insights from this workshop, what actions could your organization take over the next year and beyond? Consider in particular Access, Quality, Inclusion and Responsiveness, People-orientation and Transparency).</i>
10 min	<b>Conclusion</b>

A detailed Agenda and Timetable with Tips for Facilitators is shown in Section L below.

## L. AGENDA, TIMETABLES AND TIPS FOR FACILITATORS

### Session 1 - Key Concepts in Innovation and Digital Government to advance the 2030 Agenda for Sustainable Development

#### Objectives

- Examine the role of government and public service and how they relate to the realization of the Agenda 2030.
- Introduce the concepts of Innovation, Digital Transformation and Digital Government and how they drive change.
- Introduce the Digital Transformation Capability Assessment (DTCA).

#### Preparation

Read pages 15-27 of “Transforming our world: the 2030 Agenda for Sustainable Development”.

Select one SDG that relates to public service delivery and prepare a 1-minute presentation on: *How does public service delivery relate to this SDG?*

<https://sdgs.un.org/2030agenda>

Read the Principles of Effective Governance for Sustainable Development available at:

[https://unpan.un.org/sdg16/prin\\_of\\_governance](https://unpan.un.org/sdg16/prin_of_governance)

Optional: Read “Innovation in Public Service Delivery for the Sustainable Development Goals” (6 pages)

**Facilitator: Just before the start of this session send the online DTCA to all participants asking for their response AT LEAST 1 day before Session 2.**

TIME	AGENDA	FORMAT
20 min	<p><b>Introduction</b> Welcome and Icebreaker: Participants present themselves briefly: name, position and an activity they enjoy. (10 min)</p> <p>Presentation of the Toolkit for Innovation &amp; Digital Government for Public Service Delivery as part of a set of UN toolkits. How the online course differs from the original version. (8 min)</p> <p>Course Objectives and Agenda. Session 1 Objectives (2 min)</p>	<p>Participants</p> <p>Facilitator POWERPOINT</p>



10 min	<p><b>The Digital Transformation Capability Assessment (DTCA)</b> Introduction to the DTCA and its six dimensions - Leadership, Strategy, Governance, Legal, Technology, Professional and Workforce Development.</p> <p>Present preparation for Session 2: Ask participants to prepare for the next session, noting in particular the deadline for completing the DTCA and that participants will not be judged on their answers.</p>	Facilitator POWERPOINT
15 min	<p><b>ACTIVITY</b> <i>In what ways might Digital Transformation bring value to public service delivery in your country?</i></p> <p>Participants are asked to share their ideas on the WHITEBOARD in brainstorming mode (5 min).</p> <p>The Facilitator makes minimal, encouraging positive comments and solicits comments from participants (10 min)</p>	Participants WHITEBOARD
15 min	<p><b>Conclusion</b> Closer. Ask participants to reflect on their learning during this session and write on the WHITEBOARD a key insight or learning from this session in one sentence. Ask each person to read out what they wrote. Invite any other comments. (10 min)</p> <p>Thank participants for their active participation.</p> <p>Evaluation. Participants take a POLL and offer 3 sentences on the session: What I liked, What I liked less, What should we do differently? (5 min)</p>	Participants WHITEBOARD  Participants POLL

## Session 2 – Innovation and Digital Government Transformation Capacities, Principles and Roadmaps

### Objectives

- Explore the outcomes of the Digital Transformation Capability Assessment.
- Enhance understanding of key Capacities and Roadmap features to promote Innovation and Digital Government Transformation

### Preparation

Complete the DTCA at least 1 day before the beginning of the next session and be ready to discuss your assessment of the outcomes.

Read Chapter 7 of the 2020 UN E-Government Survey.

**Facilitator – prior to this session prepare slides (graphs) of participants’ DTCA responses to each of the 12 questions.**

TIME	AGENDA	FORMAT
15 min	<p><b>Introduction</b></p> <p>Welcome and Icebreaker: “Digital Transformation is like ... because ...” (10 min)</p> <p>The Facilitator show a slide with a list of randomly selected objects and challenges participants to create a metaphor for Digital Transformation by using these objects.</p> <p>Participants are invited to:</p> <ol style="list-style-type: none"> <li>Select one object and,</li> <li>Make a connection between Digital Transformation and the object and justify it, Digital Transformation is like ... because ...”</li> </ol> <p>For example: Digital Transformation is like an Onion because it has many different layers OR Digital Transformation is like a paper clip because it easily connects different things together.</p> <p>Stress that there are no wrong answers and sometimes connections that seem silly at first can prove to be quite insightful and valuable.</p> <p>This exercise should be light and fast-paced. Participants should unmute and call out their responses in their own voice. The Facilitator makes only encouraging and positive comments.</p> <p>Conclude by explaining that making random associations is a key skill for creative thinking. Thank participants for their contributions.</p> <p>Summary of Session 1. Session 2 Objectives (5 min)</p>	<p>Facilitator Participants POWERPOINT</p> <p>Facilitator POWERPOINT</p>

45 min	<p><b>What are your country's Digital Transformation Capabilities?</b>  This module present an opportunity for good quality interaction. The Facilitator presents the twelve graphs summarizing the responses of those who took the survey. For each question of the survey (or for a selected number), the Facilitator asks open questions to stimulate participants' input and discussion, such as (depending on actual outcomes): (35 min)</p> <ul style="list-style-type: none"> <li>• Why is there a significant number of persons who have responded NEITHER AGREE NOR DISAGREE or DISAGREE or STRONGLY DISAGREE?</li> <li>• Why are the responses quite different from person to person?</li> <li>• What do your positions on this question say about your country's readiness for Digital Transformation?</li> <li>• Which challenges arise from your responses to this question?</li> <li>• Do these results indicate the need for some action to be taken?</li> </ul> <p>The Facilitator concludes by inviting commentary on "which dimension(s) call(s) for priority action in your country?" (10 min)</p>	Participants Facilitator POWERPOINT
15 min	<b>Break</b>	
15 min	<p><b>Key Capacities for Promoting Innovation &amp; Digital Government Transformation</b>  Presentation of findings from the 2020 UN E-government Survey on "Capacities for Digital Government Transformation" which includes:</p> <ul style="list-style-type: none"> <li>• The "big picture" which underscores the multi- dimensional nature of Digital Transformation and key steps (5 min)</li> <li>• Capacity gaps &amp; opportunities across all government levels and society: 9 key pillars should be assessed with the current level of Digital maturity as a starting point and developed as necessary for each pillar (5 min)</li> <li>• Some conclusions on the breadth of scope of capacity development for Digital Government (5 min)</li> </ul>	Facilitator POWERPOINT
15 min	<p><b>A Roadmap for Promoting Innovation &amp; Digital Government Transformation</b>  Presentation of 5 principles for innovation in public service delivery: Access, Quality, Inclusion and Responsiveness, People-Driven and Personalized Services, Transparency and Accountability of Service Delivery (5 min)</p> <p>Presentation of 6 key steps towards a roadmap for innovation and digital transformation: Holistic approach, Systems thinking, Strategic framework, Stakeholder analysis, Strategy, Action. (10 min)</p>	Facilitator POWERPOINT

<p>15 min</p>	<p><b>ACTIVITY</b>  <i>Imagine ONE ACTION that would help create positive mindsets for innovation and digital transformation in your public services.</i></p> <p>Participants are asked to share their ideas on the WHITEBOARD in brainstorming mode (5 min).</p> <p>The Facilitator then asks participants to select one action that they did not write themselves and make a positive comment on that action. This will encourage participants to have a positive dialogue rather than take argumentative positions.</p> <p>Then open up to general commentary and discussion. (10 min)</p>	<p>Participants WHITEBOARD</p>
<p>15 min</p>	<p><b>Conclusion</b>  Present preparation for Session 3. Note that this is the first time you are asking people to do preparatory work in teams. Teams should submit their slides to the Administrator one day before the next Session. (2 min)</p> <p>Closer. Ask participants to reflect on their learning during this session and write on the WHITEBOARD a SLOGAN that conveys a key insight or learning from this session. You could add: the SLOGAN could become a tagline to sell this session to other potentially interested parties. Ask each person to read out what they wrote. Invite any other comments. (10 min)</p> <p>Thank participants for their active participation.</p> <p>Evaluation. Participants take a POLL and offer 3 sentences on the session: What I liked, What I liked less, What should we do differently? (3 min)</p>	<p>Facilitator POWERPOINT</p> <p>Participants WHITEBOARD</p> <p>Participants POLL</p>

## Session 3 - National Development Priorities and New Approaches to Innovation and Digital Government for Inclusive Service Delivery

### Objectives

- Relate National Development Plans Priorities to Innovation and Digital Government Transformation.
- Explore Public Value and Innovation for Social Inclusion.
- Discover principles and practice of Design Thinking and Innovation Labs for Innovation and Digital Government.

### Preparation

As a team meet up, discuss and agree on a list of key priorities (up to 3) of your National Development Plan and how Innovation and Digital Government can help you achieve each priority.

Create 2-3 Powerpoint slides and prepare a brief (up to 4 min) presentation.

Appoint a facilitator and a presenter in your team and submit your slides at least 24 hours before the next session.

TIME	AGENDA	FORMAT
15 min	<p><b>Introduction</b></p> <p>Welcome and Icebreaker: Decide Madrid – brief case study. This initiative has enabled the public servants of the city of Madrid to interact with citizens. Citizens are given a real voice to propose ideas, offer opinions on a large number of matters and even participate in the budgeting process for certain projects. (10 min)</p> <p>The Facilitator reads out the slide and keeps it on the screen so participants can refer to it. The Facilitator then asks:</p> <p>Which part of this initiative do you think is            The MOST INTERESTING?            The MOST EASY to manage?            The MOST DIFFICULT to manage?            [Facilitators should feel free to add more superlatives if time allows]</p> <p>Participants are invited to offer their views in their own voice.</p> <p>If time permits the Facilitator may solicit comment on how such an initiative can inspire initiatives in the participants' country.</p> <p>Conclude by commenting that searching for superlatives is often useful to appreciate the criteria for appraising a project as well as for discovering its pros and cons.</p> <p>Summary of Session 2. Session 3 Objectives (5 min)</p>	<p>Participants            Facilitator            POWERPOINT</p> <p>Facilitator            POWERPOINT</p>



15 min	<p><b>Innovation Labs for Innovation and Digital Government</b>  Presentation of Innovation Labs – institutions dedicated to confronting different complex social challenges with the use of human-centered design. (5 min)</p> <p>Examples of different Innovation Labs around the world in action. (7 min)</p> <p>Highlights of the use of digital technologies and their relevance to Digital Government Transformation. (3 min)</p>	Facilitator POWERPOINT
15 min	<p><b>ACTIVITY</b>  <i>In what ways might Design Thinking and Innovation Labs add value to public service delivery in your country?</i></p> <p>Participants are asked to share their ideas on the WHITEBOARD in brainstorming mode (5 min).</p> <p>The Facilitator then asks participants to select one action that they did not write themselves and make a positive comment on that action. Then open up to general commentary and discussion. (10 min)</p> <p>Note that this brainstorming exercise is a good basis for the preparation for the next session.</p>	Participants WHITEBOARD
15 min	<p><b>Conclusion</b>  Present preparation for Session 4. Note that this time people are asked to take on creative assignment to design something new. Teams should submit their slides one day before to the Administrator. (2 min)</p> <p>Closer. Ask participants to write on the WHITEBOARD a six-word story that somehow captures a memorable key insight or learning from this session. Read out the example from Ernest Hemingway. Ask each person to read out their story. Invite any other comments. (10 min)</p> <p>Thank participants for their active participation.</p> <p>Evaluation. Participants take a POLL and offer 3 sentences on the session: What I liked, What I liked less, What should we do differently? (3 min)</p>	Facilitator POWERPOINT  Participants WHITEBOARD  Participants POLL

## Session 4 – Strategy and Action Planning for Innovation and Digital Government Transformation

### Objectives

- Share ideas on how Design Thinking and Innovation Labs might be created and actioned.
- Explore the components and pathway of Action Planning and the different steps involved, from making good decisions to launching prototypes and going live.
- Examine the role of risk, mistakes and failure.

### Preparation

As a team meet up and design an Innovation Lab to resolve social problems using Innovation and Digital Technologies in your country.

You may wish to consider some of the following questions (the list is not exhaustive):

- Who are the main beneficiaries of your Innovation Lab?
- What is the IL's general vision and the main strategic objectives?
- How might you measure the public value delivered when the IL becomes operational?
- Who should have accountability for organizing and managing the IL?
- What are the skills you require for the people who work in the IL?
- When should this be operational?
- What might be a concrete example of a problem solved by the IL?

Prepare a brief (about 5 minutes) presentation of your proposal. Please use 2-4 powerpoint slides.

TIME	AGENDA	FORMAT
15 min	<p><b>Introduction</b>  Welcome and Icebreaker: What went wrong in Country X?  A devised but plausible case of good planning on paper without results.</p> <p>Facilitator presents slide: Good Plans in country X (2 min)  Facilitator asks: What do you think might have gone wrong in Country X?</p> <p>Participants unmute and make their contributions. (5 min)</p> <p>Facilitator presents 3 slides with possible causes for failure (some of these may have already been proposed by participants). Conclude that many things can go wrong in the digitalization process (3 min)</p> <p>Summary of Session 3. Session 4 Objectives (5 min)</p>	<p>Facilitator  POWERPOINT</p> <p>Participants</p> <p>Facilitator  POWERPOINT</p>

45 min	<p><b>ACTIVITY (Based on team preparations)</b>  <i>Design an Innovation Lab to resolve social problems using Innovation and Digital Technologies in your country.</i></p> <p>Teams present their work. Depending on the number of teams, each presentation should be about 5 minutes. (20 min)</p> <p>At the end of each presentation the Facilitator calls for questions, comments and moderates a discussion. (25 min)</p> <p>Possible discussion questions:</p> <ul style="list-style-type: none"> <li>• What similarities/differences do you see between the different team presentations?</li> <li>• How might Design Thinking be deployed in your Innovation Labs?</li> <li>• How different are your proposals from your usual ways of doing things?</li> <li>• Who is likely to champion such an initiative?</li> <li>• Who is like to oppose such an initiative?</li> <li>• How likely is it that your proposals will actually happen?</li> <li>• How well did you work as a team?</li> </ul>	<p>Participants POWERPOINT</p> <p>Facilitator Participants</p>
15 min	<b>Break</b>	
25 min	<p><b>Action Planning for Digital Government Transformation</b>  This part presents the “how” of innovation and digital transformation which includes: (15 min)</p> <ul style="list-style-type: none"> <li>• The key criteria of VALUE and FEASIBILITY and trade-offs that may arise in making final implementation choices.</li> <li>• How in the Design Thinking process concludes with a series of different “prototyping” and “testing stages</li> <li>• The key components of an Action Plan: <ul style="list-style-type: none"> <li>• Action Steps</li> <li>• Responsibility</li> <li>• Ownership</li> <li>• Resources</li> <li>• Key Performance Indicators</li> <li>• Information Sharing</li> </ul> </li> </ul> <p>The cases of the transformation of Medellin and Curitiba are best told as stories, supported by slides. (10 min)</p> <p>It is interesting to add that, although the transformation of Medellin and Curitiba started before the widespread use of digital technologies, these cities now offer an excellent contextual environment on which to build such technologies for enhancing public service.</p>	<p>Facilitator POWERPOINT</p>

<p>20 min</p>	<p><b>ACTIVITY</b>  <i>Debate on the motion: Organizations should encourage their people to make mistakes and take risks.</i></p> <p>This activity stimulates thinking and discussion about the role of risk in innovation prior to drawing some conclusions on the subject.</p> <p>PART A (5 min). Divide participants in 3 groups (alphabetically or otherwise). Announce that you are having a debate and each of the groups will be asked to take a position, irrespective of what their real opinions are:</p> <p>GROUP 1 is asked to take a position FOR the motion  GROUP 2 is asked to take a position AGAINST the motion  GROUP 3 is asked to observe and silently note arguments on both sides.</p> <ul style="list-style-type: none"> <li>• The Facilitator asks a person from GROUP 1 to write a brief argument for the motion on the WHITEBOARD. The Facilitator reads it out.</li> <li>• Then a person from GROUP 2 is asked to write a brief argument AGAINST the motion on the WHITEBOARD. The Facilitator reads it out.</li> <li>• The above 2 steps are repeated again and again.</li> </ul> <p>PART B (10 min). GROUP 3 members are asked for their views (unmuted):</p> <ul style="list-style-type: none"> <li>• Are there any arguments you noted FOR or AGAINST the motion that have not already been noted on the WHITEBOARD?</li> <li>• How did you experience the debate as observers?</li> </ul> <p>Conduct an open discussion opening the floor to all. Allow people to discover that innovation thrives when people can take reasonable risks.</p> <p>PART C (5 min). Conclude by noting that that carefully considering risks prior to action is important. Present risk mitigation options: Regulatory Sandboxes, Policy experiments, Innovation Hubs and note how these complement prototyping/testing.</p>	<p>Participants</p> <p>Facilitator</p>
<p>15 min</p>	<p><b>Conclusion</b>  Present preparation for Session 5. Note that these are all questions for individual reflection. It is useful to actually read them out. (2 min)</p> <p>Closer. Ask participants to join Breakout Teams of 2-3 people (random) and discuss their key learnings of the session. [NB. It is the first time people have a chance for a more “intimate” conversation with a colleague] (57 min)</p> <p>Return to plenary session and ask each team to share their learnings if they wish – take a few brief comments. (3 min)</p> <p>Thank participants for their active participation.</p> <p>Evaluation. Participants take a POLL and offer 3 sentences on the session: What I liked, What I liked less, What should we do differently? (3 min)</p>	<p>Facilitator POWERPOINT</p> <p>Participants BREAKOUT TEAMS PLENARY</p> <p>Participants POLL</p>

## Session 5 - Towards Digital Government: Organizational and Personal Change for Transformational Action

### Objectives

- Examine different levels of change – contextual, organizational and personal – and how these relate to one another.
- Discover the role of people (Leadership, Workforce) and culture in bringing about organizational change, and the importance of change at the personal level.
- Explore Organizational Action Plans that leverage digital technologies for public service delivery (focusing on Access, Quality, Inclusion and Responsiveness, People-orientation and Transparency)

### Preparation

Innovation and Digital Transformation call for significant changes in the ways most public services operate. Please reflect individually and take personal notes on the following questions:

- What are the obstacles in promoting Innovation and Digital Government Transformation in your country? (focus the issues arising from your DTCA)
- In what ways might you and your organization overcome these obstacles to implement your Action Plan for Digital Government? (focus on Access, Quality, Inclusion and Responsiveness, People-orientation and Transparency)
- What concrete actions can be taken at the organizational and institutional levels to implement your Action Plan Ideas?
- In what ways might you change your own behavior and actions to achieve the change you would like to see towards digital government transformation in your country?

TIME	AGENDA	FORMAT
15 min	<p><b>Introduction</b></p> <p>Welcome and Icebreaker (10 min): A few things about change. Present this slide explaining that you selected these pieces of wisdom from a long list of quotes on change.</p> <p>Ask each participant to select one that they like particularly. Ask them to reflect on its deeper meaning and relevance today and share with others why they chose/like this quote.</p> <p>NB. This activity aims to reveal different dimensions and ways of looking at change such as: it is people who make it happen, it happens whether we like it or not, the importance of being open to change oneself, the importance of making and moving on thereafter, the crucial role of change for survival, the excitement of change, the human resistance to change, the importance of personal commitment.</p> <p>Summary of Session 3. Session 4 Objectives (5 min)</p>	<p>Facilitator POWERPOINT</p> <p>Participants</p> <p>Facilitator POWERPOINT</p>

<p>15 min</p>	<p><b>Innovation and Faster Organizational Change I</b>  Presentation of a cycle of innovation and the accelerating pace of change as a contemporary reality. Why the speed of change is crucial today.</p> <p>Presentation of 3 levels of change – contextual change, organizational change and personal change, and how these interact with each other. Why Digital Transformation and Digital Government are crucial today.</p> <p>2 challenges relevant to participants form “links” between these levels:</p> <ul style="list-style-type: none"> <li>• How fast can our organization adapt to contextual change?</li> <li>• How fast can we and our people adapt to organizational change?</li> </ul>	<p>Facilitator  POWERPOINT</p>
<p>15 min</p>	<p><b>ACTIVITY</b>  <i>Poll: Which are the greatest obstacles to Innovation and/or Digital Transformation in public administration in your country? (Check up to 3)</i></p> <ol style="list-style-type: none"> <li>1. Lack of financial resources.</li> <li>2. Lack of technical expertise.</li> <li>3. Cumbersome regulations and/or procedures.</li> <li>4. Politicians.</li> <li>5. People in public service.</li> <li>6. Unwillingness to change.</li> <li>7. Fear of failure.</li> <li>8. Me (you).</li> <li>9. Something else (please note)?</li> </ol> <p>[NB. The Poll should be set up beforehand on the online platform]</p> <p>Read out the question and ask participants to reflect and check up to 3 responses and note “something else” if they checked number 9. (5 min)</p> <p>Comment on the outcomes and invite discussion: (10 min)</p> <ul style="list-style-type: none"> <li>• How important are the human obstacles (4-8) as opposed to the technical, legal and procedural obstacles (1-3)?</li> <li>• If you checked 1, are you really sure you have exhausted all potential for change which does not require money?</li> <li>• If you checked 4, how can you convince politicians to champion change?</li> <li>• How might you change 6 and 7 so that 5 is less of an obstacle?</li> <li>• Why did some of you avoid checking 8? Are you absolutely confident of your adaptability and openness to changing yourself?</li> </ul> <p>Acknowledge and ask for comments on the reasons offered by participants who checked 9.</p> <p>Conclude by remarking that change is usually complex and involves people changing their mindsets and exiting their comfort zones, something which some people find more difficult than others.</p>	<p>Participants  POLL</p>

15 min	<p><b>Innovation and Faster Organizational Change II</b>  Presentation addressing the challenge “How fast can organizations adapt to contextual change?” that presents the crucial human factors – mobilizing people and culture - and reminds that the DTCA has 2 people dimensions: Leadership, and Workforce and Professional Development.</p> <p>Top-down (classical Kotter) and bottom-up (contemporary AGILE) models for change in organizations are rapidly juxtaposed, underscoring that these approaches are in fact synergistic. The presentation closes with mention of the importance of creating good narratives (story-telling for strong emotional connections).</p> <p>Top-down and bottom-up approaches to change.</p>	Facilitator POWERPOINT
15 min	<b>Break</b>	
10 min	<p><b>Tips for Personal Change</b>  Presentation addressing the challenge “How fast can we and our people adapt to organizational change?” Begin with yourself and note that creativity is a good personal ally in times of change. 4 tips are offered:</p> <ol style="list-style-type: none"> <li>1. Most problems have many solutions – do not stop at the first and most obvious solution that comes to mind.</li> <li>2. When you change the way you look at things, the things you look at change –make an effort to see things from different viewpoints.</li> <li>3. Courage – there is always a risk in doing something new, it takes courage to take such risks.</li> <li>4. Take responsibility for your own creativity – behind every change there are people taking personal risks.</li> </ol> <p>The first 3 tips are accompanied by stories (shown in the slide annotations) and are designed to strengthen the emotional connection to the topic.</p>	Facilitator POWERPOINT
40 min	<p><b>DISCUSSIONS</b>  <i>Based on your insights from this workshop, what actions could your organization take over the next year and beyond? Consider in particular Access, Quality, Inclusion and Responsiveness, People-orientation and Transparency).</i></p> <p>Ask participants to discuss this question in their teams and come up with some action points. (20 min)</p> <p>The final module should be conducted as an informal conversation rather than a set of formal presentations or reporting back from team discussions. Allow people who wish to voice their proposals and views openly, one at a time. Finally invite people for Q &amp; A on the whole course. (20 min)</p>	Participants BREAKOUT TEAMS  Participants Plenary
10 min	<p><b>Conclusion</b>  Thank participants. Course evaluation.</p>	

## **M. MATERIALS AND READING**

### **Powerpoint Slides (Annex 1)**

A deck of Powerpoint slides titled INNO & DGTL GOVT WKS guiding the flow of the workshop is provided for presentation and facilitation purposes. Most slides are annotated, some with detailed advice on how to present or facilitate. Presenters/Facilitators may wish to modify this deck according to their particular circumstances, for example by adding content specific to participating departments or countries.

### **PDF Handout (Annex II)**

A deck of Powerpoint slides in pdf form titled INNO & DGTL GOVT HDT is provided for distribution to participants.

### **Guidelines for Participants (Annex III)**

A Powerpoint deck titled INNO & DGTL GOVT GUIDELINES should be sent to participants in advance. This includes the Agenda, Course Objectives, Session Objectives, Session Summaries and Session Preparation as well as guidelines for online workshops. Facilitators and Administrators should add specific details related to the platform they will be using.

### **Digital Transformation Capability Assessment (Annex IV)**

This is presented in in pdf form in a document titled DTCA SURVEY. Facilitators should reproduce this in their preferred online format (eg Survey Monkey). It is presented in Session 1, participants should respond at least 1 day before the Session 2. Experience shows that it takes on average 6 minutes to complete). Facilitators should compile outcomes (charts or graphs) in Powerpoint form for presentation/discussion in Session 2. For more details on the DTCA see Section

### **Sample Evaluation Survey (Annex V)**

A sample is presented in pdf form titled SAMPLE EVALUATION SURVEY. Organizers may wish to add data they wish to gather and additional questions.

### **Recommended reading – UN publications (Annex VI)**

“Transforming our world: the 2030 Agenda for Sustainable Development”.

“Policy Brief Draft – Innovation in Public Service Delivery for the Sustainable Development Goals.”

“The Sustainable Development Goals Report 2020”.

## **LIST OF ANNEXES**

<b>ANNEX I</b>	<b>PRESENTATION &amp; FACILITATION DECK (POWERPOINT)</b>
<b>ANNEX II</b>	<b>GUIDELINES FOR PARTICIPANTS (POWERPOINT)</b>
<b>ANNEX III</b>	<b>HANDOUT FOR PARTICIPANTS (PDF)</b>
<b>ANNEX IV</b>	<b>DIGITAL TRANSFORMATION CAPABILITY ASSESSMENT (PDF)</b>
<b>ANNEX V</b>	<b>SAMPLE EVALUATION SURVEY (PDF)</b>
<b>ANNEX VI</b>	<b>RECOMMENDED READING (ELECTRONIC FOLDER)</b>

## **ANNEX VII TOOLKIT – ORIGINAL MATERIALS (ELECTRONIC FOLDERS)**

This Annex is a collection of all the material originally designed for a face-to-face, 5-day (35-hour) workshop. It includes eleven sub-folders:

- COURSE OVERVIEW AND AGENDA
- DAY 1 – Powerpoint Deck, Details of Activities, Reading
- DAY 2 – Powerpoint Deck, Details of Activities, Reading
- DAY 3 – Powerpoint Deck, Details of Activities, Case Studies, Reading
- DAY 4 – Powerpoint Deck, Details of Activities, Case Studies, Reading
- DAY 5 – Powerpoint Deck, Details of Activities, Case Studies, Reading
- DTCAF TOOLKIT – Rationale, Content and Facilitation of the Digital Capability Assessment
- FACILITATOR’S GUIDANCE MANUAL – Detailed Facilitation Manual, Instructor Guide
- QUIZ & ANSWER KEY
- RESOURCES – Case Studies, Definitions of Public Service Delivery
- REVIEWERS’ CHECKLIST

It is useful for the Facilitator of the online course to know of these materials, in particular the DTCAF TOOLKIT and the READINGS.