



Developing learning goals

Identifying the change we want to see in our
behaviours and habits

Duration: 1 hr

Format: remote / Zoom meetings

Frequency: ad hoc at project setup and key milestones



Building
the next
generation
of public
innovation



What's the session for?

The Explore week of the States of Change program focused on supporting you as GC Entrepreneur in further scoping, mobilising and operationalising your flagship projects. You began to further refine the role of a GCE, both in general and individual terms, identifying (and rehearsing) the ways in which you, as a team, might apply new ways of working to the flagship projects. This session moves away from the team unit, and focuses more closely on you, as an individual, breaking down the ways in which you can begin to activate those less obvious ways of working into your daily practice and projects.

Building upon previous work carried out using the competency framework we will begin to identify how your skills and attitudes are currently manifested in your habits and behaviours, and which are not, and what the result of this might be. Ultimately establishing new habits you hope to do more of by the end of this programme, and discuss the way in which you might achieve this, and the impact it will have on your projects and organisation.

What do we need to do to prepare?

In order to make the most of this session, it is vital you set some time aside to reflect on your current habits, behaviours and ways of working, identifying those which you feel you need to do less of, and what you might replace them with to better perform your role as a GCE. When we speak of habits, we refer to your established ways of working, the observable actions you take when tackling a challenge or carrying out a project. It may be difficult to identify these habits initially, therefore we recommend drawing on your previous use of the [Competency Framework](#). Here you pinpointed your strengths and gaps (regarding attitudes and skills), we'd like you to reflect further on how they affect your actions and behaviours.

Note: to provide you with a more tangible example of what this means, we have attached a document illustrating how these skills and attitudes might manifest themselves in practice, entitled *Skills in action*. This list is by no means exhaustive, but there to demonstrate what a skill (or lack thereof) might mean in terms of the observable actions and behaviours that are performed.

The majority of the session will be centred around the habits and behaviours you want to see more of, those which will you feel will enable you to open up the space of the unobvious within your projects, and organisation, we will refer to these as 'personal learning goals'. We will also discuss the ways in which you can best activate these new habits within your context, and the challenges and barriers you feel are currently impeding you.

To ensure that you are ready for the session, be sure to:

- Have a read through the skills in action document
- Complete the Changing Habits worksheet and share with the SoC Canada team
- Consider how and in what ways your 'new habits', if achieved, could have a positive impact on your projects and organisation, i.e. what would be the change you'd expect to see.
- Make a note of any other questions/comments that have arisen during this process and that you are still working through.

To capture these reflections, we have provided you with a Changing Habits worksheet, that we request you complete and share with the SoC Canada team prior to your conversation. The sheet is made up of three columns:

What habits do you want to do less of?	What habits do you want to do more of?	What do I need to do, or to learn, to make the transformation happen?

Column 1: Asks you to list the habits you want to do less of. To complete this, we suggest you find your competency gaps in the 'skills in action' guide and use the examples to inspire you. For example, if a one of your skill gaps was 'citizen and stakeholder engagement', this might manifest itself through carrying out only desk research to understand a problem.

Column 2: Asks you to list the habits you want to do more of. To complete this section, it is often useful to consider what the 'less obvious' habit might be in relation to your answer for column 1. Using the same example, a habit you wish to do more of could be speaking to those people directly affected by a challenge in order to better understand it.

Column 3: Asks you to describe the ways in which you will make this transformation from an existing habit into a new one. This could be centred around learning (i.e. I need to read more content specific material, take a course, engage with a subject matter expert), or around rehearsing (i.e. I need to try out a new habit in practice and learn what works and what doesn't), or changing how you approach a situation.

What will my learning goals look like, and how will they help me?

We don't anticipate that you will arrive with final, fixed learning goals at this point, they are changeable and will likely be refined multiple times throughout the programme. We also expect each GCE's goals to be different, as they are shaped by the variation of strengths and weaknesses you possess as individuals. A key purpose of this session is to enable a more one-to-one discussion around your personal needs, to identify what you want to develop, and how it relates to your role as a GCE and the value you hope to create. It is also to start a discussion around the ways in which you might be able to achieve this, both within your projects and beyond. We know that many of you have sessions coming up with the IIU and the Task force on your project areas; these sessions will aim to support you in preparing for these in terms of what specific elements you will embed/rehearse (what you will do differently) and the impact you anticipate these making to your different projects.

Particulars

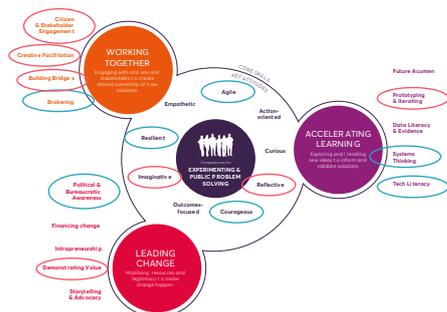
These 60 minute sessions are carried out with you on an individual basis. Our intention is to support a deeper reflection on how you are personally manoeuvring your way through the role and the projects, in terms of applying current skills (and new skills) in a way that creates value. This is your opportunity to have a private audience with several of the SoC Canada team at once, to discuss your personal learning and development needs, goals and concerns. We ask that you share your completed Changing Habits worksheet prior to the meeting.

Zoom will once again be used to facilitate the conversation, the details of which have been shared with you on the calendar invite. We recommend where possible that you have a video link in order to support a productive conversation.

Worked example

First, remind yourself of (or identify) your strengths and gaps in relation to the competency framework.

E.g.



You can choose to develop a strength, address a gap, or prioritise what the most important skills and attitudes are in relation to your role as a GCE.

E.g. **Building Bridges** is a gap, and one I feel I need to address directly to best fulfil the GCE role.

Tech literacy is a strength I feel I have, but don't feel I demonstrate/ utilise it well in my current role.

Refer to the *skills in action* document to explore how these skills (or lack of) can be observed in practice. This is purely to guide you and support you in reflecting on how your own skills/skill gaps manifest themselves in your work.

E.g.

Skill gap in action	Skill in action
Building bridges	
Dictating a singular view Imposing a concept or view on others in an authoritative way and expecting them to accept and adopt it.	Being open to diversity Being open and inclusive to other viewpoints. Actively seeking entry points for establishing shared language beliefs and understanding.
Formal authoritativeness Setting common ground based on the authority of a small group of actors, imposing this on others through careful planning and messaging.	Inclusiveness Creating common ground through interaction and bringing different people's ideas, mental models, frames and beliefs into the process.
Controlling the conversation Using formal platforms that limit discussion or debate. Generally "precluding" ideas from "outsiders".	Enabling collaborative meaning making Helping people to make sense of diversity and translate concepts from one domain into another in order to create common ground.

Using the Changing Habits worksheet, complete the first box in the first column.

E.g.

What current habits do I want to stop, or do less of? <small>If it may be useful to think back to what you previously identified as your weaknesses.</small>	What habits do I want to develop, or do more of? <small>If it may be useful to refer to the skills and attitudes cards at this point.</small>
<i>I need to stop relying solely on the views and experience of my close existing networks, when trying to fully understand and define a challenge.</i>	

Then, consider what a preferred habit might be to replace this one.

E.g.

What habits do I want to develop, or do more of? <small>Identified as:</small> <small>If it may be useful to refer to the skills and attitudes cards at this point.</small>	What do I need to do, or make this transformation happen? <small>Think about how you might learn or rehearse this habit, is it all or attitude based? Where and when might you be able to try this?</small>
<i>I need to reach out and connect with different and more diverse organisations and individuals, who can provide expertise and insights around the challenge.</i>	

Finally, detail how you might move from the less desirable habit into the preferred one.

E.g.

do I want to develop, or do more of? <small>Identified as:</small> <small>If it may be useful to refer to the skills and attitudes cards at this point.</small>	What do I need to do, or to learn, to make this transformation happen? <small>Think about how you might learn or rehearse this habit, is it all or attitude based? Where and when might you be able to try this?</small>
<i>I will start creating better channels through which people can better connect with me, and I can each out to others. [provide details of how you will apply this to flagship project]</i>	

Aim to list between 3 and 5 habits to change.



Changing habits

Individually, write down the habits that you believe you should do less of, and the five you feel are most important to do more of, to become more effective as an GCE. Then, start to identify what actions will enable you in achieving this transformation.

What current habits do I want to stop, or do less of?

It may be useful to think back to what you previously identified as your weaknesses.

What habits do I want to develop, or do more of?

It may be useful to refer to the skills and attitudes cards at this point.

What do I need to do, or to learn, to make this transformation happen?

Think about how you might learn or rehearse this habit, is it skill or attitude based? Where and when might you be able to try this?

Working together

Illustration of skill gaps in practice

Illustration of skills in practice

Citizen and stakeholder engagement	
<p>Considering yourself as the expert Relying on 'expert' knowledge within your team and working with the 'usual suspects'. Seeing citizens as merely the recipient of services and stakeholders as a hurdle to get around.</p>	<p>Considering others as the experts Considering those affected by the intervention as having expertise to offer. Involving citizens and 'unusual suspects' to co-create solutions and open up the scope for new ideas.</p>
<p>Relying on statistical data Making decisions based mainly on statistical data. Relying on existing theories, knowledge and assumptions based on past experiences to validate decisions.</p>	<p>Understanding and generating Making decisions based on insights from people's everyday experiences, produced through user engagement and meaningful conversations.</p>
<p>Using standardised models and methods Relying on a standardised methods of engagement which have been used multiple times before (i.e. surveys)</p>	<p>Tailoring activities for participants Using collaboration tools and methods to interact with a diverse set of people who can contribute to creating new solutions.</p>
Creative facilitation	
<p>Rigidity Following a strict plan, being unresponsive to group dynamics or energy levels, and as a result limiting attendees' contributions</p>	<p>Responsiveness Being adaptable and changing approach in response to the needs, abilities and energy levels of attendees.</p>
<p>Building on biases Giving greater attention to certain ideas and perspectives (i.e. ones that align with your own), and making decisions based on these.</p>	<p>Building on diversity Drawing out the perspectives and ideas of each individual (e.g. through the use of visualisation tools), and making decisions through deliberation and discussion.</p>
<p>Being consultative Seeking feedback just on your own idea or perspective, limiting opportunities to genuinely bring different ideas into the mix.</p>	<p>Co-creating Creating a safe space where attendees feel comfortable to share their views as collaborators; supporting this with a diverse range of tools to stimulate participants.</p>
Building bridges	
<p>Dictating a singular view Imposing a concept or view on others in an authoritative way and expecting them to accept and adopt it.</p>	<p>Being open to diversity Being open and inclusive to other viewpoints. Actively seeking entry points for establishing shared language, beliefs and understanding.</p>
<p>Formal authoritativeness Setting common ground based on the authority of a small group of actors. Imposing this on others through careful planning and messaging.</p>	<p>Inclusiveness Creating common ground through interaction and bringing different people's ideas, mental models, frames and beliefs into the process.</p>
<p>Controlling the conversation Using formal platforms that limit discussion or debate. Generally neglecting ideas from "outsiders".</p>	<p>Enabling collaborative meaning making Helping people to make sense of diversity and translate concepts from one domain into another in order to create common ground.</p>
Brokering	
<p>Being reactive Glossing over potentially fundamental differences in stakeholder motivations and goals, only reacting when they come to a head.</p>	<p>Being proactive Proactively seeking to uncover the goals and motivations of different stakeholders in order to identify potential troublesome differences, as well as similarities, to build negotiations upon.</p>
<p>Dominance Focusing more heavily on the interests of dominant partners or largest funders. Having a bias towards views that align with own agenda when making decisions.</p>	<p>Impartiality Respecting and considering the motivations and goals of multiple stakeholders, in order to inform rational decision making.</p>
<p>Indifference Approaching interactions in an indifferent manner. Not striving for honest discussion, paying lip service to different stakeholders.</p>	<p>Genuineness Approaching interactions in a positive and open manner. Striving to uncover differing stakeholder interests and form an honest and trusting basis for meaningful discussions.</p>

Accelerating learning

Illustration of skill gaps in practice

Illustration of skills in practice

Future Acumen	
<p>Short term planning Concentrating on short term goals and quick successes, with little consideration of how they relate to the long term vision.</p>	<p>Long-term planning with short-term goals Exploring (rather than predicting) what the future could be. Identifying small steps that contribute to reaching the long term vision.</p>
<p>Envisioning a singular Future Making decisions based on a pre-defined plan with static objectives and goals, with no room for unpredictability.</p>	<p>Envisioning multiple futures Making decisions by exploring multiple possible future scenarios, and maintaining an openness to adapt and shift course if necessary.</p>
<p>Avoiding risk Basing decisions on historical facts and past successes. Camouflaging uncertainty and risks via detailed plans</p>	<p>Embracing risk Basing decisions on learnings from experiments. Coping with and minimising uncertainty and risks via a trial-and-error approach.</p>
Prototyping and iterating	
<p>Taking one giant leap Putting all resources into one 'big bang' implementation, with little user testing or exploration of other possibilities.</p>	<p>Taking many incremental steps Quickly and cheaply testing ideas with others in order to learn what works and what doesn't, and using these lessons to inform the next iteration.</p>
<p>Prescriptive Prescribing a predefined course of action. Relying on previous project experiences and figuring out from behind a desk what course of action to take.</p>	<p>Explorative Developing insights from testing ideas, preferably with those affected by the intervention. Being open to unexpected and unintended consequences</p>
<p>Analytical Attempting to predict outcomes through careful planning. Using existing knowledge/methods to achieve desired outcomes.</p>	<p>Experimental Exploring outcomes using a trial-and-error approach. Testing to see what works, or tapping into other sources of knowledge (e.g. citizens/partners)</p>
Data literacy and evidence	
<p>Taking a narrow approach Using tried and tested data collection methods or relying on historical datasets as evidence to support claims.</p>	<p>Taking a broad view Exploring what other data collection/generation methods are available. Using a mix of quantitative, qualitative and real-time techniques.</p>
<p>Using frames to shape data Using data to reinforce current thinking, without considering any cognitive biases or the bigger picture.</p>	<p>Data informs frames Using diverse data to identify previously unnoticed pattern. Making decisions based on both quantitative and qualitative insights.</p>
<p>Tried and tested Favouring familiar data collection/generation approaches, even if they are limited in what they are able to produce or capture.</p>	<p>Novel and generative Exploring new data generation and collection approaches, which help reframe the problem and open up new possibilities for decision-making.</p>
Systems thinking	
<p>Looking from one level Viewing a situation from one specific area of interest, without looking at what it is made up of, or what it affects around it.</p>	<p>Zooming in and out Consistently moving between the finer details and bigger picture, identifying where actions can be taken and how these will affect the rest of the system.</p>
<p>Isolated Making decisions based on singular occurrences or elements in isolation – without considering other wider influences.</p>	<p>Aggregated Making decisions based on knowledge gained from multiple system parts and their interconnectedness, over a prolonged period of time.</p>
<p>Singular level Interacting with a limited, narrow range of people within a single level of the system.</p>	<p>Multi-level Seeking to engage with multiple people, within multiple levels of the system, to understand their perspectives and how a solution might affect them.</p>
Tech literacy	
<p>Relying on existing means Sticking to familiar technologies, limiting the possibilities of improving practice through technology.</p>	<p>Exploring new means Actively keeping up-to-date with new technological developments to understand whether they hold any potential for practices in the public sector.</p>
<p>Using technology as 'the end' Seeing technology as 'the answer' to problems. Expecting it to work without an outcomes or user focus.</p>	<p>Technology as a means to an end Identifying where different technologies can add value, whilst recognising their limitations and still applying a user perspective when making decisions.</p>
<p>Obvious Using familiar tools that suit the existing set of expertise, but are limited in what they can generate.</p>	<p>Unobvious – fit for purpose Applying new digital tools that potentially create previously unattainable situations (leading to new insights).</p>

Leading change

Illustration of skill gaps in practice

Illustration of skills in practice

Intrapreneurship	
<p>Risk averse Acting in accordance to existing structures, processes and constraints—accepting that things are just the way they are.</p>	<p>Risk taker Continually reflecting upon and challenging the status quo. Taking calculated risks when identifying opportunities for doing things differently – seeking inspiration from other areas.</p>
<p>Certainties Basing decisions upon existing examples and case studies proven to work within the public sector.</p>	<p>Possibilities Basing decisions upon informed possibilities for embedding new actions, models and systems into the organisation.</p>
<p>Mediatory Going along with existing ways of doing things or only supporting the ideas of high-up individuals. Unwilling to rock the boat.</p>	<p>Provoking/probing Instigating interactions (with people, tools and environments) to explore and pick apart current practices in order to identify possibilities for change.</p>
Political and bureaucratic awareness	
<p>Leveraging for self Using political insights and connections to further one's own career, and putting this above making meaningful change.</p>	<p>Leveraging for change Using political insights and connections to influence and gain support for change and innovation in practice.</p>
<p>Unrealistic Pushing through ideas for change without first securing the support of others or considering political/organisational timing.</p>	<p>Pragmatic Having a realistic awareness of the opportunities available, based upon experience. Knowing who to approach, when and where changes are possible.</p>
<p>Inopportune Focusing on singular goals for meetings or conversations, missing unplanned opportunities to take advantage of situations as and when they occur.</p>	<p>Opportunistic Setting up meetings and conversations to achieve a desired goal, but also recognising opportunities when they appear. Knowing your audience and how to engage with them.</p>
Demonstrating value	
<p>From own perspective Judging the value of a new idea/solution from your own point of view, without demonstrating the value it provides for others.</p>	<p>Through others eyes Considering what the driving factors and interests are for citizens and stakeholders, and shaping the message through this lens.</p>
<p>Shaped by 'so what...?' Basing decisions on limited information, where the message isn't clearly related to the audience's motivations, leaving them questioning 'so what?'</p>	<p>Shaped by 'what if...?' Basing decisions on positively framed possibilities of how an intervention or idea could create impact that is meaningful and relevant to the audience's interests.</p>
<p>Generalised Using generic, standardised documents or written reports to describe the value.</p>	<p>Tailored to audience Selecting communication styles and mediums that demonstrate the value in the clearest and most relevant way to the audience, tailored to their abilities and understanding.</p>
Systems thinking	
<p>Looking from one level Viewing a situation from one specific area of interest, without looking at what it is made up of, or what it affects around it.</p>	<p>Zooming in and out Consistently moving between the finer details and bigger picture, identifying where actions can be taken and how these will affect the rest of the system.</p>
<p>Isolated Making decisions based on singular occurrences or elements in isolation – without considering other wider influences.</p>	<p>Aggregated Making decisions based on knowledge gained from multiple system parts and their interconnectedness, over a prolonged period of time.</p>
<p>Singular level Interacting with a limited, narrow range of people within a single level of the system.</p>	<p>Multi-level Seeking to engage with multiple people, within multiple levels of the system, to understand their perspectives and how a solution might affect them.</p>
Storytelling and advocacy	
<p>To describe Using insights to create narratives that describe a situation, yet lack the level of human detail required to evoke empathy or interest.</p>	<p>To intrigue and stimulate Transforming insight into stories that are used to not only describe a situation, but to stimulate questions and inspire thinking surrounding how to action ideas.</p>
<p>Through existing frame Basing decisions on existing 'frames' - i.e. existing perspectives of a situation, which limits both understanding and potential ideas to change that situation.</p>	<p>Through reframing Basing decisions on compelling information that prompts the audience to reflect on previous choices and question future directions. Linking your decisions to real-world issues and people.</p>
<p>Passive Describing a situation in a detached 'matter of fact' manner, with little empathy or connection to those involved. Limiting stories to standardised reports or existing (artificial) case studies.</p>	<p>Compelling Creating stories through different mediums to inspire and compel people to make changes. Enabling people to see themselves in the story, or stimulating empathy from others.</p>